Magnolia Public Schools

Board Meeting

Date and Time

Wednesday June 17, 2026 at 5:30 PM PDT

Location

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

Access to the Board Meeting

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

- Magnolia Science Academy-1 (18238 Sherman Way, Reseda, CA 91335)
- Magnolia Science Academy-2 (17125 Victory Blvd, Van Nuys, CA 91406)
- Magnolia Science Academy-3 (1254 E Helmick St, Carson, CA 90746)
- Magnolia Science Academy-4 (11330 W Graham Place, Los Angeles, CA 90064)
- Magnolia Science Academy-5 (18238 Sherman Way, Reseda, CA 91335)
- Magnolia Science Academy-6 (745 S. Wilton Ave, Los Angeles, CA 90005)
- Magnolia Science Academy-7 (18355 Roscoe Boulevard, Northridge, CA 91325)
- Magnolia Science Academy-8 (6411 Orchard Ave, Bell, CA 90201)
- Magnolia Science Academy-Santa Ana (2840 W 1st Street, Santa Ana, CA 92703)
- Magnolia Science Academy-San Diego (6525 Estrella Ave, San Diego, CA 92120)
- Magnolia Science Academy-Orange County Anaheim (412 W. Carl Karcher Way, Anaheim, CA 92801)
- Magnolia Science Academy-Orange County Placentia Yorba Linda (1891 Kellogg Dr, Anaheim, CA 92807)

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

Dialing information for this meeting is included below:

Dial in: 1-669-444-9171

Meeting ID: 978 5606 4990 - **Passcode:** 021250
Zoom: https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMlZpNEZQZVJ3RDBPZz09

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

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

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

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

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

Board Members:
Mr. Mekan Muhammedov, Chair
Ms. Sandra Covarrubias, Vice-Chair
Dr. Umit Yapanel
Dr. Salih Dikbas
Ms. Diane Gonzalez
Mr. Serdar Orazov

Student Board Member:
Ms. Sofia Perez

CEO & Superintendent:
Mr. Alfredo Rubalcava

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:30 PM**
	Opening Items			
	A. Call the Meeting to Order			1 m
	B. Pledge of Allegiance			1 m
	C. Record Attendance and Guests			1 m
	D. Approval of Agenda	Vote		1 m
	E. Public Comments			20 m
	F. Announcements - CEO & Superintendent, Board, Student Board Member			10 m
	G. Approval of Minutes from MPS Regular Board Meeting - May 21, 2026	Approve Minutes		1 m
II.	**Student Board Elections**			**6:05 PM**
	A. Presentations of the 2026-27 Student Board Member	Discuss	Meagan Wittek	22 m
III.	**Closed Session**			**6:27 PM**
	A. Public Announcement of Closed Session	FYI		1 m
	B. Public Employee Performance Evaluation (§ 54957) - Title: CEO & Superintendent	FYI		60 m
	C. Public Employee Discipline/Dismissal Release (§ 54957)	FYI		60 m
	D. Conference with Legal Counsel - Existing Litigation (§54956.9)	FYI		60 m

		Purpose	Presenter	Time
E.	Report Out of Closed Session	FYI		1 m
IV.	**Public Hearing**			**9:29 PM**
A.	Public Hearing for Local Control and Accountability Plans (LCAP) for All MPS	Discuss	David Yilmaz	20 m
B.	Public Hearing for 2026-27 Budgets for All MPS	Discuss	Cafer Turan	15 m
V.	**Consent Items**			**10:04 PM**
A.	Approval of MPS 2026-27 Student/Parent Handbook	Vote	David Yilmaz	3 m
B.	Approval of 2026-27 Certification of Assurances, Protected Prayer Certification, and Application for Funding	Vote	Cafer Turan	3 m
C.	Approval of 2026-27 Certification of Signatures Form and Resolution	Vote	Cafer Turan	3 m
D.	Approval of MPS Annual Master List of Contracts for 2026-27 Fiscal Year	Vote	Cafer Turan	3 m
VI.	**Information/Discussion Items**			**10:16 PM**
A.	MPS' Progress on Meeting Local Performance Indicators on the CA School Dashboard	Discuss	David Yilmaz	10 m
VII.	**Action Items**			**10:26 PM**
A.	Approval of Board Resolution Regarding Certificate of Amendment to Articles of Incorporation	Vote	Andrew Zarnich	15 m
B.	Approval of 2026-27 MPS Board Officers	Vote	Alfredo Rubalcava	10 m
C.	Approval of 2026-27 MPS Board Calendar & Committee Calendar	Vote	Alfredo Rubalcava	5 m
D.	Approval of Board Resolution Regarding Amendment to Bylaws	Vote	Andrew Zarnich	5 m

		Purpose	Presenter	Time
E.	Approval of Board Resolution Regarding Amendment to Magnolia Science Academy – San Diego Charter	Vote	Andrew Zarnich	5 m
F.	Approval of Board Resolution Regarding Amendment to Magnolia Science Academy – Santa Ana Charter	Vote	Andrew Zarnich	5 m
G.	Approval of Board Resolution Regarding Authorization to Submit CalSTRS Certification Form 0765 On Behalf of Charter Schools	Vote	Andrew Zarnich	5 m
H.	Approval of 2026-27 MPS Employee Handbook	Vote	Fiorella Del Carpio	10 m
I.	Approval of Board Resolution for Creation and Elimination of Positions Across MPS Network for the 2026-27 School Year	Vote	Fiorella Del Carpio	20 m
J.	Approval of Local Control and Accountability Plans (LCAP) for All MPS	Vote	David Yilmaz	5 m
K.	Approval of the 2026-27 Adopted Budgets for All MPS Sites and Home Office Management Fee Policy	Vote	Cafer Turan	15 m
L.	Approval of Revised MPS Fiscal Policies and Procedures Manual for 2026-27	Vote	Cafer Turan	5 m
M.	Approval of Education Protection Act (EPA) Resolution for the 2026-27 School Year	Vote	Cafer Turan	5 m
N.	Approval of Renewal Agreement for DMS Back Office Services for the 2026-27 Fiscal Year	Vote	Cafer Turan	15 m
O.	Approval of MPS 2026-27 Uniform RFP Winning Bid Selection	Vote	Suat Acar	5 m
P.	Approval of Construction and Contractor Change Orders for MSA-5	Vote	Patrick Ontiveros	5 m
Q.	Approval of Extension and Amendment of Lease for 18355 Roscoe	Vote	Patrick Ontiveros	5 m

		Purpose	Presenter	Time
R.	Approval of the Updated 2026-27 Home Office Compensation and Salary Bands for Home Office Employees	Vote	Fiorella Del Carpio	5 m

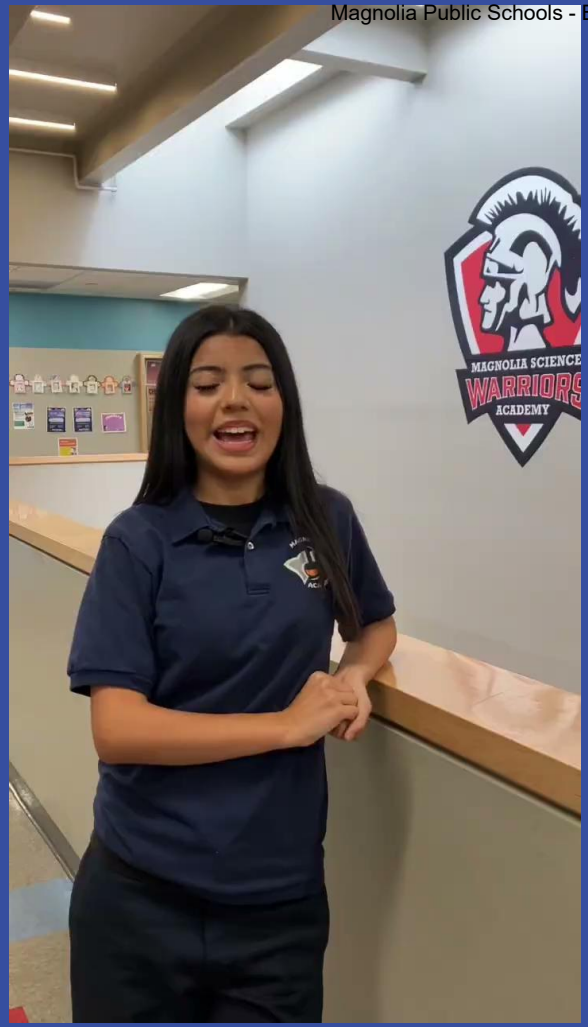
VIII. Closing Items — 12:51 AM

A.	Adjourn Meeting	1 m

Coversheet

Announcements - CEO & Superintendent, Board, Student Board Member

Section: I. Opening Items
Item: F. Announcements - CEO & Superintendent, Board, Student Board Member
Purpose:
Submitted by:
Related Material: Student Experience Video.pdf



Student Experience Video Project

Student Board Member Initiative

Coversheet

Approval of Minutes from MPS Regular Board Meeting - May 21, 2026

Section:	I. Opening Items
Item:	G. Approval of Minutes from MPS Regular Board Meeting - May 21, 2026
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on May 21, 2026

APPROVED

Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time
Thursday May 21, 2026 at 5:30 PM

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

Access to the Board Meeting
Teleconferencing locations are provided at each Magnolia Science Academy school site:

- Magnolia Science Academy-1 (18238 Sherman Way, Reseda, CA 91335)
- Magnolia Science Academy-2 (17125 Victory Blvd, Van Nuys, CA 91406)
- Magnolia Science Academy-3 (1254 E Helmick St, Carson, CA 90746)
- Magnolia Science Academy-4 (11330 W Graham Place, Los Angeles, CA 90064)
- Magnolia Science Academy-5 (18238 Sherman Way, Reseda, CA 91335)
- Magnolia Science Academy-6 (745 S. Wilton Ave, Los Angeles, CA 90005)
- Magnolia Science Academy-7 (18355 Roscoe Boulevard, Northridge, CA 91325)
- Magnolia Science Academy-8 (6411 Orchard Ave, Bell, CA 90201)
- Magnolia Science Academy-Santa Ana (2840 W 1st Street, Santa Ana, CA 92703)
- Magnolia Science Academy-San Diego (6525 Estrella Ave, San Diego, CA 92120)
- Magnolia Science Academy-Orange County Anaheim (412 W. Carl Karcher Way, Anaheim, CA 92801)
- Magnolia Science Academy-Orange County Placentia Yorba Linda (1891 Kellogg Dr, Anaheim, CA 92807)

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

6525 Estrella Ave, San Diego, CA 92120 (**Dr. Salih Dikbas**)
5113 Babette Ave, Los Angeles, CA 90066 (**Mrs. Diane Gonzalez**)

Dialing information for this meeting is included below:
Dial in: 1-669-444-9171
Meeting ID: 978 5606 4990 - **Passcode:** 021250
Zoom: https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMlZpNEZQZVJ3RDBPZz09

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

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

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

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

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

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

Mr. Serdar Orazov

Student Board Member:
Ms. Sofia Perez

CEO & Superintendent:
Mr. Alfredo Rubalcava

Directors Present
D. Gonzalez, M. Muhammedov, S. Covarrubias, S. Dikbas (remote), U. Yapanel

Directors Absent
S. Orazov

Guests Present
T. Velazquez

I. Opening Items

A. Call the Meeting to Order

M. Muhammedov called a meeting of the board of directors of Magnolia Public Schools to order on Thursday May 21, 2026 at 6:30 PM.

B. Pledge of Allegiance

Board, staff and guests conducted the pledge of allegiance.

C. Record Attendance and Guests

Refer to the attendance information recorded above. S. Perez, Student Board Member, was present.

D. Approval of Agenda

M. Muhammedov made a motion to approve the agenda as presented.
U. Yapanel seconded the motion.
S. Perez, Student Board Member, gave her preferential opinion as a statement of yes for this item.

J. Lara reopened the approval of the agenda to be amended after Closed Session at the request from the board with the following changes: the board will review consent, all action items, and remove information/discussion items IV.A Enrollment and Strategy Update and IV.B Average Daily Attendance (ADA) Update to be discussed at a later time.
The board **VOTED** to approve the motion.

Roll Call

S. Dikbas	Aye
M. Muhammedov	Aye
S. Covarrubias	Aye
U. Yapanel	Aye
D. Gonzalez	Aye
S. Orazov	Absent

E. Public Comments

The Board heard public comments from multiple individuals during the public comment period. Public speakers expressed their opposition to the restructuring and elimination of positions across the network. Additionally, public speakers shared highlights from their campus for the academic year.

F. Announcements - CEO & Superintendent, Board, Student Board Member

A. Rubalcava, the CEO and Superintendent, shared several exciting highlights from across the network. G. Serce, the Chief Academic Officer, provided detailed information about these highlights, including the Blue Ribbon and California Distinguished Schools awards, along with a recap of the STEAM Expo.

In addition, S. Perez, the Student Board Member, announced her initiative for a video project that will showcase student experiences at Magnolia.

G. Approval of Minutes from MPS Regular Board Meeting - April 9, 2026

M. Muhammedov made a motion to approve the minutes from Regular Board Meeting on 04-09-26.
U. Yapanel seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

U. Yapanel	Aye
D. Gonzalez	Aye
M. Muhammedov	Aye
S. Covarrubias	Aye
S. Orazov	Absent
S. Dikbas	Aye

II. Closed Session

A. Public Announcement of Closed Session

M. Muhammedov, Board Chair, reported that the Board would be entering into Closed Session to discuss a conference with legal counsel regarding anticipated litigation, as well public employee discipline/dismissal release and would report out following Closed

Session.

B. Public Employee Discipline/Dismissal Release (§ 54957)

Item was discussed in Closed Session.

C. Conference with Legal Counsel – Anticipated Litigation

Item was discussed in Closed Session.

D. Conference with Legal Counsel - Existing Litigation §54956.9

Item was discussed in Closed Session.

E. Report Out of Closed Session

M. Muhammedov reported in open session at 10:04pm that the Board discussed the closed session items, for one of the anticipated litigation items the Board approved the preliminary agreement for a resolution of dispute and for the remaining items they took no reportable actions, and directed staff to take necessary steps.

J. Lara reopened the approval of the agenda to be amended with the following changes: the board will review consent, all action items, and remove information/discussion items IV.A Enrollment and Strategy Update and IV.B Average Daily Attendance (ADA) Update to be discussed at a later time.

S. Perez, Student Board Member, left the meeting at 9:04pm.

III. Consent Items

A. Approval of the Provisions to the Memorandum of Understanding (MOU) for Magnolia Science Academy-5

M. Muhammedov made a motion to have the Board read, understand, and agree to the provisions of the Memorandum of Understanding (MOU) for Magnolia Science Academy-5 (“MSA-5”).
D. Gonzalez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. Muhammedov	Aye
D. Gonzalez	Aye
S. Dikbas	Aye
S. Orazov	Absent
S. Covarrubias	Aye
U. Yapanel	Aye

B. Approval of 2026-27 School Calendars for Magnolia Science Academy-5

M. Muhammedov made a motion to approve the 2026-27 School Calendar for MSA-5.
D. Gonzalez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
S. Dikbas	Aye
U. Yapanel	Aye
S. Orazov	Absent
D. Gonzalez	Aye
S. Covarrubias	Aye
M. Muhammedov	Aye

IV. Information/Discussion Items

A. Enrollment and Strategy Update

This item was removed from the agenda.

B. Average Daily Attendance (ADA) Update

This item was removed from the agenda.

C. 2025-26 MPS Educational Partners Survey Results & Reflections and Public Feedback to Inform LCAP

D. Yilmaz, Chief Accountability Officer, presented data from student, parent, and staff surveys to improve the overall school experience.

G. Serce, Chief Academic Officer, shared how the highest rated section for students is, and how some of the lowest are safety. The lowest category is how likely you are to recommend this school to another student or family.

B. Olivares, Chief Impact Officer, shared the data from family surveys and how it correlates with student persistence. In the survey free responses, she shared that areas of improvement are similar across students and families.

F. Del Carpio, Chief People Officer, shared the data improvements across staff surveys and the areas of focus.

V. Action Items

A. Approval of the 2026-27 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders

M. Muhammedov made a motion to approve the 2026-27 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders effective July 1, 2026.

S. Covarrubias seconded the motion.
F. Del Carpio, Chief People Officer, explained the proposed changes to the teaching positions and the pay raise scale that will help attract talent and contribute to the organizational priority of retaining staff and improving the operational side.

All questions from the Board were addressed by staff.
The board **VOTED** to approve the motion.

Roll Call

S. Dikbas	Aye
S. Orazov	Absent
S. Covarrubias	Aye
M. Muhammedov	Aye
U. Yapanel	Aye
D. Gonzalez	Aye

B. Approval of the 2026-27 Home Office Compensation and Salary Bands for Home Office Employees

M. Muhammedov made a motion to approve the salary band and the Home Office positions to be effective as of July 1, 2026.
D. Gonzalez seconded the motion.
F. Del Carpio, Chief People Officer, shared that this band rather defines the minimum and maximum ranges for each position and isn't a reflection of the value of every employee.

All questions for the board were addressed by staff.
The board **VOTED** to approve the motion.

Roll Call

M. Muhammedov	Aye
S. Orazov	Absent
S. Dikbas	Aye
S. Covarrubias	Aye
D. Gonzalez	Aye
U. Yapanel	Aye

C. Approval of the Board Resolution for Creation and Elimination of Positions Across MPS Network for the Improvement of Educational Programs for Students

M. Muhammedov made a motion to approve of the resolution to restructure positions across the MPS network, effective July 1, 2026, in support of educational programs, student achievement, efficiency, and long-term sustainability.
D. Gonzalez seconded the motion.
F. Del Carpio, Chief People Officer, explained the comprehensive fiscal stabilization process in response to evolving enrollment trends, average daily attendance (ADA) performance, rising operational costs, the expiration of one-time pandemic-era funding sources, and updated state budget assumptions for the 2026–27 fiscal year. MPS

leadership worked collaboratively with school principals and department leaders throughout the year to review enrollment trends, ADA performance, staffing allocations, master schedules, and budget assumptions.
The board **VOTED** to approve the motion.

Roll Call

M. Muhammedov	Aye
D. Gonzalez	Aye
S. Covarrubias	Aye
U. Yapanel	Aye
S. Dikbas	Aye
S. Orazov	Absent

D. Approval of the MPS School Site Classified Employees' Pay Raise Schedule for 2026-27 School Year

M. Muhammedov made a motion to approve the MPS school site classified employee's pay raise schedule for 2026-27 fiscal year effective July 1, 2026.
S. Covarrubias seconded the motion.
F. Del Carpio, Chief People Officer, shared the compensation structure as part of the annual budget development process.

Based on this analysis, MPS proposes the following compensation adjustments for school site classified employees
effective July 1, 2026: A $1,015 increase for all full-time classified exempt employees; A $0.50 (50 cent) hourly increase for all classified hourly employees, including both part-time and full-time non-exempt employees.

These adjustments reflect MPS's continued commitment to supporting employees while aligning compensation
decisions with current budget realities and long-term organizational planning.

All board questions were addressed by staff.
The board **VOTED** to approve the motion.

Roll Call

S. Orazov	Absent
D. Gonzalez	Aye
S. Dikbas	Aye
U. Yapanel	Aye
M. Muhammedov	Aye
S. Covarrubias	Aye

E. Approval of the Updated MPS Board Officers

M. Muhammedov made a motion to approve Erdinc Acar to serve as the interim MPS Board Secretary effective May 21, 2026. All other current appointments remain the same

for 2025-26. The Board will revisit the Board appointments for the 2026-27 school year at a later scheduled Board Meeting for further revisions or continuations of the officers.
U. Yapanel seconded the motion.
A. Rubalcava, CEO & Superintendent, shared that there is a current vacancy in the role of Board Secretary. The interim will serve to temporarily fill the role and sign minutes and execute the duties assigned to the role until it is filled and the Board makes the determination final.
The board **VOTED** to approve the motion.

Roll Call

S. Dikbas	Aye
U. Yapanel	Aye
M. Muhammedov	Aye
S. Orazov	Absent
S. Covarrubias	Aye
D. Gonzalez	Aye

F. Approval of the Magnolia Science Academy-5 Financing Contingency Plan and Ongoing Fiscal Oversight Framework

M. Muhammedov made a motion to approve the MSA-5 Financing Contingency Plan and Ongoing Fiscal Oversight Framework, and authorizes staff to submit the Board-adopted plan and related attachments to the Los Angeles County Office of Education (LACOE) as requested by LACOE, subject to non-substantive edits approved by the CEO/Superintendent and legal/finance staff.
S. Covarrubias seconded the motion.
E. Acar, Deputy Superintendent, presented a Board-adopted contingency plan addressing the additional bond issuance debt associated with the MSA-5 facilities project. The plan responds to LACOE's request for a clear framework describing how MERF/MPS would respond if MSA-5 does not meet projected enrollment
or ADA targets, experiences cash-flow pressure, or is otherwise unable to support debt-related obligations solely from site-level resources.
The board **VOTED** to approve the motion.

Roll Call

S. Covarrubias	Aye
S. Dikbas	Aye
S. Orazov	Absent
U. Yapanel	Aye
M. Muhammedov	Aye
D. Gonzalez	Aye

G. Approval of Resolutions for Restructuring and New Intra-Organization Loans

M. Muhammedov made a motion to approve the intra-organization loan restructuring, extensions, and new loan agreements among Magnolia schools and Magnolia Educational & Research Foundation (MERF).

U. Yapanel seconded the motion.
C. Turan, Interim Chief Financial Officer, shared how this restructure would extend existing intra-organization loan arrangements to provide greater financial flexibility, align repayment terms with projected cash flows, and ensure continued operational support across Magnolia Public Schools.

The updated structure includes the following intra-organization loan relationships:
• MSA-8 → MERF → MSA-OC (Pass-through loan structure)
• MSA-8 → MERF → MSA-7 (Pass-through loan structure)
• MSA-6 → MERF → MSA-OC (NEW)

All questions and comments from the Board were addressed by staff.
The board **VOTED** to approve the motion.

Roll Call	
U. Yapanel	Aye
M. Muhammedov	Aye
S. Orazov	Absent
S. Covarrubias	Aye
S. Dikbas	Aye
D. Gonzalez	Aye

H. Approval of Construction and Contractor Change Orders for the Magnolia Science Academy-5 (7111 Winnetka) Project

M. Muhammedov made a motion to approve the proposed construction change orders submitted by the prime contractors, Del Amo Construction, Pro-Craft Construction and Silver Creek Modular, and a contract amendment for IMEG for survey services for the Magnolia Science Academy-5 project located at 7111 Winnetka Ave (the “Project”), in a total net amount not to exceed Four Hundred Twenty-Four Thousand Eight Hundred Ninety-Nine and 80/100 Dollars ($424,899.80).
U. Yapanel seconded the motion.
P. Ontiveros, General Counsel and Director of Facilities, shared that this item is solely to approve the construction change orders and contract amendments associated with the Project. The proposed change orders and contract amendments address additional work required due to site conditions and utility coordination identified during construction. Staff is bringing this item forward to maintain transparency and ensure the Board is informed of project cost adjustments as the Project progresses.

A few items that were modifications mentioned are the sidewalks and modifying the wording on the perforated screen to add "MIDDLE & HIGH SCHOOL."

All questions and comments were addressed by staff.
The board **VOTED** to approve the motion.

Roll Call

M. Muhammedov	Aye
D. Gonzalez	Aye
S. Covarrubias	Abstain
U. Yapanel	Aye
S. Orazov	Absent
S. Dikbas	Aye

I. Approval of General Contractor for Tenant Improvement Projects at Magnolia Science Academy-Orange County Anaheim at 412 W Carl Karcher Way, Anaheim, CA 92801

M. Muhammedov made a motion to approve the selection of EPI Construction (the "Contractor") to perform certain tenant improvements at 412 W. Carl Karcher Way, Anaheim, CA 92801 (the "Project") for approve a budget for such Project consisting of a base fee of Four Hundred Fifty-Five Thousand Two Hundred Ninety and 39/100 Dollars ($455,290.39), plus 10% contingency of Forty-Five Thousand Five Hundred Twenty-Nine Dollars and Four Cents ($45,529.04) to cover any unforeseen expenses that may arise for a total of Five Hundred Thousand Eight Hundred Twenty Dollars ($500,820.00). The Project consists of staff restroom additions; HVAC Replacement, and roof replacement. Staff further requests authorization to negotiate and execute a professional services agreement with EPI Construction in a form deemed appropriate and in the best interest of MPS.
U. Yapanel seconded the motion.
M. Sahin, Facilities Project Manager, shared information regarding the selection of the Contractor to complete tenant improvements at MSA OC Anaheim campus located at 412 W. Carl Karcher Way, Anaheim, CA 92801.

The scope of tenant improvements includes: Replacement of the existing HVAC system, Roof replacement/repair, and Addition of two staff restrooms.

All questions from the Board were addressed by staff.
The board **VOTED** to approve the motion.

Roll Call

S. Orazov	Absent
M. Muhammedov	Aye
D. Gonzalez	Aye
S. Covarrubias	Absent
U. Yapanel	Aye
S. Dikbas	Aye

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:00 PM.

Respectfully Submitted,
M. Muhammedov

Coversheet

Presentations of the 2026-27 Student Board Member

Section: II. Student Board Elections
Item: A. Presentations of the 2026-27 Student Board Member
Purpose: Discuss
Submitted by:
Related Material: II.A - 2026-27 MPS Student Board Candidates.pdf

MPS 2026-27 Student Board Candidates

Presentations on June 17, 2026

MPS Board Vote: Thursday, July 16, 2026

Sofia Perez (MSA-1)

As a first generation high school student, it's been up to me whether I am going to make the effort to go beyond the bare minimum with my studies to execute bigger goals, and needless to say that is what I am here to do demonstrating my resilience. In this time, I've learned that I enjoy networking with others to make a change that'll effect beyond myself.

Going into my ***senior*** year of high school, I know I have already faced challenges that other students are currently working on overcoming and as a student board member it would be my ***goal*** to project these challenges in order to make a change through my initiatives in order to make my fellow peers feel seen and supported throughout these times. More specifically, I want to achieve this by creating a project to form ***better relationships*** between students and staff that will allow them to develop a trust so students don't feel alone, reemphasizing the importance of ***mental health.***

Academic/Awards:

- **5 AP courses completed**
- **8 Dual Enrollment**
- **Weighted GPA 4.39**
- **Class Rank: 1**
- **Student of the Month**
- **Most Enthusiastic**
- **Perfect Attendance**
- **High Honor Role**

- **Magnolia Public School Student Board Member**
- **LACOE Superintendent Student Advisory Council**
- **Student Body Vice-President**
- **Youth Volunteer, Los Angeles Public Library**
- **Athletic Team Manager**
- **Congressional Award Program Participant**
- **Varsity Volleyball**
- **Student Run Los Angeles**
- **Congressional Award Program**

Ilemi Cordoba (MSA-2)

Grade - 11

Goals as Student Board Member

- Create platforms where students can find their passion and community. Just as I found belonging through film, I want to expand and celebrate spaces that help students feel connected and supported.
- Create spaces where students feel comfortable to grow and communicate. Through theses spaces students can find their voice, and become more confident in themselves.
- Highlight and celebrate all student interest and talents. To make sure that every student knows their passions matter and that we provide platforms for them to shine.

Community & Leadership Roles

- Junior Student Council Historian
- Film Student - Film 2Future Nonprofit
- Producer - Film 2Future Nonprofit Summer intensive music video program.
- Wind/Jazz Band Ensemble member.
- Student Election Worker
- Dual Enrollment student

Academic & Extracurricular

Dual Enrollment
- Completed 9 college courses, exploring challenging college level courses.

Advance Coursework
- AP Spanish
- AP Precalculus

Student Council
- Member contributing to school governance

Film2Future (Nonprofit Film Program)(2025- present)
- Best Cinematography Award for Music Video
- Student Music Producer role - managing schedules, coordinating with diverse teams and personalities, networking

Jazz/Wind Ensemble (2 years)
- Developed teamwork and dedication to craft

Student Election Worker (2026)
- Community engagement & civic participation

Congressional Awards Program Participant

Passions

- Film & Media Production
- Music & Artist expression
- Community engagement & civic involvement
- Leadership & collaboration
- Helping students find their voice & community

Powered by BoardOnTrack

The Film 2Future best Cinematography award

Personal Statement

My Name is Ilemi Cordoba, and I am going to be a Senior during the 2026 - 2027 academic year. As a first-generation student, I struggled to find my place until I discovered community through programs, that challenged me to grow. With the help and encouragement of my family and peers, I've been motivated to pursue my education and passions. Through film, music, community involvement, and rigorous academics, I learned to communicate with all types of communities, and most importantly to believe in myself. Now I want to be the person who helps other students find that same sense of belonging and purpose. I'm committed to creating spaces where every student can discover their passion and feel supported by their community.

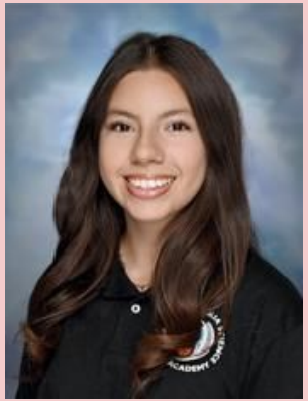
Slide for: Kayley Godoy (MSA-4)

My Personal Statement:

- My name is Kayley Godoy, and I am a first generation student going to enter senior year during the 2026-2027 academic year at Magnolia Science Academy.
- My parents motivate me to work hard and to do good things that will benefit others in the future.

My Academic & Extracurricular activities/community involvement:

- I volunteer at multiple community-based organizations.
- I have been in volleyball, cheerleading, basketball, kickboxing and soccer. I have also been in Robotics, MESA, and art classes.
- I have received awards such as High Honor Roll, Perfect Attendance, science fair, STEAM Expo 2025-2026, and many Certificate of Achievements.



My Goal:

- I want to be a student board member because I think it's important for students to have a real voice in what happens at our school.
- I care a lot about things like the quality of our facilities and whether there's enough funding for clubs and sports.
- I also want to make sure everyone feels welcome and included
- I hope to grow as a leader while working with others to make our school better.
- If I'm chosen, I'd like to run surveys, talk to students in focus groups, and meet with student councils to really hear what people think and share those ideas with the board.
- I'm excited to see how decisions are made at the top and want to be involved in that process. I see this as a great chance to learn and help out, and I'm ready to take on the responsibility.

Coversheet

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

Section:	IV. Public Hearing
Item:	A. Public Hearing for Local Control and Accountability Plans (LCAP) for All MPS
Purpose:	Discuss
Submitted by:	
Related Material:	IV.A - Public Hearing for LCAP.pdf

Agenda Item:	IV.A – Public Hearing
Date:	June 17, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Public Hearing for the Local Control and Accountability Plans (LCAP) for All MPS

Action Proposed:

N/A

Purpose:

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

Background:

LCAP Development Process

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

- School-wide goals, as well as specific actions to be taken to achieve the goals for all students, including specific subgroups of students, in each of the eight state priority areas, plus any locally identified priority areas.
- Expected progress toward meeting the goals—and as part of a school's required annual update of the plan, the school must describe actual progress made toward meeting the goals

and describe any adjustments to be made.

- Expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth will be used to increase or improve services for these students.
- The process used to involve parents, students, community members, school employees and other educational partners in developing, reviewing, and supporting implementation of the LCAP.

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

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

Analysis:

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

In terms of funds and budgeting, the school leadership teams have worked with the MPS finance department for the annual update of their LCAP estimated actual expenditures and next year's budgeted expenditures. As part of the budgeting process, all expenditures have been entered in the budgeting software, Adaptive Insights, and coded by LCAP goal and action. The reports produced from Adaptive Insights have been used by the principals to update the required fields in the LCAP templates. Since MPS chooses to use the LCAP as SPSA, the expenditures funded

by the federal Title funds have been specifically outlined in the LCAP action descriptions. Any substantive changes to Title fund expenditures during the year are shared with the PAC and ELAC and their feedback is sought.

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

Impact:

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

Budget Implications:

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

Committee Recommendations:

N/A

Exhibits:

1. Public Hearing for the 2026-27 LCAP [SLIDE DECK]
2. MPS LCAP 2026-27 *(one for each MPS school)*

MAGNOLIA PUBLIC SCHOOLS

Public Hearing for the 2026-27 LCAP

June 17, 2026

Public Hearing for the 2026-27 LCAP

Agenda

- Purpose of Tonight's Public Hearing
- Why the LCAP Matters & the LCAP Development
- Educational Partner Engagement
- Results at a Glance
  - Goal 1: Basic Services for A High-Quality Learning Environment
  - Goal 2: Excellence
  - Goal 3: Innovation
  - Goal 4: Connection
- Components of the LCAP
- LCAP Development & Adoption Process

Public Hearing for the 2026-27 LCAP

Why the LCAP Matters & the LCAP Development

Public Hearing for the 2026-27 LCAP

Purpose of Tonight's Public Hearing

Why We Are Here

The Board is conducting the required public hearing for the proposed 2026–27 Local Control and Accountability Plan (LCAP).

Tonight's presentation will:

- ✔ Review progress toward 2025–26 LCAP goals and metrics
- ✔ Highlight key accomplishments and areas for growth
- ✔ Present the proposed 2026–27 LCAP priorities
- ✔ Share how educational partner input informed the plan
- ✔ Receive **public feedback** before final Board adoption

Board Adoption Scheduled: June 17, 2026

Public Hearing for the 2026-27 LCAP

What Is the LCAP?

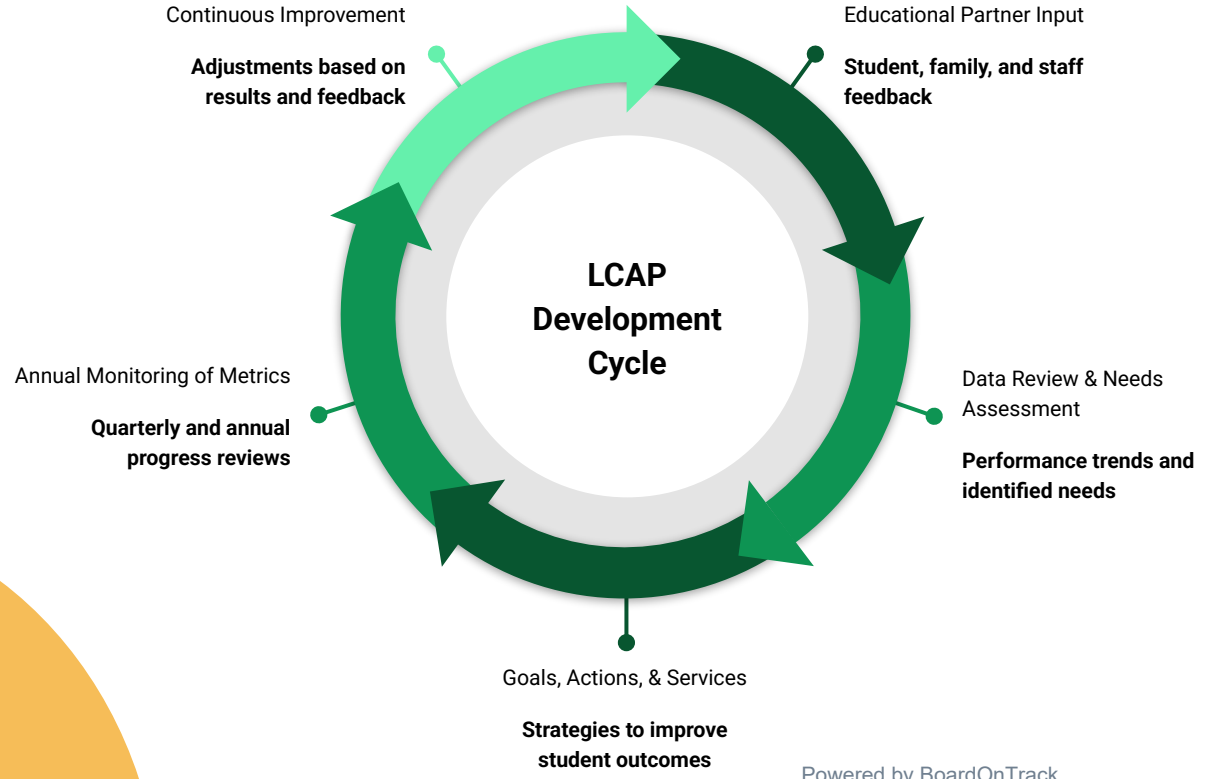
The Local Control and Accountability Plan (LCAP) is Magnolia Public Schools' **three-year strategic plan** for improving student outcomes and ensuring accountability for state and local priorities.

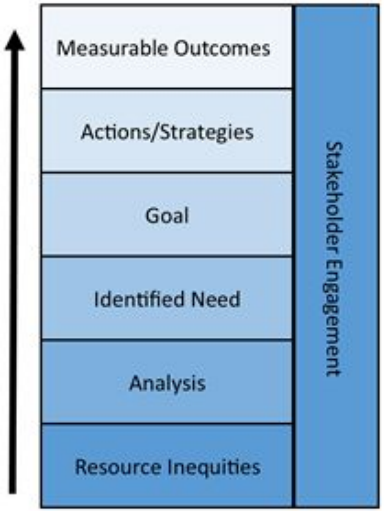
The LCAP:

- ✔ Establishes goals, actions, and services
- ✔ Measures progress through annual metrics
- ✔ Aligns resources to student needs
- ✔ Prioritizes support for unduplicated students (English learners, foster youth, and socioeconomically disadvantaged students)
- ✔ Is developed through educational partner engagement and public input

Public Hearing for the 2026-27 LCAP

How the LCAP Is Developed





Public Hearing for the 2026-27 LCAP

MPS's LCAP: Goals & Actions

Goals and Actions

4 Goals, 20 Actions

Goal 1:	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high quality instructional materials, and appropriately maintained school facilities.	1. Teacher assignments and credentials 2. Instructional materials and technology 3. Clean and safe facilities that support learning 4. Healthy and nutritious meals 5. Well-orchestrated Home Office support services
Goal 2:	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.	1. Broad course of study and standards-based curriculum 2. Professional development for high-quality instruction 3. MTSS - Academic enrichment, intervention, and student support 4. Designated and integrated ELD programs and support for ELs 5. Support for students with disabilities
Goal 3:	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	1. College/Career readiness programs and activities 2. STEM and GATE programs 3. Digital literacy and citizenship programs 4. Physical education, activity, and fitness 5. Additional programs and activities that support well-rounded education
Goal 4:	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	1. Seeking family input for decision making 2. Building relationships and partnerships with families for student outcomes 3. MTSS - PBIS and SEL support 4. Annual educational partner surveys 5. Community outreach and partnerships

Powered by BoardOnTrack

Public Hearing for the 2026-27 LCAP

Eight State Priorities

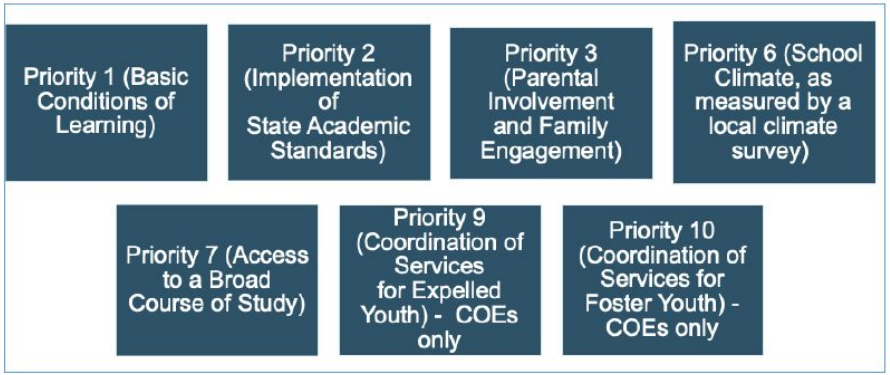
How are State Priorities Measured in the LCAP?

CONDITIONS FOR LEARNING	ENGAGEMENT	STUDENT OUTCOMES
Basic Conditions (Priority 1) • Fully credentialed and appropriately assigned teachers • Access to standards-aligned instructional materials, • Facilities in good repair Implementation of State Standards (Priority 2) • Implementation of all CA standards, including how Els will access academic content standards Access to a Broad Course of Study (Priority 7) • Extent to which pupils have access to, and are enrolled in, a broad course of study	Parent & Family Engagement (Priority 3) • Parent input in decision making • Participation in programs for Unduplicated Pupils and students with exceptional needs Student Engagement (Priority 5) • Attendance rates • Chronic Absenteeism • Middle School Dropout Rate • High School Dropout Rate • High School Graduation Rate School Climate (Priority 6) • Suspension Rates • Expulsion Rates • Other local measures, including surveys of pupils, parents and teachers on the sense of safety and school connectedness	Student Achievement (Priority 4) • Statewide Assessments • Completion of a-g Requirements • Completion of CTE Pathway • Completion of both a-g & CTE Pathway • % English Learners making Progress toward Proficiency • Reclassification Rate • AP Exam score of 3 or higher • Early Assessment Program (EAP) for ELA/Math (11th grade CAASPP) Other Pupil Outcomes (Priority 8) • Pupil outcomes, if available, in the subjects areas listed in Course Access

Public Hearing for the 2026-27 LCAP

LCAP: Local Indicators Overview (Self-Reflection Tools)

- For priority areas identified in LCFF in which state data is not available, the SBE approved local indicators, which are based on information that an LEA collects locally



Performance Standards

The State Board of Education has approved the following performance standards for each local indicator that an LEA is required to meet:

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

"MPS Local Indicators Overview" is a separate item on the board agenda. The Local Indicators results informed the development of the proposed 2026–27 LCAP and are presented separately as required by the CDE.

Public Hearing for the 2026-27 LCAP

MPS's LCAP Metrics

52 Metrics

Goals:	Metrics:
Goal 1: Basic Services For A High-Quality Learning Environment	**1.1** Teaching assignments, **1.2** Instructional materials, **1.3** Facilities maintenance, **1.4** Teacher retention rate, **1.5** Teacher attendance rate
Goal 2: Excellence	**2.1** Student access to programs and services, **2.2** Classroom observations, **2.3** Class pass rate, **2.4** Performance on CAASPP: ELA, **2.5** Performance on the CA School Dashboard: ELA, **2.6** Performance on MAP: Reading (%), **2.7** Performance on MAP: Reading (CGI/CGP), **2.8** Performance on CAASPP: Math, **2.9** Performance on the CA School Dashboard: Math, **2.10** Performance on MAP: Math (%), **2.11** Performance on MAP: Math (CGI/CGP), **2.12** Performance on the CA School Dashboard: ELPI, **2.13** EL reclassification rate, **2.14** Performance on CAASPP: Science
Goal 3: Innovation	**3.1** Accelerated/Advanced math, **3.2** Computer/Technology course, **3.3** STEAM focused projects, **3.4** Performance on the CA School Dashboard: CCI, **3.5** Performance on CAASPP: ELA (Grade 11), **3.6** Performance on CAASPP: Math (Grade 11), **3.7** AP passing rate (all exam takers), **3.8** AP passing rate (seniors), **3.9** College coursework, **3.10** A-G rate, **3.11** CTE rate, **3.12** A-G and CTE rate, **3.13** Seal of Biliteracy, **3.14** Golden State Seal Merit Diploma, **3.15** Advanced or Honors MPS Diploma, **3.16** College acceptance rate (4-year or 2-year), **3.17** College acceptance rate (4-year), **3.18** College-Going rate
Goal 4: Connection	**4.1** Number of PAC meetings, **4.2** Number of ELAC meetings, **4.3** Number of family engagement activities, **4.4** Home visit rate, **4.5** Student attendance, **4.6** Performance on the CA School Dashboard: Chronic Absenteeism, **4.7** MS dropout rate, **4.8** HS dropout rate, **4.9** Performance on the CA School Dashboard: Graduation Rate, **4.10** Performance on the CA School Dashboard: Suspension Rate, **4.11** Student expulsion rate, **4.12** Survey participation rates, **4.13** Average approval rate on surveys, **4.14** Overall satisfaction rates on surveys, **4.15** Student retention rate

***Note**: Data for 52 metrics (93 including supplementary metrics) are updated quarterly.*
By the end of Quarter 4, 29 metrics (31%) rely on prior year data, while 64 metrics (69%) reflect data from the current year.

Powered by BoardOnTrack

Public Hearing for the 2026-27 LCAP

Educational Partner Engagement

Public Hearing for the 2026-27 LCAP

Educational Partner Engagement

Educational Partners Engaged

- 🧑‍🎓 Students
- 👨‍👩‍👧 Families
- 👩‍🏫 Staff
- 🏫 School Leaders
- 🗣️ Parent Advisory Committees (PACs)
- 🌎 English Learner Advisory Committees (ELACs)
- 🤝 SELPA Representatives
- 🎓 Board of Directors

Engagement Opportunities

- ❑ Student, family, and staff surveys
- ❑ PAC meetings
- ❑ ELAC meetings
- ❑ Coffee with the Principal meetings
- ❑ Family engagement activities and events
- ❑ Home visits
- ❑ Leadership team meetings and data reviews
- ❑ Board meetings and public hearings

2025–26 Engagement Highlights

- ★ 90 PAC meetings conducted
- ★ 51 ELAC meetings conducted
- ★ 517 family engagement activities
- ★ 16.2% home visit rate
- ★ 96.5% student survey participation
- ★ 72.1% family survey participation
- ★ 90.7% staff survey participation

How Input Was Used

Educational partner feedback, survey results, local indicator findings, and student outcome data were reviewed to identify strengths, areas for growth, and priorities that informed the proposed 2026–27 LCAP.

Student, family, and staff survey results, findings, and reflections were presented to the Board of Directors on **May 21, 2026**, and informed the development of the proposed 2026–27 LCAP.

Public Hearing for the 2026-27 LCAP

Results at a Glance

Public Hearing for the 2026-27 LCAP

MPS's LCAP Metrics Quarter 4 (EOY) Update

Status	Metrics:
🟢 Met **MET TARGET ("Y")** **(37 metrics)**	**GOAL 1:** **1.2** Instructional materials, **1.3** Facilities maintenance, **1.4** Teacher retention rate, **1.5** Teacher attendance rate, **GOAL 2:** **2.1** Student access to programs and services, **2.5** Performance on the CA School Dashboard: ELA, **2.6** Performance on MAP: Reading (%), **2.7** Performance on MAP: Reading (CGI/CGP), **2.9** Performance on the CA School Dashboard: Math, **2.10** Performance on MAP: Math (%), **2.11** Performance on MAP: Math (CGI/CGP), **2.13** EL reclassification rate, **GOAL 3:** **3.1** Accelerated/Advanced math, **3.2** Computer/Technology course, **3.3** STEAM focused projects, **3.4** Performance on the CA School Dashboard: CCI, **3.5** Performance on CAASPP: ELA (Grade 11), **3.7** AP passing rate (all exam takers), **3.8** AP passing rate (seniors), **3.9** College coursework, **3.13** Seal of Biliteracy, **3.14** Golden State Seal Merit Diploma, **3.16** College acceptance rate (4-year or 2-year), **3.17** College acceptance rate (4-year), **3.18** College-Going rate, **GOAL 4:** **4.1** Number of PAC meetings, **4.2** Number of ELAC meetings, **4.3** Number of family engagement activities, **4.4** Home visit rate, **4.5** Student attendance, **4.7** MS dropout rate, **4.8** HS dropout rate, **4.9** Performance on the CA School Dashboard: Graduation Rate, **4.11** Student expulsion rate, **4.12** Survey participation rates (Students), **4.13** Average approval rate on surveys (Students), **4.15** Student retention rate
🟡 Partially Met **PARTIALLY MET TARGET ("P")** **(12 metrics)**	**GOAL 1:** **1.1** Teaching assignments, **GOAL 2:** **2.4** Performance on CAASPP: ELA, **2.8** Performance on CAASPP: Math, **2.12** Performance on the CA School Dashboard: ELPI, **GOAL 3:** **3.10** A-G rate, **3.15** Advanced or Honors MPS Diploma, **GOAL 4:** **4.6** Performance on the CA School Dashboard: Chronic Absenteeism, **4.10** Performance on the CA School Dashboard: Suspension Rate, **4.12** Survey participation rates (Families), **4.12** Survey participation rates (Staff), **4.13** Average approval rate on surveys (Families), **4.14** Overall satisfaction rates on surveys (Students)
🔴 Not Met **DID NOT MEET TARGET ("N")** **(9 metrics)**	**GOAL 2:** **2.2** Classroom observations, **2.3** Class pass rate, **2.14** Performance on CAASPP: Science, **GOAL 3:** **3.6** Performance on CAASPP: Math (Grade 11), **3.11** CTE rate, **3.12** A-G and CTE rate, **GOAL 4:** **4.13** Average approval rate on surveys (Staff), **4.14** Overall satisfaction rates on surveys (Families), **4.14** Overall satisfaction rates on surveys (Staff)

***Note**: Survey metrics have been subdivided into Student, Family, and Staff categories for reporting purposes, increasing the metric count from 52 to 58.*

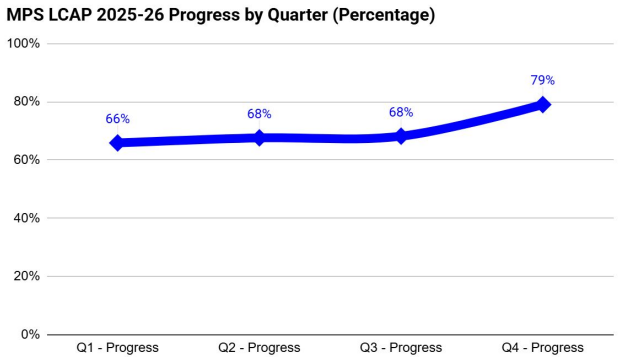
49 of 58 metrics (85%) were fully or partially met.

Powered by BoardOnTrack

Public Hearing for the 2026-27 LCAP

Overall LCAP Performance

	6/11/26: Q4 - Progress
MSA-1	67%
MSA-2	70%
MSA-3	58%
MSA-4	72%
MSA-5	83%
MSA-6	84%
MSA-7	88%
MSA-8	66%
MSA-SD	94%
MSA-SA	80%
MSA-OC	60%
MPS	79%



Metric: Overall LCAP Performance Score

2025-26

Target: **≥ 80%** Actual: **79%** √ **(PARTIALLY MET)**

MPS came within 1 point of its LCAP target

79%

overall LCAP performance score

5 of 11 schools

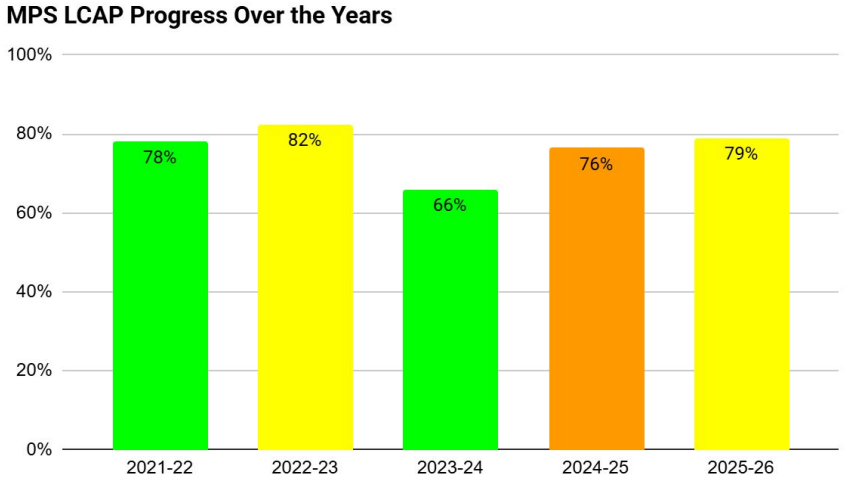
met or exceeded the 80% target

LCAP Performance Score: *Calculated using 93 core and supplementary metrics. Metrics that met target receive 2 points, partially met metrics receive 1 point, and metrics that did not meet target receive 0 points. The score is reported as a percentage of total possible points*

Powered by BoardOnTrack

Public Hearing for the 2026-27 LCAP

LCAP Performance Over Time



Metric: Overall LCAP Performance Score

2025-26

Target: ≥ 80% Actual: **79%** ≠ **(PARTIALLY MET)**

MPS improved its overall LCAP performance

79%

overall LCAP performance score

↑ 3 pts from last year

LCAP Performance Score: *Percentage of total possible points earned across 93 core and supplementary metrics.*

Public Hearing for the 2026-27 LCAP

Goal 1: Basic Services for A High-Quality Learning Environment

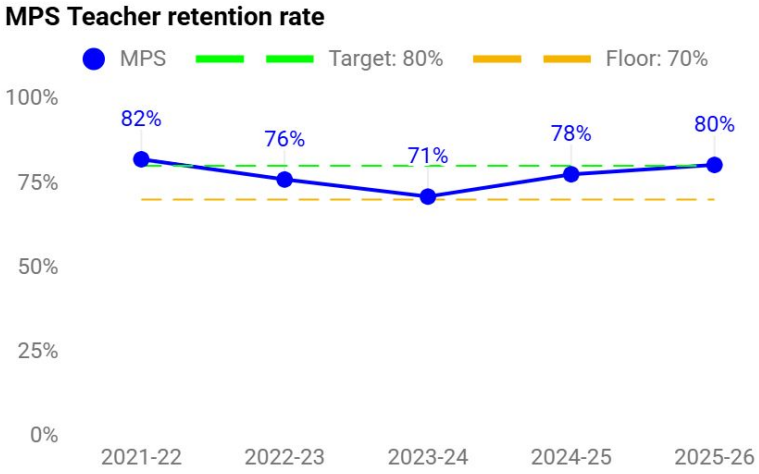
Goal 1 Summary

Out of 5 metrics: 4 🟢 Met 1 🟡 Partially Met 0 🔴 Not Met

Four of five Goal 1 metrics met target. Teacher assignments remained below the target.

#	Metric	Target	Actual	Status
1.1	Teaching assignments with clear outcome	> 85%	78.4%	🟡 Partially Met
1.2	Students without access to standards-aligned instructional materials	0%	0%	🟢 Met
1.3	Facilities not meeting good repair standard	0	0	🟢 Met
1.4	Teacher retention rate	≥ 80%	80%	🟢 Met
1.5	Teacher attendance rate	≥ 95.0%	95.5%	🟢 Met

Metric 1.4: Teacher retention rate



Metric 1.4: Teacher retention rate

2025-26

Target: **≥ 80%** Actual: **80%** ✓ **(MET**

From 2024-25 to 2025-26, MPS achieved a

80%

teacher retention rate

↑ 2 pts from the prior year

Public Hearing for the 2026-27 LCAP

Goal 2: Excellence

Goal 2 Summary

Out of 14 metrics: 8 🟢 Met 3 🟡 Partially Met 3 🔴 Not Met

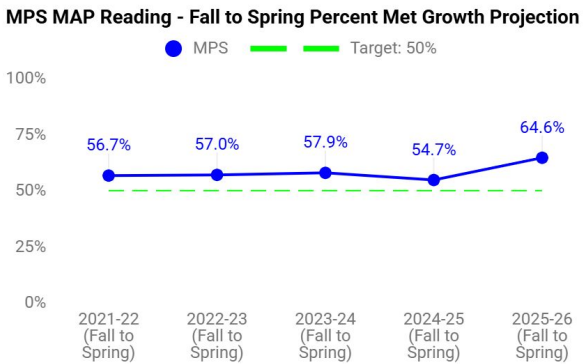
Eight of 14 Goal 2 metrics met target. Academic growth metrics (Dashboard DFS and MAP) exceeded target in both ELA and math, while classroom observation completion, class pass rates, and science proficiency remained below target.

#	Metric	Target	Actual	Status
2.1	Students with access to programs and services	100%	100%	🟢 Met
2.2	Completion of classroom observations	≥ 85%	64%	🔴 Not Met
2.3	Students earning a C or better	≥ 80%	69%	🔴 Not Met
2.4	Students scoring Proficient or Advanced in ELA	≥ 50%	46.25%	🟡 Partially Met
2.5	ELA distance from standard	≥ +3 pts	+8.9 pts	🟢 Met
2.6	Students meeting MAP reading growth targets	≥ 50%	64.6%	🟢 Met

#	Metric	Target	Actual	Status
2.7	MAP reading growth compared to national norms	≥ 50th percentile	79th percentile	🟢 Met
2.8	Students scoring Proficient or Advanced in math	≥ 35%	32.22%	🟡 Partially Met
2.9	Math distance from standard	≥ +3 pts	+8.3 pts	🟢 Met
2.10	Students meeting MAP math growth targets	≥ 50%	62.1%	🟢 Met
2.11	MAP math growth compared to national norms	≥ 50th percentile	71st percentile	🟢 Met
2.12	English Learner progress toward proficiency	≥ 50%	46.6%	🟡 Partially Met
2.13	English learner reclassification rate	≥ 10%	14.7%	🟢 Met
2.14	Students scoring Proficient or Advanced in science	≥ 28%	26.65%	🔴 Not Met

Powered by BoardOnTrack

Metric 2.6: Students meeting MAP reading growth targets



Metric: Percentage of students meeting MAP Reading growth targets from fall to spring

2025-26

Target: ≥ 50% Actual: **64.6%** ✓ **(MET)**

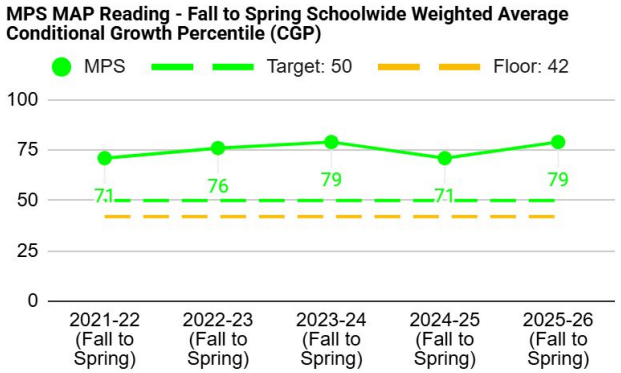
MAP Reading growth accelerated

64.6%

met or exceeded MAP growth targets

↑ **9.9 pts from last year**

Metric 2.7: MAP reading growth compared to national norms



Metric: MAP Reading Growth Percentile (CGP) compared to national peers

2025-26

Target: ≥ 50th pct Actual: **79th pct** ✓ (MET)

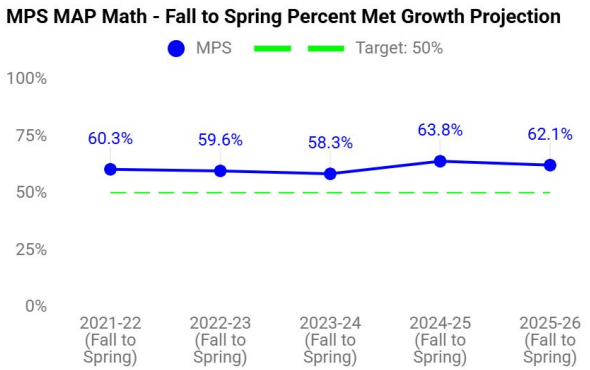
MAP Reading growth outpaced national peers

79th percentile

compared with similar students nationally

↑ **8 pts from last year**

Metric 2.10: Students meeting MAP math growth targets



Metric: Percentage of students meeting MAP Reading growth targets from fall to spring

2025-26

Target: **≥ 50%** Actual: **62.1%** ✓ **(MET)**

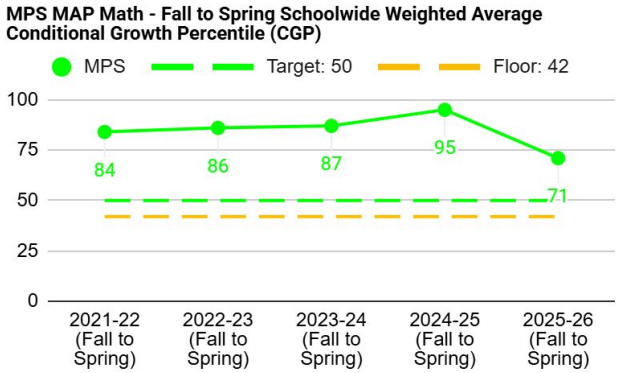
MAP Math growth remained strong

62.1%

met or exceeded MAP growth targets

↓ **1.7 pts from last year**

Metric 2.11: MAP math growth compared to national norms



Metric: MAP Math Growth Percentile (CGP) compared to national peers

2025-26

Target: ≥ 50th pct Actual: **71st pct** ✓ (MET)

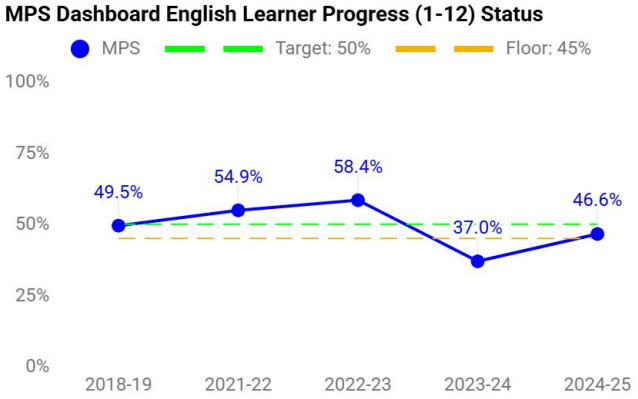
MAP Math growth remained above national norms

71st percentile

compared with similar students nationally

↓ **24 pts from last year**

Metric 2.12: English Learner progress toward proficiency



Metric: English Learner progress toward proficiency

2024-25

Target: ≥ 50% Actual: **46.6%** ✓ **(PARTIALLY MET)**

English Learner progress rebounded

46.6%

progressed toward proficiency

↑ 9.6 pts from the prior year

Public Hearing for the 2026-27 LCAP

Goal 3: Innovation

Goal 3 Summary

Out of 18 metrics: 13 🟢 Met 2 🟡 Partially Met 3 🔴 Not Met

Thirteen of 18 Goal 3 metrics met target. College and career readiness outcomes remained strong, including CCI, AP performance, college coursework, diploma distinctions, college acceptance, and college-going rates. Areas for growth included Grade 11 math proficiency and CTE pathway completion.

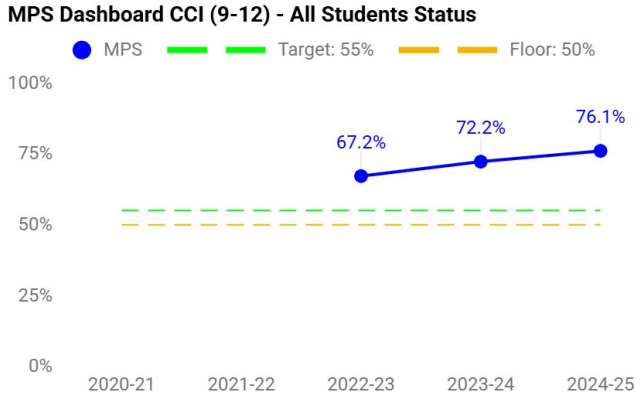
#	Metric	Target	Actual	Status
3.1	Students enrolled in accelerated or advanced math	≥ 10%	16%	🟢 Met
3.2	Graduates completing a computer or technology course	≥ 90%	98%	🟢 Met
3.3	Students completing a STEAM-focused project	≥ 80%	99.8%	🟢 Met
3.4	Graduates designated "Prepared" on the College/Career Indicator	≥ 55%	76.1%	🟢 Met
3.5	Grade 11 students scoring Proficient or Advanced in ELA	≥ 55%	63.14%	🟢 Met

#	Metric	Target	Actual	Status
3.6	Grade 11 students scoring Proficient or Advanced in math	≥ 35%	24.44%	🔴 Not Met
3.7	AP exam takers scoring 3 or higher	≥ 55%	61.5%	🟢 Met
3.8	Seniors passing an AP exam	≥ 35%	35.8%	🟢 Met
3.9	Seniors completing college coursework	≥ 35%	67.7%	🟢 Met
3.10	Graduates completing A-G requirements	≥ 90%	82.6%	🟡 Partially Met
3.11	Graduates completing a CTE pathway	≥ 10%	1.3%	🔴 Not Met
3.12	Graduates completing A-G and CTE requirements	≥ 10%	0.3%	🔴 Not Met
3.13	Graduates earning a Seal of Biliteracy	≥ 20%	21%	🟢 Met

Powered by BoardOnTrack

#	Metric	Target	Actual	Status
3.14	Graduates earning a Golden State Seal Merit Diploma	≥ 30%	33%	🟢 Met
3.15	Graduates earning an Advanced or Honors MPS Diploma	≥ 50%	43.5%	🟡 Partially Met
3.16	High school completers accepted to a 2-year or 4-year college	≥ 90%	96%	🟢 Met
3.17	High school completers accepted to a 4-year college	≥ 60%	71%	🟢 Met
3.18	College-going rate	≥ 60%	70.2%	🟢 Met

Metric 3.4: Graduates designated “Prepared” on the College/Career Indicator



Metric: Graduates designated “Prepared” on the College/Career Indicator

2024-25

Target: ≥ 55% Actual: **76.1%** ✓ **(MET)**

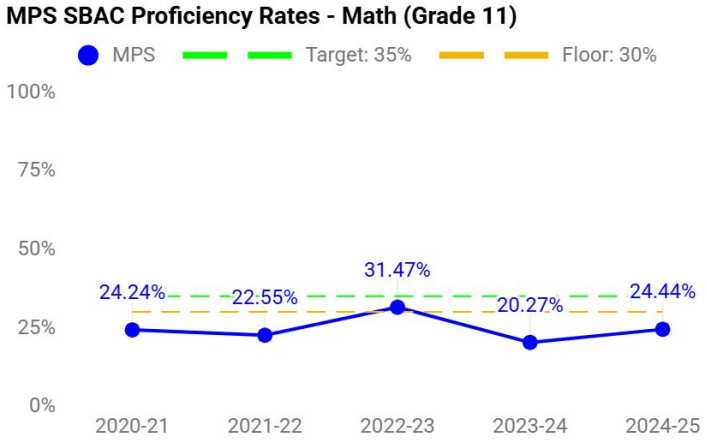
MPS exceeded its college/career readiness target

76.1%

of graduates were designated “Prepared”

↑ **3.9 pts from the prior year**

Metric 3.6: Grade 11 students scoring Proficient or Advanced in math



Metric: Grade 11 students scoring Proficient or Advanced in math

Target **(2026):** ≥ 35%

2025 Actual: **24.44%**

2026 Preliminary: **29.37%**

× **(NOT MET)**

Preliminary 2026 results are based on local calculations as of June 12, 2026 using approximately 99.0% of available student scopes. Official CAASPP results will be released by the CDE on October 15, 2026.

Grade 11 math proficiency showed continued improvement

24.44%

Official rate for 2024-25

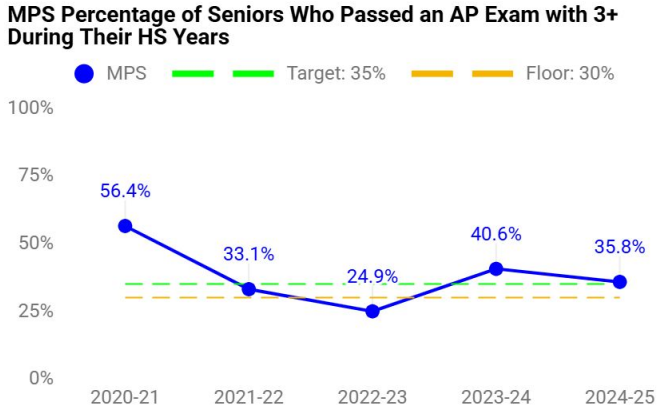
29.37%

Preliminary rate for 2025-26

↑ **4.17 pts from 2024 to 2025**

↑ **4.93 pts from 2025 to 2026**

Metric 3.8: Seniors passing an AP exam



Metric: Seniors passing an AP exam

2024-25

Target: ≥ 35% Actual: **35.8%** ✓ **(MET)**

Senior AP performance remained above target

35.8%

of seniors passed an AP exam during their high school years

↓ 4.8 pts from the prior year

Public Hearing for the 2026-27 LCAP

Goal 4: Connection

Goal 4 Summary

Out of 21 metrics: 12 🟢 Met 6 🟡 Partially Met 3 🔴 Not Met

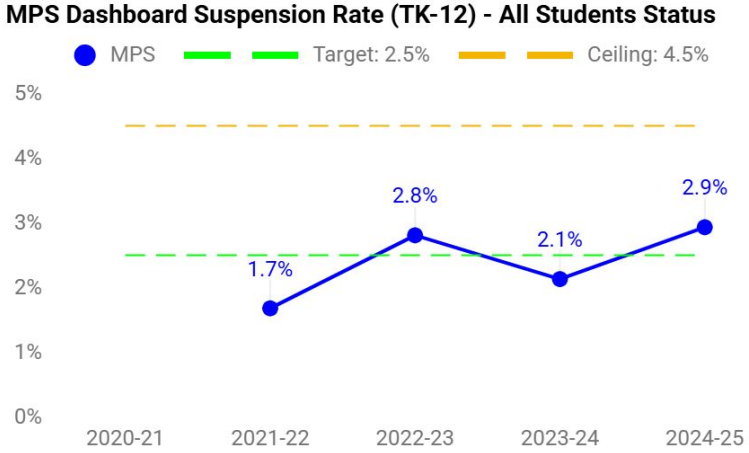
Twelve of 21 Goal 4 metrics met target. Family engagement, home visits, attendance, graduation, and student retention remained strong. Areas for growth included chronic absenteeism, suspension rates, survey participation, and school experience survey results for families and staff.

#	Metric	Target	Actual	Status
4.1	Parent Advisory Committee meetings	≥ 83	90	🟢 Met
4.2	English Learner Advisory Committee meetings	≥ 40	51	🟢 Met
4.3	Family engagement activities	≥ 110	517	🟢 Met
4.4	Home visit rate	≥ 15%	16.2%	🟢 Met
4.5	Average daily attendance rate	≥ 92%	94.14%	🟢 Met
4.6	Chronic absenteeism rate	≤ 20%	21.1%	🟡 Partially Met

#	Metric	Target	Actual	Status
4.7	Middle school dropout rate	≤ 2%	0.4%	🟢 Met
4.8	High school dropout rate	≤ 2%	1.9%	🟢 Met
4.9	Graduation rate	≥ 95%	96.5%	🟢 Met
4.10	Student suspension rate	≤ 2.5%	2.9%	🟡 Partially Met
4.11	Student expulsion rate	≤ 0.5%	0.02%	🟢 Met
4.12a	Student survey participation rate	≥ 95%	96.5%	🟢 Met
4.12b	Family survey participation rate	≥ 75%	72.1%	🟡 Partially Met
4.12c	Staff survey participation rate	≥ 95%	90.7%	🟡 Partially Met

#	Metric	Target	Actual	Status
4.13a	Student survey approval rate	≥ 65%	67%	🟢 Met
4.13b	Family survey approval rate	≥ 95%	91%	🟡 Partially Met
4.13c	Staff survey approval rate	≥ 80%	64%	🔴 Not Met
4.14a	Student survey satisfaction rate	≥ 75%	70%	🟡 Partially Met
4.14b	Family survey satisfaction rate	≥ 95%	80%	🔴 Not Met
4.14c	Staff survey satisfaction rate	≥ 85%	60%	🔴 Not Met
4.15	Student retention rate	≥ 85%	87%	🟢 Met

Metric 4.10: Student suspension rate



Metric: Student suspension rate

Target **(2026):** ≤ 2.5%

2025 Actual: **2.9%**

2026 Preliminary: **2.1%**

√ **(PARTIALLY MET)**

Preliminary 2026 results are based on local calculations as of May 26, 2026. Official Dashboard suspension rates will be released by the CDE on October 15, 2026.

Student suspension rates declined

2.9%

Official rate for 2024-25

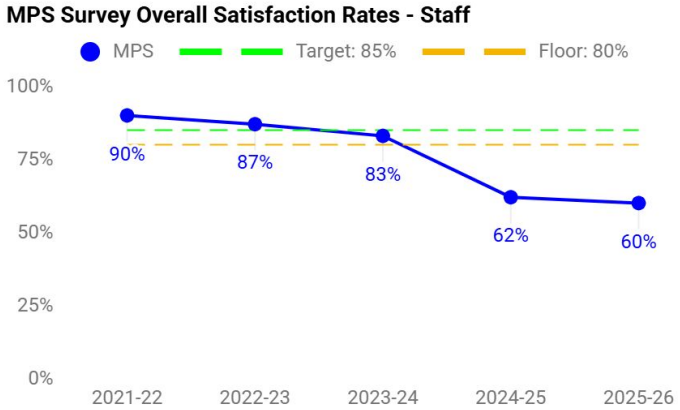
2.1%

Preliminary rate for 2025-26

↑ 0.8 pts from 2024 to 2025

↓ 0.8 pts from 2025 to 2026

Metric 4.14c: Staff survey satisfaction rate



Metric: Staff survey satisfaction rate

2025-26

Target: **≥ 85%** Actual: **60%** × **(NOT MET)**

Staff overall satisfaction continued to decline

60%

overall staff satisfaction rate

↓ **30 pts since 2021-22**

Public Hearing for the 2026-27 LCAP

Components of the LCAP

Public Hearing for the 2026-27 LCAP

LCAP Components

Budget Overview for Parents	Template
2025-26 Annual Update	Template and Instructions
2026-27 LCAP Template	Plan Summary Engaging Educational Partners Goals and Actions Increased or Improved Services for Foster Youth, Low-Income, and English Learner students
Action Tables	26-27 Total Planned Expenditures Table 26-27 Contributing Actions Table 25-26 Annual Update Table 25-26 Contributing Actions Annual Update Table 25-26 LCFF Carryover Table
Instructions	

Budget Overview for Parents

2025-26 Annual Update

Goal Analysis is Part of Goals and Actions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services

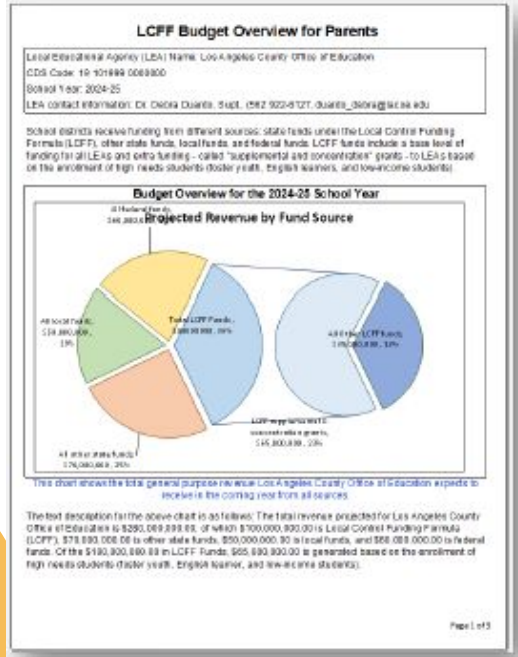
Action Tables

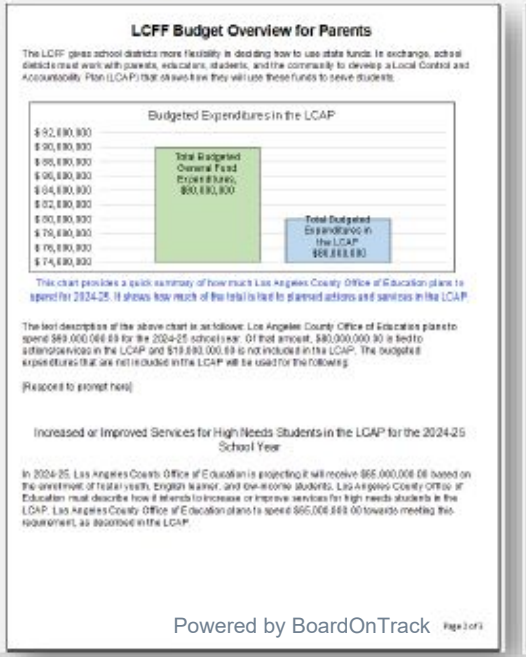
Public Hearing for the 2026-27 LCAP

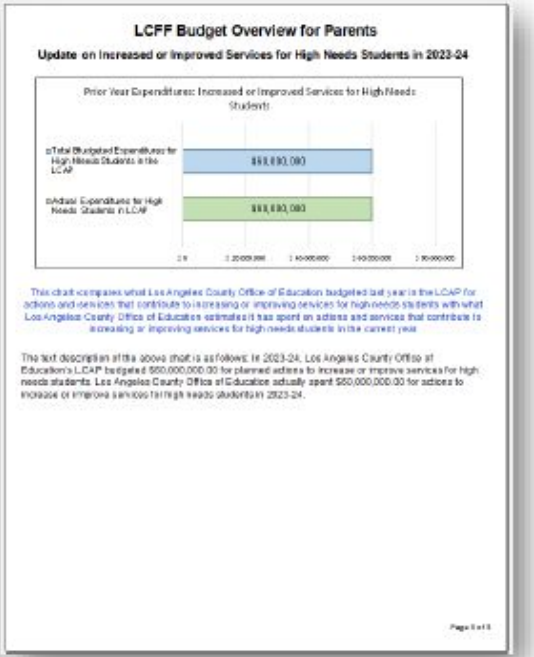
Budget Overview for Parents (BOP)

The BOP is a 3-page summary document that provides:

- **Projected revenue by fund source in 2026-27**
- **Budgeted expenditures in the 2026-27 LCAP**
- **2025-26 expenditures for high needs students**

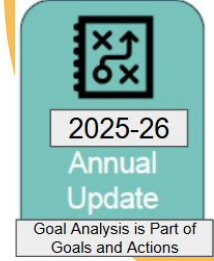






Public Hearing for the 2026-27 LCAP

LCAP Annual Update



Goal Analysis Takeaways

Prompt 1

Implementation: Are the planned actions being implemented as described?

Prompt 2

Estimated Actuals: Is spending consistent with budgeted expenditures?

Prompt 3

Effectiveness or Ineffectiveness: Are the actions resulting in the outcomes desired for the goal?

Prompt 4

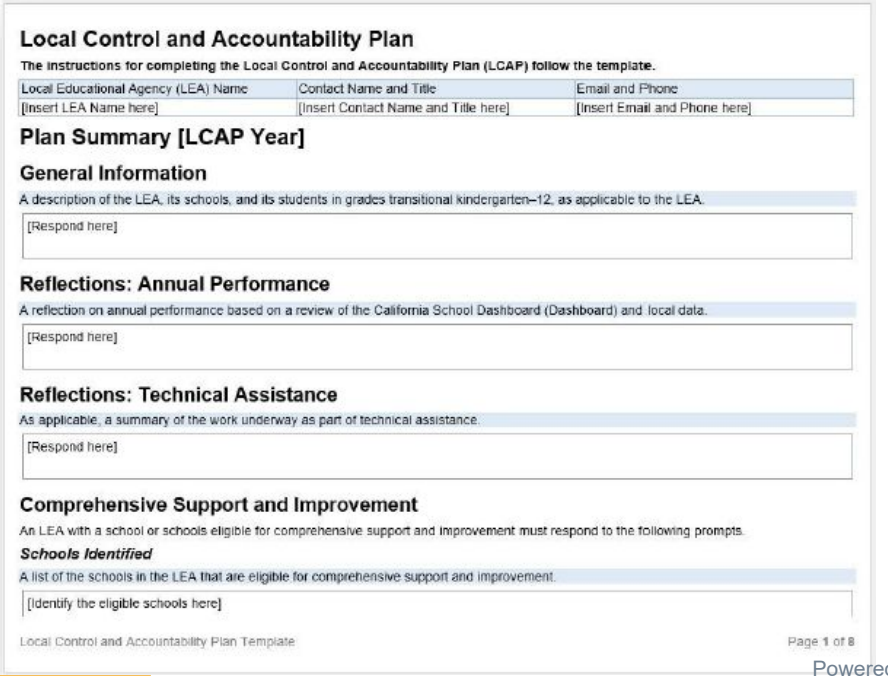
Changes: How will the goal, metrics, outcomes, or actions for the 2026-27 LCAP be changed based on what was learned?

Public Hearing for the 2026-27 LCAP

LCAP: Plan Summary

Plan Summary

Plan Summary



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]

Plan Summary [LCAP Year]

General Information

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

[Respond here]

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

[Respond here]

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

[Respond here]

Comprehensive Support and Improvement

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

Schools Identified

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

[Identify the eligible schools here]

Local Control and Accountability Plan Template Page 1 of 8

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

Public Hearing for the 2026-27 LCAP

LCAP: Engaging Educational Partners

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
[Identify applicable partner(s) or group(s) here]	[Describe the process for engaging the identified educational partner(s) here]
[Identify applicable partner(s) or group(s) here]	[Describe the process for engaging the identified educational partner(s) here]
[Identify applicable partner(s) or group(s) here]	[Describe the process for engaging the identified educational partner(s) here]

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

[Respond here]

NOTE: As a reminder, before adopting the LCAP, school districts and COEs: (applicable to charter schools using the LCAP as their SPSA)

- Must share it with the applicable committees; parent advisory committee and English learner parent advisory committee
- Superintendent is required by statute to respond in writing to the comments received from these committees
- Must also consult with the special education local plan area administrator(s) (SELPA) when developing the LCAP
- Superintendent of the school district shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the local control and accountability plan or annual update to the LCAP

Public Hearing for the 2026-27 LCAP

LCAP: Increased or Improved Services

Increased or Improved Services

The intent of the increased or improved services requirement is to identify and address the needs of unduplicated students to improve outcomes of those students.

Local Control Funding Formula

Per student Base $ Grant	Grade Span Adjustments	Supplemental Grant = 20% (ELs, FY, LI)	Unduplicated pupils > 55% Concentration Grant = 65% (50% + 15%)
LCFF Base		S & C Funds	

What is a Contributing Action?

Addresses the unique needs of the unduplicated student group(s) identified as being served by the action;

Is designed to improve the outcomes of the unduplicated student group(s) identified as being served by the action to a greater extent than other students; and

Must either be a quantitative increase or a qualitative improvement

To improve services means to grow services in quality

To increase services means to grow services in quantity

Contributing
[Y/N]

Contributing to Increased or Improved Services?
Yes
No

Increased or Improved Services Section:

- Dedicated space to inform educational partners
- Meets equity obligation to increase or improve services for unduplicated students as compared to all students.
- Identifies needs, plans actions and determines measurement of effectiveness
- Operationalize equity for unduplicated students

***Note*: 14 out of the 20 actions in our LCAP are designated as "contributing" actions.**

Public Hearing for the 2026-27 LCAP

LCAP Action Tables

The 2026-27 LCAP Action Tables include...

Action Tables	Description
2026-27 **Total Planned Expenditures Table**	Planned Expenditures for Planned Actions in the Coming Year.
2026-27 **Contributing Actions Table**	Planned Expenditures and Percentages for Planned Contributing Actions in the Coming Year
2025-26 **Annual Update Table**	Estimated Actual Expenditures for All Actions Planned in the Current Year
2025-26 **Contributing Actions Annual Update Table**	Estimated Actual Expenditures and Percentages for Contributing Actions Planned in the Current Year
2025-26 **LCFF Carryover Table**	Summary and Calculation of Estimated Actual Percentage of Increased Services and LCFF Carryover for the Current Year

Public Hearing for the 2026-27 LCAP

LCAP Development & Adoption Process

Public Hearing for the 2026-27 LCAP

LCAP Mid-Year Report

LEAs shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents.

- **on or before February 28 of each year**
- at a **regularly scheduled meeting** of the governing board of the school district, governing body of the charter school or county board of education, as applicable.

Report Requirements

The report shall include the following **from the current year's LCAP**:

All available mid-year **outcome** data (LCAP Metrics).

All available mid-year **expenditure** data (LCAP Expenditures)

All available mid-year **implementation** data (LCAP Actions)

MPS LCAP Mid-Year Report was presented to the Board on February 12, 2026.

Public Hearing for the 2026-27 LCAP

Required Steps Leading to LCAP Adoption

- Present LCAP Draft to the **P**arent **A**dvisory **C**ommittee (PAC) for review & comment.
- Present LCAP Draft to the **E**nglish **L**earner **P**arent **A**dvisory **C**ommittee (EL PAC) for review and comment, if applicable.
- Superintendent shall respond in writing to comments from the PAC and EL PAC, as applicable.
- Notify members of the public of the opportunity to submit written comments regarding the expenditures & actions in the LCAP.
- Superintendent shall review SPSAs, as applicable, to ensure strategies and actions are consistent with the LCAP. N/A
- Hold at least 1 public hearing of the LCAP along with a public hearing for the 26-27 budget.
- Adopt the LCAP at a public meeting along with the Budget. At this same meeting, report local indicator results to the governing board/body.
- **Submit adopted LCAP** to The Authorizer and the County no later than 5 days after adoption.

The Local Control and Accountability Plan

WE ARE HERE

Powered by BoardOnTrack

Public Hearing for the 2026-27

Public Hearing & Feedback

We Welcome Your Feedback

LCAP

Public Hearing for the 2026-27 LCAP

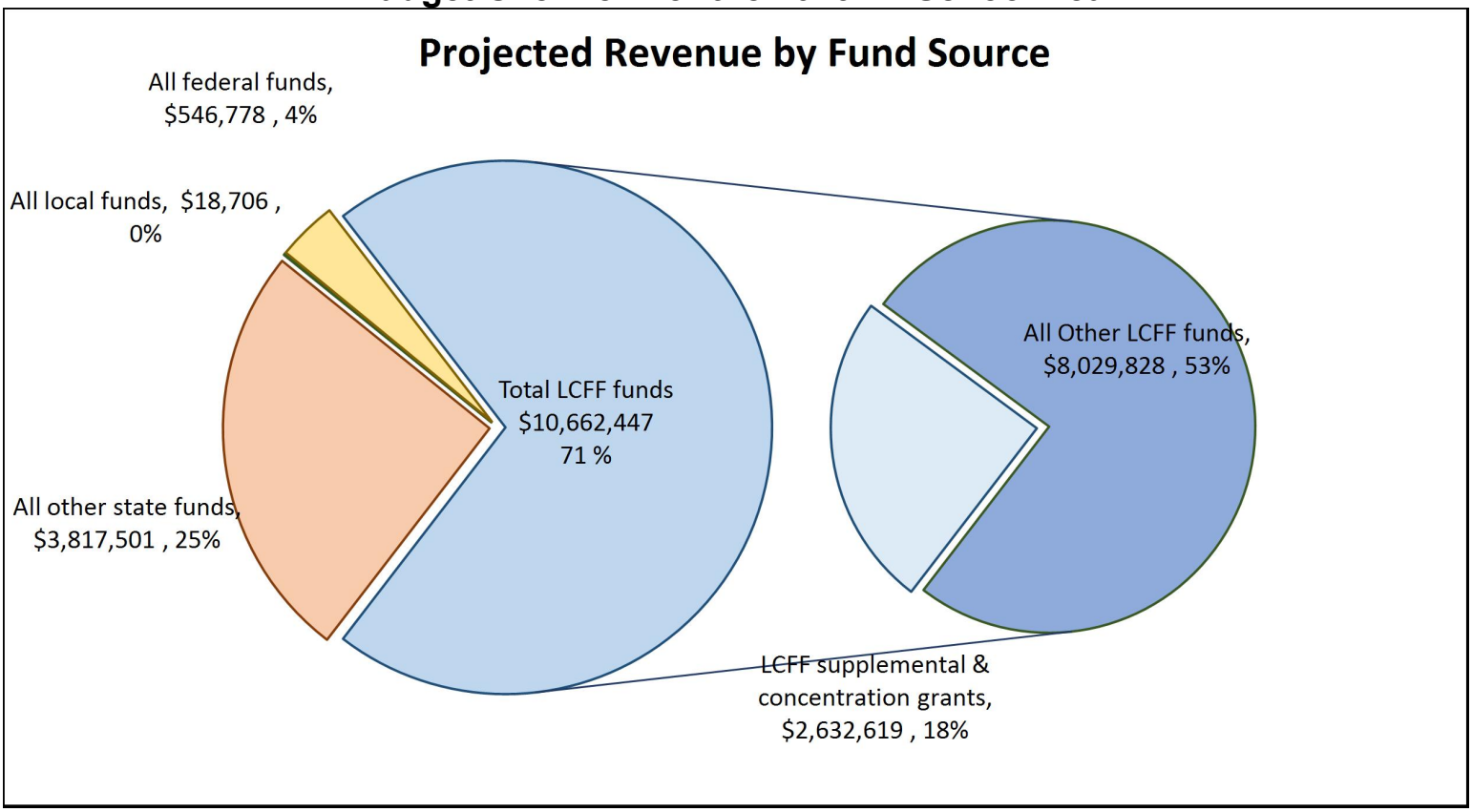
Q & A

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-1
CDS Code: 19-10199-6119945
School Year: 2026-27
LEA contact information:
Brad Plonka
Principal
bplonka@magnoliapublicschools.org
(818) 609-0507

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

Budget Overview for the 2026-27 School Year

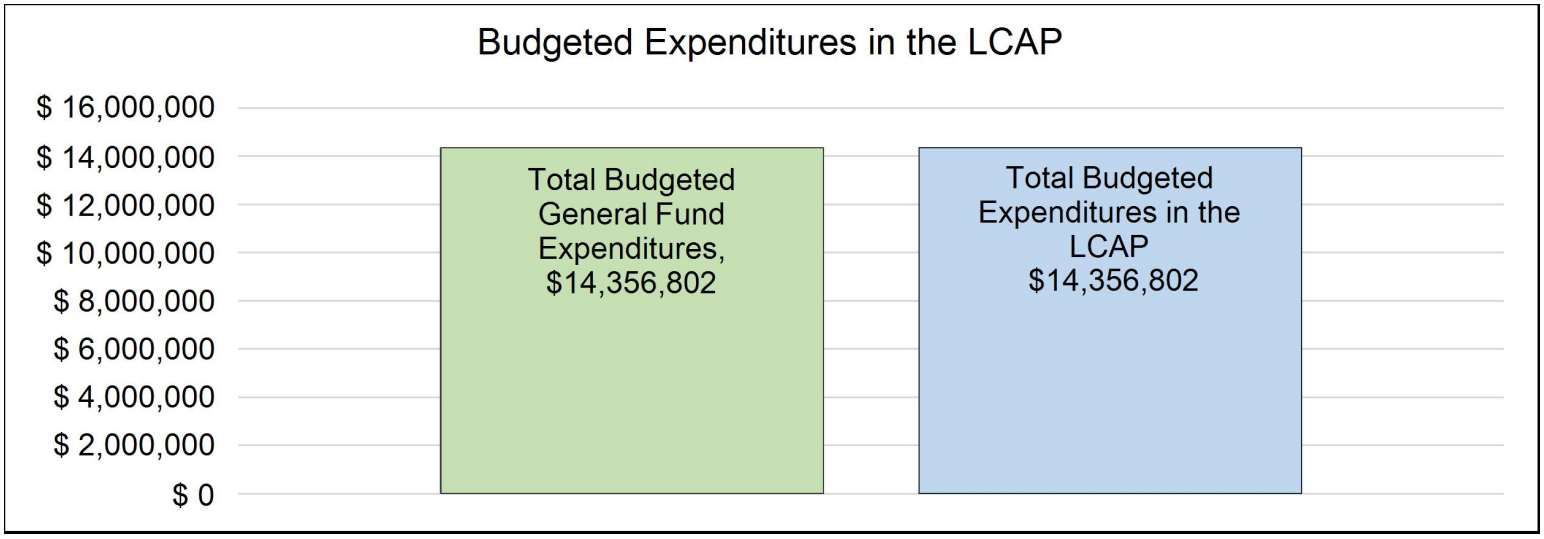


This chart shows the total general purpose revenue Magnolia Science Academy-1 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-1 is $15,045,432, of which $10,662,447 is Local Control Funding Formula (LCFF), $3,817,501 is other state funds, $18,706 is local funds, and $546,778 is federal funds. Of the $10,662,447 in LCFF Funds, $2,632,619 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy-1 plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-1 plans to spend $14,356,802 for the 2026-27 school year. Of that amount, $14,356,802 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

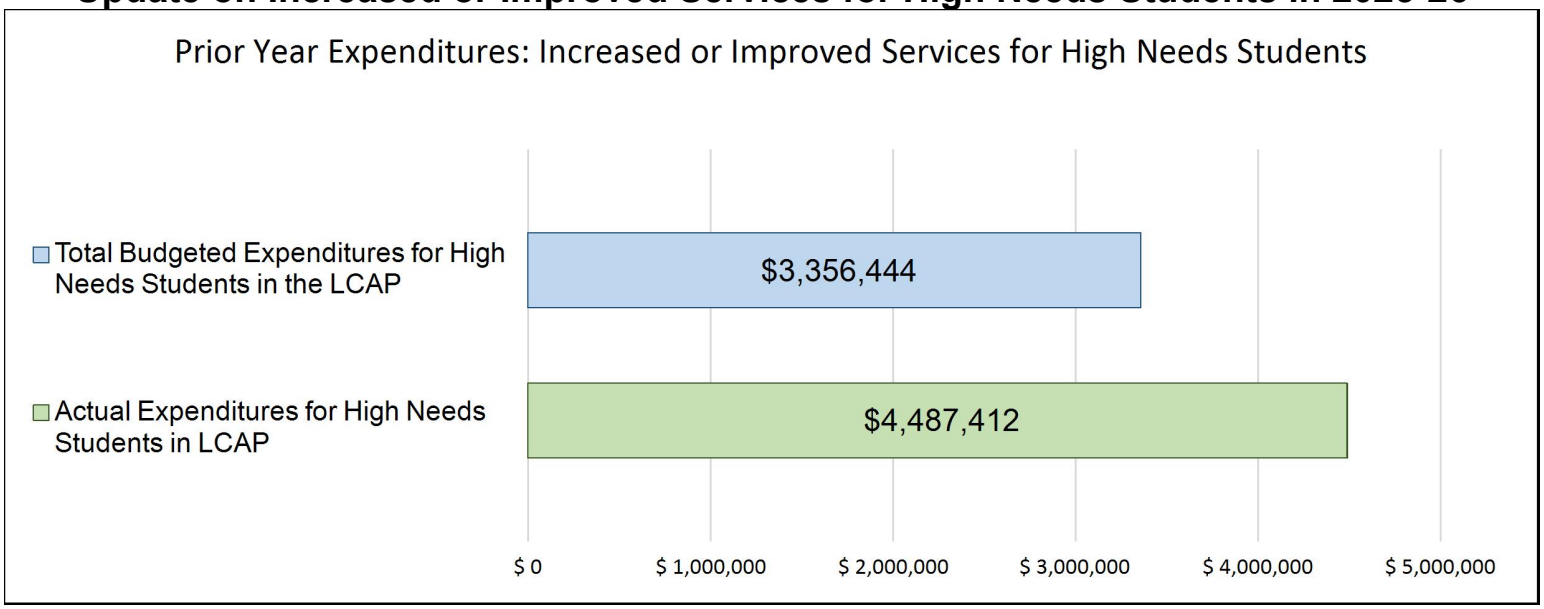
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Magnolia Science Academy-1 is projecting it will receive $2,632,619 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy-1 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-1 plans to spend $2,813,982 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy-1's LCAP budgeted $3,356,444 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-1 actually spent $4,487,412 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

MSA-1 currently has 688 students in grades 6-12 and mainly draws enrollment from Reseda, CA, and neighboring communities. The neighborhoods that MSA-1 serves are heavily immigrant, with languages other than English spoken at home. A high concentration of the families MSA-1 serves face economic challenges. MSA-1 has a diverse enrollment, including 89% Hispanic/Latino, 4% White, 4% Asian, 1% African American, 75% Socioeconomically Disadvantaged, 17% Special Education, and 24% English Learner population.

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

Magnolia Science Academy 1
Address: 18238 Sherman Way, Reseda, CA, 91335
Phone: 818-609-0507
Email: bplonka@magnoliapublicschools.org

Our History
Magnolia Science Academy – 1 (MSA-1) opened its doors to serve the community of Reseda in the Fall of 2002 for grades 6th through 12th grade. The school provides an academically rigorous standards-based curriculum.

Our Mission
Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college-preparatory STEAM Educational experience in an environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of Science.

Beyond our mission and vision, MPS has long identified Excellence, Innovation, and Connection as our anchor core values, which permeate all school activities.

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

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

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

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

As part of our commitment to continuous improvement, Magnolia Science Academy-1 regularly reviews local data and outcomes from the California School Dashboard to evaluate the effectiveness of our programs. The following reflections highlight our key achievements and areas of growth over the past school year. By analyzing these trends, we can better align our resources, refine our instructional practices, and ensure equitable support for all student groups.

SBAC English Language Arts (ELA) & Math Achievement: Academic growth declined, with a 10.9-point decrease in ELA and a 21.8-point decrease in Math on the SBAC assessments. These drops primarily reflect systemic challenges with teacher retention and unfilled teaching positions throughout the school year.

Suspension Rate: Our overall suspension rate increased by 2.5%, indicating a need for renewed focus on restorative practices and campus-wide positive behavior interventions.

College/Career Indicator (CCI): We are proud of our CCI score, which reached 71.3%. This achievement reflects the school's continuous, intentional focus on postsecondary and workforce readiness.

Graduation Rate: Our graduation rate declined slightly to 96.1%, but is still 8.3 percentage points higher than the state. Exceeding the state average is a direct testament to the dedication of our college counselors and instructional staff who tirelessly support students in meeting their graduation goals.

Chronic Absenteeism: The chronic absenteeism rate saw a minor increase of 1.1%. In response, we are continuously collaborating with families, English Learners, and Students with Disabilities to implement personalized, targeted supports that promote and incentivize consistent school attendance.

Family Engagement: We continue to provide robust opportunities for community involvement, hosting over 40 events this past year—including resource fairs, cultural food festivals, and open houses—to foster deep partnerships with our families.

Average Daily Attendance (ADA): Our ADA increased by 1.24%, driven by the successful introduction of new campus programs designed to enhance student connectedness and improve the overall school environment.

Learning Recovery Emergency Block Grant (LREBG)

Magnolia Science Academy 1 currently has $544,000 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds. In alignment with Education Code Section 32526(c)(2), the school plans to utilize these funds within the next three years, with a primary focus on personnel costs to support allowable uses of the grant. Specifically, the school intends to invest in staffing to reduce staff-to-pupil ratios, expand evidence-based learning supports such as small-group or one-on-one tutoring, and enhance instructional time through intersessional programs. These planned actions are designed to address pupil learning needs, accelerate academic recovery, and support equitable access to instructional services.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	Our information and input sessions include Parent Task Force (PTF) meetings, Parent Advisory Council (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Admin meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and PAC also serve as our parent advisory committee for the LCAP. Along with ELAC, these committees ensure representation for students in need, including those who are low-income, English learners, and foster youth. Feedback from our parent advisory committee and ELAC provides valuable input for the new LCAP. Additionally, the Charter School conducts surveys for parents, and staff members make home visits. These efforts help inform, educate, and gather input and feedback from all critical educational partners.
Students	Student representatives are integral to our Parent Advisory Council (PAC), ensuring student voices are included in discussions and decision-making processes. In addition to their involvement in the PAC, we have a dedicated student government where cabinet members meet weekly with school leadership to address various school-related matters, including the Local Control and Accountability Plan (LCAP). Furthermore, to gather comprehensive feedback, the Charter School conducts surveys involving the students.
Teachers	The Charter School holds weekly meetings every Wednesday, during which the LCAP is periodically discussed to provide and receive feedback from teachers. Additionally, the school forms committees and utilizes grade-level and department meetings to address LCAP-

Educational Partner(s)	Process for Engagement
	related topics. The Charter School also conducts surveys to gather input from teachers.
School administrators	The administrative team meets several times a week, in addition to participating in meetings with parents, students, and staff to discuss the LCAP process. They are actively involved in collecting, interpreting, and finalizing the LCAP, ensuring comprehensive input from all community partners.
Other school personnel	The Charter School holds weekly meetings every Wednesday, during which the LCAP is periodically discussed to provide and receive feedback from staff. Additionally, the school forms committees meetings to address LCAP-related topics. The Charter School also conducts surveys to gather input from staff.
SELPA	The Charter School involves the SELPA in the LCAP process, especially during the CCEIS phase. Additionally, the SELPA provides valuable consultation on matters pertaining to our SPED community.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP for Magnolia Science Academy-1 was shaped by comprehensive feedback from educational partners, resulting in several targeted initiatives. These include bolstering support for Social-Emotional Learning (SEL) to aid students still grappling with the lingering effects of the pandemic. To enhance campus safety and supervision, the plan includes hiring additional campus aides. The school also aims to engage families and community members more effectively by offering a variety of workshops. Additionally, Magnolia Science Academy-1 will introduce more resources to the school, such as mobile clinics, to address students' health and wellness needs. Lastly, the plan focuses on improving communication strategies to ensure all community partners are aligned with the school's charter petition, fostering a cohesive and supportive educational environment.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 74.1%	2022-23: 71.4%	2023-24: 76.4%	2024-25: > 85%	+2.3 percentage points
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25):	2025-26 (As of 5/22/26):	2026-27: 0%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0	2025-26 (As of 5/22/26): 0	2026-27: 0	0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 74%	2024-25: (Fall 2023 to Fall 2024) 84%	2025-26 (Fall 2024 to Fall 2025): 77%	2026-27: (Fall 2025 to Fall 2026) >= 80%	+3 percentage points
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 95.1%	2024-25: (As of 5/31/25) 94.5%	2025-26 (As of 5/15/26): 95.5%	2026-27: >= 95.0%	+0.4 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of Goal 1 during the 2025–26 school year was largely successful, with most planned metrics executed as intended and resulting in measurable progress toward maintaining a high-quality learning environment. However, one area—proper teacher assignment—presented a notable challenge that marked a substantive difference between the plan and its implementation.

Planned Metrics Implemented Successfully
Several planned metrics were implemented with high fidelity:

Instructional Materials (Metric 1.2): All students had access to their standards-aligned instructional materials for use at school and home, resulting in a 0% deficiency rate, which fully met the expected target and regulatory compliance.

Facilities Maintenance (Metric 1.3): The school reported 0 instances where facilities failed to meet the “good repair” standard, indicating that facilities management practices were well-executed and aligned with planned preventative maintenance and inspection schedules.

Teacher Attendance (Metric 1.5): Teachers maintained a strong attendance rate of 95.5%, meeting the 95% target and supporting instructional continuity.

These successes demonstrate the school’s strong operational systems and consistent focus on creating a safe and well-resourced instructional setting.

Substantive Difference in Implementation – Assignment Monitoring
A notable challenge arose in Metric 1.1: only 76.4% of teaching assignments were evaluated as “Clear” during assignment monitoring, falling short of the 85% goal. Though we saw an increase from last year, this still reflects a substantive gap between planned expectations and actual implementation. While efforts were made to staff classrooms with appropriately credentialed teachers, challenges such as late hiring, credential processing delays, or misassignments may have contributed to this shortfall.

Addressing this issue will require improved credential tracking systems, earlier hiring timelines, and expanded onboarding supports to ensure that all teaching staff meet state requirements for assignment clarity.

Teacher Retention (Metric 1.4): The teacher retention rate was 77%, falling below the established goal of 80%. This decline appears to be influenced by teachers leaving for higher-paying positions in neighboring districts as well as pursuing career advancement opportunities outside of the education field. Continued efforts to improve retention will focus on strengthening employee support, professional growth opportunities, and competitive compensation strategies.

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

Goal 1 Metric 1
Budgeted: $50,509.00
Actual: $73,873.00
Explanation: There was a material difference between the budgeted expenditures and the estimated actual expenditures for Goal 1, Metric 1. Actual expenditures exceeded the budgeted amount primarily due to higher-than-anticipated payroll-related fees incurred during the year. Increased payroll processing and associated personnel costs resulted in expenditures that were greater than originally projected. These expenses were necessary to support staffing and program implementation aligned with the goals and services outlined in the LCAP.

Goal 1 Metric 2
Budgeted: $749,554.12
Actual: $853,478.27

Explanation: There was a material difference between the budgeted expenditures and the estimated actual expenditures for Goal 1, Metric 2. The variance was primarily due to the need to purchase additional instructional technology and instructional materials to better support student learning and program implementation throughout the year. In addition, depreciation expenses were higher than originally projected, resulting in increased overall expenditures. These adjustments were necessary to ensure students had access to appropriate educational resources and technology to support academic achievement.

Goal 1 Metric 3
Budgeted: $3,191,642.17
Actual: $2,686,549.12
Explanation: There was a material difference between the budgeted expenditures and the estimated actual expenditures for Goal 1, Metric 3. Actual expenditures were lower than budgeted due to staff restructuring implemented in response to lower-than-anticipated student enrollment. As staffing levels were adjusted to better align with enrollment and program needs, personnel-related costs were reduced, resulting in expenditures that were below the original budget projections while continuing to support the goals and services outlined in the LCAP.

Goal 1 Metric 4
Budgeted: $60,561.00
Actual: $50,500.00
Explanation: The material difference was having more of our teachers finishing their induction or intern programs to clear their credentials or go from having a permit to a preliminary credential.

Goal 1 Metric 5
Budgeted: $1,284,225.00
Actual: $1,428,177.70
Explanation: There was a material difference between the budgeted expenditures and the estimated actual expenditures for Goal 1, Metric 5. Actual expenditures exceeded the budgeted amount primarily due to higher-than-anticipated Charter Management Organization (CMO) fees incurred during the year. These increased costs were necessary to support operational, administrative, and programmatic services provided by the CMO, resulting in expenditures that were higher than originally projected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the implementation of Goal 1 metrics during the 2025-26 school year was largely effective, with four out of five metrics meeting or exceeding their respective targets. However, one area—teacher assignment monitoring—did not achieve the expected outcome and presents a key area for further attention.

Ineffective or Partially Effective Metric
Metric 1.1 – Appropriately Assigned Teachers

Only 76.4% of teaching assignments received an assignment monitoring outcome of “Clear”, falling short of the 85% goal. This indicates a gap in the number of teachers with credentials or assignment alignment and highlights the need for improved HR systems, credential audits, and ongoing teacher placement oversight. This outcome suggests that more robust credential tracking and early intervention strategies are needed to ensure that all teachers are appropriately assigned.

Effective Metrics
Metric 1.2 – Access to Instructional Materials
0% of students lacked access to standards-aligned instructional materials for both school and home use, fully meeting the goal. This reflects a well-maintained materials adoption and distribution system that ensures curricular equity and compliance.

Metric 1.3 – Facilities in Good Repair
There were 0 identified instances where school facilities failed to meet the “good repair” standard, meeting the goal exactly. This indicates strong performance by facilities management teams and consistent compliance with state facility standards.

Metric 1.4 – Teacher Retention
The teacher retention rate was 77%, 3% below the target of 80%. These results indicate an opportunity to enhance teacher support and engagement initiatives to improve retention and encourage educators to view the school as a place for long-term professional growth and career development.

Metric 1.5 – Teacher Attendance
The teacher attendance rate was 95.5%, exceeding the 95% goal, reflecting reliable staff presence and commitment. This outcome is effective due to its minimal variance and strong daily instructional continuity.

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

Following a review of 2025–26 outcomes and implementation practices, several strategic adjustments have been made to improve the effectiveness of Goal 1 in ensuring all students have access to high-quality learning environments.

Changes to Metrics and Implementation Supports
Improved Monitoring of Teacher Assignments (Metric 1.1)
The outcome for teacher assignment monitoring—76.4% “Clear” assignments compared to the 85% goal—revealed a continued need for stronger systems to ensure appropriately assigned and credentialed staff. In response:

The school will adopt an earlier internal audit cycle for credential alignment before the start of each semester, coaching and training will be offered to school leaders on assignment compliance and misassignment prevention, and while the goal of 85% remains in place for continuity, the supports and expectations around implementation have been strengthened.

Metrics and Monitoring Enhancements
All metrics will remain consistent to ensure year-over-year comparability. Mid-year progress reviews will be continued to help identify and address issues in real-time—especially for facilities maintenance and teacher assignment metrics.

Sustained and Expanded Effective Practices
Since the school achieved 100% access to instructional materials (Metric 1.2) and 0 instances of facilities not meeting “good repair” standards (Metric 1.3), no changes to these metrics or goals are necessary. These metrics will be sustained through:

Continued investment in up-to-date curriculum materials and routine quarterly facilities inspections and repair logging.

Teacher Retention (77%) and Attendance (95.5%) were close to or met targets and will continue to be monitored using the same benchmarks. However, based on stakeholder feedback and retention trends, the school will expand:

Continued teacher induction supports, mentoring/coaching structures, and leadership development pipelines to retain high-quality staff

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus,	$50,509.00	No

Action #	Title	Description	Total Funds	Contributing
		livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A		
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: Technology and NonCapital Equipment. The following expenditures will be funded by federal Title funds:N/A	$864,202.35	No
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct	$2,355,890.47	No

Action #	Title	Description	Total Funds	Contributing
		necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: Classified Support, Staff Benefits, Professional Services, Custodial Supplies, Rent & Leases, and building utilities and maintenance. The following expenditures will be funded by federal Title funds: N/A		
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: Food and Office Supplies. The following expenditures will be funded by federal Title funds: N/A	$47,500.00	Yes
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools,	$1,764,991.47	No

Action #	Title	Description	Total Funds	Contributing
		which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: CMO Fees, Professional Services, Legal, Audit & CPA, Oversight fees, and Interest Expenses. The following expenditures will be funded by federal Title funds: N/A		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: 100%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 79%	2024-25: (As of 5/29/25) 40%	2025-26 (As of 6/10/26): 46%	2026-27: >= 85%	-33 percentage points
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 70%	2024-25: (First semester) 60%	2025-26 (First semester): 63%	2026-27: (First semester) >= 80%	-7 percentage points
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 33.01% -English Learners: 0.00% -Socioeconomically Disadvantaged: 31.44% -Students with Disabilities: 11.11% -Asian: 50.00% -Hispanic: 31.26%	2023-24: -All Students: 38.34% -English Learners: 0.97% -Socioeconomically Disadvantaged: 37.47%	2024-25: -All Students: 34.42% -English Learners: 4.85% -Socioeconomically Disadvantaged: 33.15%	2025-26: -All Students: >= 40.00% -English Learners: >=5.00% -Socioeconomically Disadvantaged: >= 39.00% -Students with	-All Students: +1.41 percentage points -English Learners: +4.85 percentage points -Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: 45.45%	-Students with Disabilities: 14.52% -Asian: 72.22% -Hispanic: 34.69% -White: 50.50%	-Students with Disabilities: 13.72% -Asian: 72.22% -Hispanic: 30.27% -White: 54.54%	Disabilities: >= 15.00% -Asian: >= 50.00% -Hispanic: >= 39.00% -White: >= 50.00%	+1.71 percentage points -Students with Disabilities: +2.61 percentage points -Asian: +22.22 percentage points -Hispanic: -0.99 percentage points -White: +9.09 percentage points
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 41.1 points below standard -English Learners: 107.2 points below standard -Socioeconomically Disadvantaged: 45.7 points below standard -Students with Disabilities: 114.1 points below standard -Asian: 4.5 points below standard -Hispanic: 46.7 points below standard -White: 2.8 points above standard	2023-24: (2024 Dashboard) -All Students: 31.4 points below standard -English Learners: 106.8 points below standard -Socioeconomically Disadvantaged: 34.8 points below standard -Students with Disabilities: 109.3 points below standard -Hispanic: 41.4 points below standard -White: 2.3 points above standard	2024-25 (2025 Dashboard): -All Students: 42.3 points below standard -English Learners: 91.0 points below standard -Socioeconomically Disadvantaged: 45.3 points below standard -Students with Disabilities: 109.9 points below standard -Asian: 19.1 pts above standard -Hispanic: 50.1 points below standard -White: 5.1 points below standard	2025-26: (2026 Dashboard) -All Students: 32.0 points below standard -English Learners: 92.0 points below standard -Socioeconomically Disadvantaged: 36.0 points below standard -Students with Disabilities: 99.0 points below standard -Hispanic: 36.0 points below standard -White: 6.0 points above standard	-All Students: -1.2 points -English Learners: +16.2 points -Socioeconomically Disadvantaged: +0.4 points -Students with Disabilities: +4.2 points -Asian: +23.6 points -Hispanic: -3.4 points -White: -7.9 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 57.9% -English Learners: 50.4% -Socioeconomically Disadvantaged: 57.3% -Students with Disabilities: 58.1% -Hispanic: 57.3% -White: *	2024-25: (Fall to Spring) -All Students: 53.1% -English Learners: 51.7% -Socioeconomically Disadvantaged: 51.7% -Students with Disabilities: 57.1% -Hispanic: 51.5% -White: 76.0%	2025-26 (Fall to Spring): -All Students: 68.5% -English Learners: 63.6% -Socioeconomically Disadvantaged: 68.8% -Students with Disabilities: 60.5% -Hispanic: 67.3% -White: 81.0%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%	-All Students: +10.6 percentage points -English Learners: +13.2 percentage points -Socioeconomically Disadvantaged: +11.5 percentage points -Students with Disabilities: +2.4 percentage points -Hispanic: +10.0 percentage points -White: N/A (no baseline)
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 1.13 (CGP: 87th percentile) -English Learners: CGI: 1.25 (CGP: 89th percentile) -Socioeconomically Disadvantaged: CGI: 1.09 (CGP: 86th percentile) -Students with Disabilities: CGI: 1.81 (CGP: 96th percentile) -Hispanic: CGI: 1.12 (CGP: 87th percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: 0.89 (CGP: 81st percentile) -English Learners: CGI: 1.96 (CGP: 97th percentile) -Socioeconomically Disadvantaged: CGI: 0.83 (CGP: 80th percentile) -Students with Disabilities: CGI: 2.68 (CGP: 100th percentile)	2025-26 (Fall to Spring): -All Students: CGI: 0.94 (CGP: 83rd percentile) -English Learners: CGI: 0.91 (CGP: 82nd percentile) -Socioeconomically Disadvantaged: CGI: 1.01 (CGP: 84th percentile) -Students with Disabilities: CGI: 0.86 (CGP: 81st percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th	-All Students: -0.19 -English Learners: -0.34 -Socioeconomically Disadvantaged: -0.08 -Students with Disabilities: -0.95 -Hispanic: -0.20 -White: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Hispanic: CGI: 0.72 (CGP: 76th percentile) -White: CGI: 0.85 (CGP: 80th percentile)	-Hispanic: CGI: 0.92 (CGP: 82nd percentile) -White: CGI: 1.09 (CGP: 86th percentile)	percentile) -White: CGI >= 0 (CGP >= 50th percentile)	
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 23.53% -English Learners: 0.00% -Socioeconomically Disadvantaged: 21.96% -Students with Disabilities: 3.64% -Asian: 38.46% -Hispanic: 22.28% -White: 28.57%	2023-24: -All Students: 24.73% -English Learners: 5.18% -Socioeconomically Disadvantaged: 23.34% -Students with Disabilities: 4.76% -Asian: 55.56% -Hispanic: 20.29% -White: 52.63%	2024-25: -All Students: 23.27% -English Learners: 1.83% -Socioeconomically Disadvantaged: 20.87% -Students with Disabilities: 5.88% -Asian: 50.00% -Hispanic: 19.46% -White: 41.66%	2025-26: -All Students: >= 28.00% -English Learners: >= 7.00% -Socioeconomically Disadvantaged: >= 27.00% -Students with Disabilities: >= 10.00% -Asian: >= 40.00% -Hispanic: >= 27.00% -White: >= 30.00%	-All Students: -0.26 percentage points -English Learners: +1.83 percentage points -Socioeconomically Disadvantaged: -1.09 percentage points -Students with Disabilities: +2.24 percentage points -Asian: +11.54 percentage points -Hispanic: -2.82 percentage points -White: +13.09 percentage points
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 82.7 points below standard -English Learners: 140.6 points below standard -Socioeconomically Disadvantaged: 89.0 points below standard	2023-24: (2024 Dashboard) -All Students: 73.9 points below standard -English Learners: 122.8 points below standard -Socioeconomically Disadvantaged:	2024-25 (2025 Dashboard): -All Students: 95.7 points below standard -English Learners: 133.4 points below standard -Socioeconomically Disadvantaged:	2025-26: (2026 Dashboard) -All Students: 73.0 points below standard -English Learners: 125.0 points below standard -Socioeconomically Disadvantaged:	-All Students: -13.0 points -English Learners: +7.2 points -Socioeconomically Disadvantaged: -13.0 points -Students with Disabilities: -1.4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Students with Disabilities: 161.8 points below standard -Asian: 40.1 points below standard -Hispanic: 89.0 points below standard -White: 37.2 points below standard	78.0 points below standard -Students with Disabilities: 157.4 points below standard -Hispanic: 83.2 points below standard -White: 9.9 points below standard	102.0 points below standard -Students with Disabilities: 163.2 points below standard -Asian: 49.3 points below standard -Hispanic: 105.9 points below standard -White: 30.6 points below standard	79.0 points below standard -Students with Disabilities: 144.0 points below standard -Hispanic: 79.0 points below standard -White: 28.0 points below standard	-Asian: -9.2 points -Hispanic: -16.9 points -White: +6.6 points
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 61.1% -English Learners: 62.1% -Socioeconomically Disadvantaged: 60.1% -Students with Disabilities: 53.5% -Hispanic: 59.4% -White: *	2024-25: (Fall to Spring) -All Students: 60.2% -English Learners: 58.7% -Socioeconomically Disadvantaged: 59.4% -Students with Disabilities: 55.1% -Hispanic: 59.2% -White: 64.0%	2025-26 (Fall to Spring): -All Students: 63.2% -English Learners: 59.6% -Socioeconomically Disadvantaged: 63.8% -Students with Disabilities: 62.0% -Hispanic: 62.5% -White: 62.5%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%	-All Students: +2.1 percentage points -English Learners: -2.5 percentage points -Socioeconomically Disadvantaged: +3.7 percentage points -Students with Disabilities: +8.5 percentage points -Hispanic: +3.1 percentage points -White: N/A
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics	2023-24: (Fall to Spring) -All Students: CGI: 1.56 (CGP: 94th percentile) -English Learners: CGI: 2.75 (CGP: 100th percentile)	2024-25: (Fall to Spring) -All Students: CGI: 2.09 (CGP: 98th percentile) -English Learners: CGI: 2.55 (CGP: 99th percentile)	2025-26 (Fall to Spring): -All Students: CGI: 0.52 (CGP: 70th percentile) -English Learners: CGI: 0.62 (CGP: 73rd percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile)	-All Students: -1.04 -English Learners: -2.13 -Socioeconomically Disadvantaged: -0.97

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	-Socioeconomically Disadvantaged: CGI: 1.46 (CGP: 93rd percentile) -Students with Disabilities: CGI: 1.61 (CGP: 95th percentile) -Hispanic: CGI: 1.49 (CGP: 93rd percentile) -White: *	-Socioeconomically Disadvantaged: CGI: 2.05 (CGP: 98th percentile) -Students with Disabilities: CGI: 3.71 (CGP: 100th percentile) -Hispanic: CGI: 2.11 (CGP: 98th percentile) -White: CGI: 1.83 (CGP: 97th percentile)	-Socioeconomically Disadvantaged: CGI: 0.49 (CGP: 69th percentile) -Students with Disabilities: CGI: 0.05 (CGP: 52nd percentile) -Hispanic: CGI: 0.47 (CGP: 68th percentile) -White: CGI: 0.26 (CGP: 60th percentile)	-Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)	-Students with Disabilities: -1.56 -Hispanic: -1.02 -White: N/A
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 55.4%	2023-24: (2024 Dashboard) 23.3%	2024-25 (2025 Dashboard): 40.7%	2025-26: (2026 Dashboard) >= 50.0%	-14.7 percentage points
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 18.2%	2023-24: (Internal) 5.9%	2024-25 (Internal): 8.0% 2025-26 (as of 6/10/26): 7.4%	2025-26: (CDE DataQuest) >= 10.0%	-10.8 percentage points
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 5.6% -English Learners: 0.00% -Socioeconomically Disadvantaged: 5.26%	2023-24: -All Students: 21.84% -English Learners: 0.00%	2024-25: -All Students: 21.61% -English Learners: 0.00%	2025-26: -All Students: >= 20.00% -English Learners: >= 5.00% -	-All Students: +16.01 percentage points -English Learners: 0 percentage points

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Students with Disabilities: 0.00% -Hispanic: 5.22%	- Socioeconomically Disadvantaged: 21.27% -Students with Disabilities: 2.22% -Hispanic: 19.18% -White: 0.00%	- Socioeconomically Disadvantaged: 19.18% -Students with Disabilities: 3.57% -Hispanic: 19.64% -White: 41.66%	Socioeconomically Disadvantaged: >= 20.00% -Students with Disabilities: >= 8.00% -Hispanic: >= 20.00% -White: *	- Socioeconomically Disadvantaged: +13.92 percentage points -Students with Disabilities: +3.57 percentage points -Hispanic: +14.42 percentage points -White: N/A

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025-26 school year, MSA-1 made significant progress toward implementing the planned actions under Goal 2, which focuses on ensuring access to high-quality instruction and academic growth for all students. Overall, the planned actions were implemented largely as intended, though some challenges emerged in execution fidelity, particularly in instructional monitoring and academic support structures.

Successful Implementation Areas
The majority of actions were implemented effectively, with outcomes either meeting or exceeding the stated goals. Notably:

State Standards Implementation (Metric 2.1) reached 100%, confirming that all instructional content was aligned with California Content Standards as planned.

Assessment outcomes in Science (21.61%) maintained close to our 23-24 data.

Student growth measures were a particular strength:

MAP Reading Growth (68.5%) and MAP Math Growth (63.2%) exceeded the 50% benchmark, indicating high relative growth, affirming the effectiveness of intervention strategies and instructional time.

These successes highlight strong academic systems in curriculum delivery, use of data to inform instruction, and strategic supports for student achievement.

Implementation Challenges and Substantive Differences
Despite these gains, there were some substantive differences between planned metrics and actual implementation:

CAASPP performance declined in both English Language Arts (ELA) and Mathematics, with ELA proficiency decreasing to 34.42% (-3.92 percentage points) and Math proficiency decreasing to 23.27% (-1.46 percentage points). These results highlight the need to strengthen instructional systems and supports to ensure consistent, high-quality implementation of the curriculum and improve student achievement across both content areas.

Observation Completion by School Administration (Metric 2.2) was significantly below target, with only 46% of teachers receiving the full suite of observations (one formal and four informal), compared to the goal of 85%. This discrepancy indicates a systemic challenge in leadership capacity or scheduling, which affected teacher feedback loops and instructional coaching fidelity.

Course Grades (Metric 2.3) revealed that only 63% of students earned a grade of “C” or better in core and elective classes, falling short of the 80% goal. This suggests a need for increased academic supports, such as tutoring, scaffolding, or intervention programs, to ensure all students can access grade-level material.

English Learner Progress (Metric 2.12) was also a key challenge area. Just 40.7% of English Learners advanced at least one ELPI level or maintained Level 4, though a 17.4% increase from the year prior; we are still not meeting the target of 50%. This result calls for a deeper evaluation of the current ELD curriculum and instructional approaches to better meet the language development needs of EL students.

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

Goal 2 Metric 1
Budgeted: $3,216,090.58
Actual: $2,836,750.82
Explanation: The projected expenses are not within the budgeted amount and are primarily attributable to challenges in ensuring consistent access across all student groups. Factors contributing to this variance include staffing shortages, scheduling constraints, and delays in implementing targeted supports and services. Additionally, changes in student enrollment and the growing complexity of academic, social-emotional, and specialized service needs impacted the school's ability to provide all students with the intended level of access to programs and interventions.

Goal 2 Metric 2
Budgeted: $186,244.31
Actual: $218,199.94
Explanation: There was a material difference between the budgeted expenditures and the estimated actual expenditures for Goal 2, Metric 2. Actual expenditures exceeded the budgeted amount primarily due to higher-than-anticipated tuition reimbursement costs resulting from an increased number of teachers participating in an induction program. Supporting teacher credentialing and professional growth through

induction programs led to additional reimbursement expenses beyond the original budget projections, resulting in higher overall expenditures for this metric.

Goal 2 Metric 3
Budgeted: $1,321,864.95
Actual: $1,265,783.37
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Metric 4
Budgeted: $186,068.41
Actual: $83,849.79
Explanation: There was a material difference between the budgeted expenditures and the estimated actual expenditures for Goal 2, Metric 4. Actual expenditures differed from the budgeted amount due to the restructuring of staff salaries and benefits during the year. Adjustments to staffing assignments, compensation, and related benefit costs were made to better align resources with organizational and programmatic needs. As a result, personnel-related expenditures varied from the original budget projections.

Goal 2 Metric 5
Budgeted: $1,916,607.09
Actual: $2,263,653.74
Explanation: There was a material difference between the budgeted expenditures and the estimated actual expenditures for Goal 2, Metric 5. Actual expenditures exceeded the budgeted amount due to increased costs associated with supporting the needs of students with Individualized Education Programs (IEPs). Additional services, resources, and specialized supports were provided to ensure that students received the accommodations and interventions required to meet their educational needs. As a result, expenditures were higher than originally projected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the implementation of Goal 2 metrics showed a mixed level of effectiveness, with several indicators meeting or exceeding targets, while others fell short, highlighting key areas for continued improvement and targeted support.

Effective Metric
Metric 2.1 – Implementation of State Standards
Achieved 100% implementation across all classrooms, fully meeting the target. This reflects a strong foundation in standards-based instruction schoolwide.

Metric 2.6 – MAP Reading Growth
68.5% of students met or exceeded growth targets, exceeding the 50% goal, demonstrating strong reading development across grade levels.

Metric 2.7 – MAP Reading CGI
Students achieved a CGI of 0.94, meeting expectations for conditional growth and signaling positive momentum.

Metric 2.10 – MAP Math Growth
63.2% of students met or exceeded growth targets, significantly exceeding the 50% benchmark.

Metric 2.11 – MAP Math CGI
A Conditional Growth Index (CGI) of 0.52 was achieved, above the expected growth threshold, showing math gains.

Metric 2.14 – CAASPP-Science Proficiency
21.61% of students met or exceeded standards, maintaining effective science instruction from the previous year.

Ineffective or Partially Effective Metrics
Metric 2.2 – Observation Completion
Only 46% of required observations (one formal, four informal per teacher) were completed by school administration, falling significantly short of the 85% target. This indicates a need for stronger systems to monitor and support teacher performance consistently.

Metric 2.3 – Course Grades (C or Better)
60% of students earned a grade of “C” or better in core and elective classes, underperforming relative to the 80% target. This points to a need for more differentiated instruction and academic supports, especially for struggling learners.

Metric 2.4 - CAASPP-ELA Proficiency
Students scored 34.42% meeting or exceeding the standard, falling short of the goal of 40%.

Metric 2.5 – CA Dashboard ELA Performance
Students scored 42.3 points below standard, underperforming the goal of 38.0 points below, requiring more targeted instruction to improve English Language Arts.

Metric 2.8 – CAASPP-Math Proficiency
23.27% of students met or exceeded standards, falling short of the 28%, requiring more Math instructional support.

Metric 2.9 – CA Dashboard Math Performance
Students scored 95.7 points below standard, declining 17.2 points, indicating more supports in math performance.

Metric 2.12 – English Learner Progress (ELPI)
Only 40.7% of EL students advanced at least one ELPI level or maintained Level 4, below the 50% goal. Though an improvement from the year prior, the same targeted strategies will be implemented to meet the goal.

Metric 2.13 – ELs Reclassified to Fluent English Proficient (RFEP)

7.4% of EL students were reclassified. This falls short of the 10% goal, requiring more supports for our ELs to increase the number of students being reclassified.

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

Based on analysis of the 2025–26 outcomes, no substantive changes were made to Goal 2; however, several actions and implementation strategies have been refined to better address areas where performance did not meet established targets. While the school demonstrated success in standards implementation, MAP Reading and Math growth, and Science proficiency, student outcomes in English Language Arts, Mathematics, course performance, English Learner progress, and teacher observation completion indicate a need for increased support and monitoring.

As a result, the school will strengthen instructional coaching and classroom observation systems to ensure administrators complete required observations and provide timely feedback to teachers. Additional professional development and coaching will focus on differentiated instruction, standards-aligned instructional practices, and data-driven decision-making to improve student achievement in ELA and Mathematics.

To address lower-than-expected performance among English Learners, the school will continue and expand targeted language development supports, progress monitoring, and interventions designed to increase ELPI performance and reclassification rates. Academic intervention programs will be enhanced to provide more intensive support for students performing below grade level, with a particular emphasis on literacy and mathematics.

Target outcomes for several metrics have been maintained to reinforce the school's commitment to achieving long-term student success; however, implementation strategies and monitoring processes have been revised to ensure greater accountability, equitable access to supports, and improved student outcomes. These adjustments reflect lessons learned from prior practice and are intended to accelerate progress toward meeting Goal 2 objectives.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will	$2,800,335.30	No

Action #	Title	Description	Total Funds	Contributing
		design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: • TeacherSalaries: Title I; Amount: $90,728 • STRS: Title I; Amount: $18,844.44 • OASDI/Medicare: Title I; Amount: $1,430.60 • Unemployment Insurance: Title I; Amount: $493.31		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.	$199,456.84	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: professional development, tuition reimbursement, and Teacher Salaries. The following expenditures will be funded by federal Title funds: • Certified Pupil Support Salaries: Title I; Amount: $99,770 • STRS: Title I; Amount: $20,285.73 • OASDI/Medicare: Title I; Amount: $1,540.02 • Health & Welfare Benefits: Title I; Amount: $8,141.56 • Unemployment Insurance: Title I; Amount: $531.04 • Prof Developmnt: Title II; Amount: $15,000 • Prof Dev-Other: Title II; Amount: $19,000		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Educational Software, Staff benefits, Administrator and Teacher salaries. The following expenditures will be funded by federal Title funds: • TeacherSalaries: Title I; Amount: $88,044 • STRS: Title I; Amount: $16,816.40	$1,019,728.86	Yes

Action #	Title	Description	Total Funds	Contributing
		• OASD/Medicare: Title I; Amount: $1,276.64 • Health & Welfare Benefits: Title I; Amount: $13,039.06 • Unemployment Insurance: Title I; Amount: $440.22 • Educat Software: Title I; Amount: $55,915.88 • Educat Software: Title IV, Part A ESEA (ESSA); Amount: $3,180 LREBG ACTION: The planned use of the unexpended LREBG funds aligns with Action 2.3, which focuses on implementing a Multi-Tiered System of Supports (MTSS) to deliver targeted academic and social-emotional interventions. Funds will support personnel costs associated with providing small group and one-on-one interventions, co-taught classes, extended learning opportunities, and collaborative support meetings to ensure student progress is consistently monitored and addressed.		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This	$83,849.79	Yes

Action #	Title	Description	Total Funds	Contributing
		notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: Professional Services. The following expenditures will be funded by federal Title funds: -Clerical & Tech: Resource: Title III - Imm. Ed.; Amount: $69,264.67 -STRS: Resource: Title III - Imm. Ed.; Amount: $13,234.01 -OASDI/Medicare: Resource: Title III - Imm. Ed.; Amount: $1,004.68 -Unemployment Insurance: Title III - Imm. Ed.; Amount: $346.44		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.	$2,208,308.56	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: -Professional Services: Title IV, Part A ESEA (ESSA); Amount: $8,000.00 -SpEd Ctrct Inst: IDEA SPED; Amount: $107,710.00		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 9.0%	2024-25: (As of 6/5/25) 9.0%	2025-26 (As of 5/22/26): 12%	2026-27: >= 10%	+3.0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 90%	+1.0 percentage point
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 80%	0 percentage points
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 72.7%	2023-24 (2024 Dashboard): 80.5%	2024-25 (2025 Dashboard): 71.3% 2025-26 (As of 5/22/26): 77.9%	2025-26: (2026 Dashboard) >= 55.0%	-1.4 percentage points
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 64.38%	2023-24: 58.16%	2024-25: 54.79% 2025-26 (As of 5/22/26): 55.35%	2025-26: >= 55.00%	-9.59 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 24.66%	2023-24: 63.75%	2024-25: 19.72% 2025-26 (As of 5/22/26): 45.92%	2025-26: >= 35.00%	-4.94 percentage points
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 75.3%	2023-24: 73.1%	2024-25: 53.2%	2025-26: >= 55.0%	-22.1 percentage points
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 60.0%	2023-24: 66.7%	2024-25: 50.5%	2025-26: >= 55.0%	9.5 percentage points
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 19.5%	2023-24: (2024 Dashboard) 31.2%	2024-25 (2025 Dashboard): 41.7% 2025-26 (As of 5/22/26): 33.8%	2025-26: (2026 Dashboard) >= 35.0%	+22.2 percentage points
3.10	Percentage of cohort graduates who have successfully completed	2022-23: (2023 Dashboard) 89.7%	2023-24 (2024 Dashboard): 96.1%	2024-25 (2025 Dashboard): 100.0%	2025-26: (2026 Dashboard) >= 90.0%	+10.3 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 92.6%		
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2023-24 (2024 Dashboard): 0.0%	2024-25 (2025 Dashboard): 1.4% 2025-26 (As of 5/22/26): 0%	2025-26: (2026 Dashboard) >= 10.0%	+1.4 percentage points
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2023-24 (2024 Dashboard): 0.0%	2024-25 (2025 Dashboard): 1.0% 2025-26 (As of 5/22/26): 0%	2025-26: (2026 Dashboard) >= 10.0%	+1.0 percentage point
3.13	Percentage of cohort graduates who have earned a Seal of	2022-23 (CDE DataQuest): 26.0%	2023-24 (CDE DataQuest): 37.8%	2024-25 (CDE DataQuest): 35.6%	2025-26: (CDE DataQuest) >= 20.0%	+9.6 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy (Source: CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 27.9%		
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 45.2%	2023-24 (CDE DataQuest): 32.4%	2024-25 (CDE DataQuest): 32.7% 2025-26 (As of 5/22/26): 25.0%	2025-26: (CDE DataQuest) >= 30.0%	-12.5 percentage points
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 53.3%	2024-25: (As of 5/23/25) 50.0%	2025-26 (As of 5/22/26): 44.1%	2026-27: >= 50.0%	-9.2 percentage points
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 88.0%	2024-25: (As of 5/23/25) 97%	2025-26 (As of 5/22/26): 94%	2026-27: >= 90%	+6.0 percentage points
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 76.0%	2024-25: (As of 5/23/25) 73%	2025-26 (As of 5/22/26): 72%	2026-27: >= 60%	-4.0 percentage points
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 52.7%	Class of 2022: 54.3%	Class of 2023: 74.0%	Class of 2024: >= 60%	+21.3 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of Goal 3 during the 2025–26 school year was largely successful, with the vast majority of actions executed as planned and resulting in strong student outcomes. The school met or exceeded performance targets for most indicators related to college readiness, advanced coursework, and STEAM engagement. However, several substantive differences between planned and actual implementation emerged, particularly in areas involving dual enrollment access, ELA college readiness, and integration of career technical education (CTE) pathways.

Implementation Successes
Many of the school's planned actions for Goal 3 were implemented effectively and led to measurable success:

Advanced Math Enrollment (Metric 3.1):
12% of students participated in accelerated or advanced math coursework or clubs, just above the 10% goal. This signals an improvement in the number of students showing growth in math.

Technology and STEAM Access (Metrics 3.2 & 3.3):
All graduating students engaged in technology-infused learning and demonstrated STEAM-related projects, affirming full implementation of innovation-focused learning strategies.

College and Career Indicator (Metric 3.4):
The school surpassed its CCI preparedness target (77.9% vs. 55% goal), reflecting successful alignment with state-defined readiness metrics.

Math Readiness and Achievement (Metrics 3.6, 3.7, 3.8):
The school either exceeded or remained close to the targets in CAASPP-Math EAP performance, AP exam performance, and AP pass rates among seniors, suggesting that math instruction and exam preparation programs were executed with fidelity and had a positive impact on student outcomes.

Postsecondary Preparedness (Metrics 3.10, 3.13, 3.16, & 3.17):
High rates of A-G course completion (92.6%), Seal of Biliteracy (27.9%), and college acceptance (94% overall; 72% to 4-year institutions) reflect deep integration of college readiness supports across multiple grade levels.

The percentage of students earning the Golden State Seal Merit Diploma (25%) and the Advanced or Honors MPS Diploma (44.1%) fell below the established targets of 30% and 50%, respectively. These results indicate a need to strengthen college and career readiness planning by identifying eligible students earlier and increasing ongoing academic counseling and monitoring throughout high school. To improve outcomes, the school will implement earlier and more frequent student advisement meetings, enhance progress monitoring systems, and provide targeted support to ensure students remain on track to meet the requirements for these distinguished diploma pathways.

College-Going Rate (Metric 3.18):
While 97% of graduates were accepted to college, 74% enrolled—exceeding the 60% goal. This suggests our supports, or post-graduation follow-up, ensured students follow through on their college plans.

These successes indicate that core instructional, advising, and assessment preparation practices were implemented consistently and with high impact.

Challenges and Implementation Gaps
Several actions did not reach their expected outcomes, revealing gaps between planning and execution:

ELA Readiness on CAASPP (Metric 3.5):
55.35% of students demonstrated college readiness in ELA, just above the 55% target. This suggests a continued need for strong literacy support in Grades 10–11 and continued targeted interventions for struggling students.

Dual Enrollment Completion (Metric 3.9):
Only 33.8% of students completed two semesters of college coursework with a grade of C– or better, versus a goal of 35%. This gap may be due to enrollment capacity, course availability, or students' readiness for college-level rigor.

CTE + A-G Integration (Metric 3.11 & 3.12):
A significant implementation gap occurred here, with 0% of students completing both CTE and A-G sequences—well below the 10% target. This reflects a lack of alignment between academic and CTE tracks, possibly due to scheduling constraints or underdeveloped pathway options.

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

Goal 3 Metric 1
Budgeted: $399,687.17
Actual: $370,504.83
Explanation: The actual expenditures exceeded the budgeted amount due to higher-than-anticipated participation in college and career readiness activities. Additional funding was allocated to support:

Expanded college field trips, increased access to AP exam preparation and fee assistance, and college and career fairs.
These expansions were in response to elevated student interest and the school's effort to exceed College/Career Indicator (CCI) goals, resulting in a purposeful over-investment to enhance student preparedness.

Goal 3 Metric 2

Budgeted: $7,965.00
Actual: $3,000.00
Explanation: Actual expenditures exceeded projected expenditures due to an increased need for academic intervention services and supports. Additional resources were allocated to provide targeted instructional interventions, supplemental learning opportunities, and student support services designed to address learning gaps and accelerate academic growth. These expenditures were necessary to meet the evolving needs of students and support progress toward the school's academic achievement goals.

Goal 3 Metric 3
Budgeted: $191,746.98
Actual: $258,812.85
Explanation: This over-expenditure resulted from needs in educational software for our online curriculum programs.

Goal 3 Metric 4
Budgeted: $553,022.19
Actual: $421,979.71
Explanation: There was a material difference between the budgeted expenditures and the estimated actual expenditures for Goal 3, Metric 4. Actual expenditures were lower than budgeted due to reduced equipment needs, as major equipment purchases had been completed in prior years and existing resources continued to adequately support program operations. In addition, transportation costs for athletic activities were lower than anticipated because the school was able to utilize its own gymnasium rather than renting off-site facilities, significantly reducing the need for student transportation. As a result, total expenditures for this metric were below the original budget projections.

Goal 3 Metric 5
Budgeted: $831,303.33
Actual: $742,001.47
Explanation: The variance is primarily attributed to unfilled enrichment staffing positions and conservative program scaling in the arts, music, and electives. Some after-school and extracurricular programs were staffed by existing faculty or provided by our after-school program.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The specific actions implemented under this goal have been largely effective in making progress toward improving college and career readiness, increasing access to rigorous coursework, and strengthening student preparation for postsecondary success. Several metrics met or exceeded their intended targets, indicating that core instructional, advising, technology, STEAM, and college readiness supports were implemented consistently and had a positive impact on student outcomes.

The school exceeded the target for advanced math participation, with 12% of students enrolled in accelerated or advanced math coursework or clubs, surpassing the 10% goal. In addition, all graduating students participated in technology-infused learning and completed STEAM-

related projects, demonstrating full implementation of innovation-focused learning opportunities. The College and Career Indicator also exceeded the target, with 77.9% of students prepared compared to the 55% goal, reflecting the effectiveness of college and career readiness systems.

Additional areas of strength included math readiness and achievement, A-G completion, Seal of Biliteracy attainment, Golden State Seal attainment, Honors/Advanced Diploma completion, college acceptance, and college enrollment. These outcomes suggest that instructional supports, assessment preparation, academic counseling, and postsecondary planning actions were effective in supporting students toward graduation and college readiness.

However, several actions were partially effective or ineffective and require continued refinement. Although ELA readiness on CAASPP slightly exceeded the target, performance remains an area for continued attention, particularly in Grades 10–11 and for students needing targeted literacy intervention. Dual enrollment completion fell slightly below the goal, indicating a need to strengthen student access, readiness, and support for college-level coursework.

A significant area of need remains the integration of CTE and A-G pathways, as 0% of students completed both CTE and A-G sequences, falling well below the 10% target. This indicates that current pathway structures, scheduling practices, and course sequencing have not yet provided students with sufficient access to complete both requirements. Additionally, the percentage of students earning the Golden State Seal Merit Diploma and Advanced or Honors MPS Diploma fell below targets, demonstrating a need for earlier identification of eligible students, more frequent academic advisement, and improved progress monitoring throughout high school.

Overall, the actions under this goal were effective in many key areas, particularly in college readiness, math growth, STEAM access, and postsecondary outcomes. Moving forward, the school will maintain the successful practices that contributed to strong outcomes while refining actions related to literacy support, dual enrollment access, CTE pathway alignment, and early academic counseling to ensure that more students remain on track for advanced diploma pathways and postsecondary success.

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

Based on reflections from the 2025-26 school year, no significant changes were made to Goal 3; however, several actions and implementation strategies have been refined to address areas where outcomes did not meet expectations. Analysis of student performance data demonstrated strong results in college and career readiness, advanced coursework participation, technology integration, postsecondary enrollment, and mathematics achievement. As a result, the school will continue to implement the successful practices that contributed to these outcomes.

To address identified areas of need, the school will strengthen literacy supports and targeted interventions for students who are not yet demonstrating college readiness in English Language Arts. Additional academic support and progress monitoring will be provided to increase student success in dual enrollment courses and improve completion rates.

In response to the lack of students completing both CTE and A-G pathways, the school will review course sequencing, scheduling practices, and pathway alignment to expand opportunities for students to participate in both college preparatory and career technical education programs. Increased collaboration between counseling, administration, and instructional staff will support the development of clearer pathways that allow students to meet both requirements.

Additionally, the school will enhance college and career readiness planning by identifying students eligible for the Golden State Seal Merit Diploma and Advanced or Honors MPS Diploma earlier in their high school experience. More frequent academic advisement meetings, progress monitoring, and family outreach will be implemented to ensure students remain on track to meet diploma requirements and other postsecondary readiness milestones.

Target outcomes for the coming year have largely been maintained to reinforce high expectations and continuous improvement. The refined actions and monitoring systems are intended to increase student access to rigorous coursework, strengthen pathway completion, improve postsecondary readiness outcomes, and ensure that all students are prepared for success in college, career, and civic life.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: Educational Software..	$303,509.87	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: -Educat Software: Title I; Amount: $500.00		
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: Educational Software. The following expenditures will be funded by federal Title funds: -Educat Software: Title I; Amount: $3,000.00	$3,000.00	Yes
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they	$258,167.04	Yes

Action #	Title	Description	Total Funds	Contributing
		will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: Educational Software. The following expenditures will be funded by federal Title funds: -Educat Software: Title I; Amount: $3,000		
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE supplies expenses.	$409,118.81	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: -PE Supplies: Title IV, Part A ESEA (ESSA); Amount: $10,000.00		
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A	$748,165.21	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 5	2024-25: (As of 6/5/25) 8	2025-26 (As of 5/15/26): 10	2026-27: >= 8	+5
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 3	2024-25: (As of 6/5/25) 2	2025-26 (As of 5/15/26): 4	2026-27: >= 4	+1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 78	2024-25: (As of 6/5/25) 39	2025-26 (As of 5/15/26): 44	2026-27: >= 10	-34
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 14.4%	2024-25: (As of 6/5/25) 6.7%	2025-26 (As of 6/9/26): 8.8%	2026-27: >= 15.0%	-5.6 percentage points
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.17%	2024-25 P-2 ADA: (Months 1-8) 92.39%	2025-26 P-2 ADA (Months 1-8): 93.63%	2026-27: (P-2 ADA) >= 92.00%	+0.46 percentage points
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 23.5%	2023-24: (2024 Dashboard) 21.6%	2024-25 (2025 Dashboard): 24.1% 2025-26 (As of 5/22/26): 20.8%	2025-26: (2026 Dashboard) <= 20.0%	+0.6 percentage points
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%	2024-25: (As of 6/5/25) 2.4%	2025-26 (As of 6/10/26): 0.8%	2026-27: <= 2.0%	+0.8 percentage points
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 2.6%	2023-24: (CDE DataQuest) 0.0%	2024-25 (CDE DataQuest): 3.0% 2025-26 (As of 6/10/26): 0.0%	2025-26: (CDE DataQuest) <= 2.0%	+0.4 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 94.9%	2023-24: (2024 Dashboard) 97.4%	2024-25 (2025 Dashboard): 96.1% 2025-26 (As of 5/22/26): 100.0%	2025-26: (2026 Dashboard) >= 95.0%	+1.2 percentage points
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 3.5%	2023-24: (2024 Dashboard) 2.5%	2024-25 (2025 Dashboard): 5.0% 2025-26 (As of 5/22/26): 1.9%	2025-26: (2026 Dashboard) <= 2.5%	+1.5 percentage points
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.13%	2024-25 (CDE DataQuest): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (CDE DataQuest) <= 0.50%	0 percentage points
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 99.3% -Families: 91.0% -Staff: 100.0%	2024-25: -Students: 96.1% -Families: 42.7% -Staff: 88.0%	2025-26: -Students: 96.8% -Families: 57.7% -Staff: 96.1%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	-Students: -2.5 percentage points -Families: -33.3 percentage points -Staff: -3.9 percentage points
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate	2023-24: -Students: 55.0% -Families: 92.0% -Staff: 70.0%	2024-25: -Students: 54% -Families: 91% -Staff: 53%	2025-26: -Students: 64% -Families: 87% -Staff: 49%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	-Students: +9 percentage points -Families: -5 percentage points -Staff: -21 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 62% -Families: 95% -Staff: 77%	2024-25: -Students: 65% -Families: 89% -Staff: 48%	2025-26: -Students: 63% -Families: 79% -Staff: 48%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	-Students: +1 percentage points -Families: -16 percentage points -Staff: -29 percentage points
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 84.38%	2024-25: (Spring 2024 to Fall 2024) 86%	2025-26 (Spring 2025 to Fall 2025): 86%	2026-27: (Spring 2026 to Fall 2026) >= 85%	+1.62 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Implementation of Goal 4 during the 2025–26 school year demonstrated a blend of strong execution and key implementation challenges, particularly in the areas of stakeholder satisfaction, chronic absenteeism, and outreach to English Learner families. While many planned metrics were delivered as intended and yielded measurable success, some fell short of expectations due to structural or capacity-related barriers.

Successful Implementation Areas

Several metrics were carried out as planned and met or exceeded their performance targets:

Family Engagement and Participation Events:
The school hosted 44 parent engagement activities (far exceeding the goal of 10), and conducted 10 PAC meetings, fully meeting expectations for structured family involvement in school governance and events. These efforts reflect the school's strong organizational capacity to provide opportunities for families to connect with school life.

Student Outcomes and Safety:
The school achieved a 100% graduation rate, maintained a 0% high school dropout rate, and kept expulsions at 0%, all of which suggest that academic and behavioral support systems were effectively implemented. Additionally, ADA was 93.63%, slightly above the goal of 92%, reflecting continued efforts to keep students engaged in day-to-day learning.

Student Suspension Rate:
Suspension rate was 1.9% (goal: =2.5%). These results signal persistent practices of applying more effective interventions and supports to address behavior concerns.

Student Retention:
The student retention rate was 86%, meeting the goal of 85% and demonstrating the effectiveness of staff support and retention strategies.

Middle School Dropout Rate:
At 0.8%, the middle school dropout rate achieved the goal of 2%, representing a significant improvement over last year's 2.4%.

Implementation Gaps and Challenges
However, several substantive differences emerged between planned and actual implementation, particularly in the following areas:

ELAC Participation and EL Family Engagement:

Teacher Home Visits:
Only 8.8% of students received a teacher home visit. Though it was a small increase from last year, it is still well below the 15% target. This gap suggests capacity constraints and competing staff priorities, highlighting a need for more coordinated planning and incentives for teacher outreach.

Chronic Absenteeism and Discipline:
The chronic absenteeism rate decreased to 20.8%, but still did not meet our goal (goal = 20%).

Stakeholder Survey Participation and Satisfaction:
The participation rate was low among families (57.5%), missing the 75% target, and satisfaction rates were below goals among students (63%) and staff (48%). These trends point to a disconnect between school efforts and stakeholder experience, potentially linked to communication gaps, staff workload, or limited responsiveness to feedback.

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

Goal 4 Metric 1
Budgeted: $275.00
Actual: $275.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Metric 2
Budgeted: $377,199.76
Actual: $382,949.86
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Metric 3
Budgeted: $569,788.39
Actual: $593,114.39
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Metric 4
Budgeted: $3,500.00
Actual: $3,500.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Metric 5
Budgeted: $629,125.72
Actual: $504,133.15
Explanation: Actual expenditures were lower than projected expenditures due to declining student enrollment and corresponding reductions in staffing. As enrollment decreased, staffing allocations and associated personnel costs were adjusted to align with student needs and available funding. These adjustments resulted in expenditures that were below the originally budgeted amount while maintaining the programs and services necessary to support student success.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 4 were largely effective in promoting student engagement, family involvement, school connectedness, and positive student outcomes. Several metrics met or exceeded their established targets, demonstrating the successful implementation of key programs and services designed to support a positive school climate and strengthen partnerships with families.

Family engagement efforts were particularly successful, with the school hosting 44 parent engagement activities, significantly exceeding the goal of 10 events, and conducting all planned Parent Advisory Committee (PAC) meetings. These activities provided meaningful opportunities for families to participate in school programs, governance, and decision-making processes. Additionally, the school maintained strong student outcomes, including a 100% graduation rate, a 0% high school dropout rate, and a 0% expulsion rate. Average Daily Attendance (ADA) exceeded the established goal, and the student suspension rate remained below the target, indicating that behavioral supports, intervention strategies, and student engagement efforts were effective. The student retention rate also met the established goal, reflecting the school's ability to foster a supportive educational environment that encourages students to remain enrolled and engaged.

Despite these successes, several actions were only partially effective and highlight areas for continued improvement. Teacher home visits fell below the established target, indicating challenges related to staff capacity, competing priorities, and the need for a more structured outreach system. While chronic absenteeism improved from the prior year, the rate remained above the desired target, suggesting that additional attendance interventions and family engagement strategies are needed to address barriers to consistent attendance.

Stakeholder engagement also presented challenges. Family and staff participation rates in stakeholder surveys fell below expectations, and student and staff satisfaction levels did not meet established goals. These results suggest a need to strengthen communication systems, increase opportunities for meaningful stakeholder input, and ensure that feedback is incorporated into school improvement efforts. Additionally, the middle school dropout rate slightly exceeded the target, indicating a need for earlier academic, behavioral, and social-emotional interventions to support at-risk students before they disengage from school.

Overall, the actions associated with Goal 4 were effective in maintaining a positive school climate, supporting student success, and promoting family engagement. However, the school will continue refining strategies related to attendance, stakeholder engagement, family outreach, and middle school student support to ensure greater progress toward all identified outcomes.

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

Following a review of Year 1 outcomes for Goal 4—focused on strengthening school climate, student engagement, and stakeholder participation—several strategic adjustments have been made for the 2025–26 school year. These changes respond to implementation gaps, unmet participation and satisfaction targets, and emerging priorities related to chronic absenteeism and school connectedness.

Changes to Actions and Supports
Increase ELAC Meeting Frequency and Family Outreach (Metric 4.2)
With only 2 ELAC meetings conducted (goal: 4), the school will implement a monthly standing ELAC schedule and improve communication through multilingual outreach, parent liaisons, and childcare availability. This aims to better engage English Learner families and amplify their voice in school planning.

Revise and Incentivize Teacher Home Visit Program (Metric 4.4)
The 6.7% home visit rate (goal: 15%) revealed low staff participation, prompting changes to include:

Streamlined tracking tools, flexible home visit formats (virtual or in-person) and times, and protected planning time for visits.

Strengthen Chronic Absenteeism Interventions (Metric 4.6)
With a 20.8% rate, slightly above the 20% goal, the school will:

Establish site-based attendance teams for weekly monitoring, continue to expand tiered re-engagement strategies, including attendance contracts, parent conferencing, and wellness checks, and increase partnerships with mental health and community support services

Improve Restorative Practices and Suspension Alternatives (Metrics 4.10)
The suspension rate of 4.7% (goal: 2.5%) highlights a need to:

Provide staff-wide restorative practices training, strengthen the implementation of re-entry plan protocol post-suspension, and create more alternatives such as peer mediation and reflection spaces

Revised Stakeholder Survey Approach (Metrics 4.12–4.14)
Participation and satisfaction rates were low among students, staff, and families. As a result:

Actionable results will be shared with stakeholders in transparent, solution-oriented forums, and more incentives to complete the surveys.

Metrics and Target Refinements
While the core goal remains unchanged, select metrics and targets will be recalibrated to better reflect ambitious but achievable benchmarks:

Stakeholder satisfaction targets will remain, but interim progress indicators will be added to monitor climate and engagement throughout the year.

Chronic absenteeism interventions will be tracked using monthly attendance recovery metrics

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school	$275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: 5940: Technology. The following expenditures will be funded by federal Title funds: N/A		
4.2	Building relationships and partnerships with families for student outcomes	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School	$384,120.05	Yes

Action #	Title	Description	Total Funds	Contributing
		will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Professional Services, Unemployment Insurance, OASDI/Medicare, STRS, and Teacher Salaries. The following expenditures will be funded by federal Title funds: -Teacher Salaries: Title I; Amount: $6,000.00 -STRS: Title I; Amount: $1,146.00 -OASDI/Medicare: Title I; Amount: $87.00 -Unemployment Insurance: Title I; Amount: $30.00 -Professional Services: Title I; Amount: $9,000.00		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives	$453,495.08	Yes

Action #	Title	Description	Total Funds	Contributing
		to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Instructional Materials & Supplies. The following expenditures will be funded by federal Title funds: -Instructional Materials & Supplies: Title I; Amount: $5,000.00		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will	$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: Professional Services: Title I; Amount: $3,500.00		
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Corresponding personnel salaries, Marketing expenditures, professional services, membership fees. The following expenditures will be funded by federal Title funds: N/A	$398,678.66	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,632,619	$200,659

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.691%	0.000%	$0.00	24.691%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials,	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers	Goal 2: For all students, but particularly for the EL and LTEL student groups: • Percentage of students who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students.	have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP	Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3.	years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• College-Going Rate (Source: CDE DataQuest)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. **Scope:** LEA-wide	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning.	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. **Scope:**	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy,	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:** LEA-wide	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math,	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning;

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. **Scope:** LEA-wide	Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision	Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout	teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			"Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental,	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased	• High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:** It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP,	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school	Goal 4: • School experience survey "participation rates" by students, families, and staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	(Source: Local Indicator Priority 6, Panorama Education) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of seniors who have

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

Similar to the current academic year, MSA-1 will utilize the concentration grant add-on funds ($200,659) in the following manner:

MSA-1 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	10,662,447	2,632,619	24.691%	0.000%	24.691%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$10,940,031.78	$2,631,500.12	$89,970.78	$695,299.68	$14,356,802.36	$7,716,595.69	$6,640,206.67

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$50,509.00	$50,509.00				$50,509.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$0.00	$864,202.35	$806,202.35	$58,000.00			$864,202.35	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$154,094.47	$2,201,796.00	$1,937,541.47	$418,349.00			$2,355,890.47	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$47,500.00	$47,500.00				$47,500.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$0.00	$1,764,991.47	$1,764,991.47				$1,764,991.47	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$2,543,535.30	$256,800.00	$2,685,838.95	$3,000.00		$111,496.35	$2,800,335.30	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$130,268.34	$69,188.50	$15,188.50	$20,000.00		$164,268.34	$199,456.84	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$906,632.98	$113,095.88	$688,756.16	$152,260.50		$178,712.20	$1,019,728.86	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$83,849.79	$0.00				$83,849.79	$83,849.79	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$1,582,598.56	$625,710.00	$880,966.45	$1,181,161.33	$30,470.78	$115,710.00	$2,208,308.56	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$275,383.40	$28,126.47	$215,508.71	$87,501.16		$500.00	$303,509.87	
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,000.00				$3,000.00	$3,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$255,167.04	$3,000.00	$138,296.60	$116,870.44		$3,000.00	$258,167.04	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$305,555.81	$103,563.00	$339,618.81		$59,500.00	$10,000.00	$409,118.81	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$454,573.21	$293,592.00	$360,254.44	$387,910.77			$748,165.21	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$275.00	$275.00				$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$351,486.05	$32,634.00	$361,804.55	$6,052.50		$16,263.00	$384,120.05	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$367,499.08	$85,996.00	$448,495.08			$5,000.00	$453,495.08	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,500.00				$3,500.00	$3,500.00	
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$305,951.66	$92,727.00	$198,284.24	$200,394.42			$398,678.66	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
10,662,447	2,632,619	24.691%	0.000%	24.691%	$2,813,982.09	0.000%	26.392 %	**Total:**	$2,813,982.09
								LEA-wide Total:	$2,813,982.09
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$47,500.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,188.50	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$688,756.16	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools		
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$215,508.71	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$138,296.60	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$339,618.81	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$360,254.44	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$361,804.55	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$448,495.08	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$198,284.24	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$15,726,980.17	$15,041,087.01

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$50,509.00	$73,873.00
1	**1.2**	Instructional materials and technology	No	$749,554.12	$853,478.27
1	**1.3**	Clean and safe facilities that support learning	No	$3,191,642.17	$2,686,549.12
1	**1.4**	Healthy and nutritious meals	Yes	$60,561.00	$50,500.00
1	**1.5**	Well-orchestrated Home Office support services	No	$1,284,225.00	$1,428,177.70
2	**2.1**	Broad course of study and standards based curriculum	No	$3,216,090.58	$2,836,750.82
2	**2.2**	Professional development for high-quality instruction	Yes	$186,244.31	$218,199.94
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$1,321,864.95	$1,265,783.37
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$186,068.41	$83,849.79
2	**2.5**	Support for students with disabilities	No	$1,916,607.09	$2,263,653.74
3	**3.1**	College/Career readiness programs and activities	Yes	$399,687.17	$370,504.83

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$7,965.00	$3,000.00
3	3.3	Digital literacy and citizenship programs	Yes	$191,746.98	$258,812.85
3	3.4	Physical education, activity, and fitness	Yes	$553,022.19	$421,979.71
3	3.5	Additional programs and activities that support well-rounded education	Yes	$831,303.33	$742,001.47
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$377,199.76	$382,949.86
4	4.3	MTSS - PBIS and SEL support	Yes	$569,788.39	$593,114.39
4	4.4	Annual educational partner surveys	Yes	$3,500.00	$3,500.00
4	4.5	Community outreach and partnerships	Yes	$629,125.72	$504,133.15

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,653,943	$3,356,444.10	$4,487,412.00	($1,130,967.90)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$60,561.00	$5,000		
2	2.2	Professional development for high-quality instruction	Yes	$17,188.50	$218,200		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$885,657.34	$1,265,783		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes		$83,850		
3	3.1	College/Career readiness programs and activities	Yes	$313,729.37	$370,505		
3	3.2	STEM and GATE programs	Yes		$3,000		
3	3.3	Digital literacy and citizenship programs	Yes	$126,453.02	$258,813		
3	3.4	Physical education, activity, and fitness	Yes	$538,022.19	$421,980		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$323,792.95	$742,001		
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$348,830.76	$45,951		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$535,799.39	$578,114		
4	4.4	Annual educational partner surveys	Yes		$3,500		
4	4.5	Community outreach and partnerships	Yes	$206,134.58	$490,440		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
9,839,675	2,653,943	0.00%	26.972%	$4,487,412.00	0.000%	45.605%	$0.00	0.000%

Powered by BoardOnTrack

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

Powered by BoardOnTrack

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

Powered by BoardOnTrack

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

Powered by BoardOnTrack

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

Powered by BoardOnTrack

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

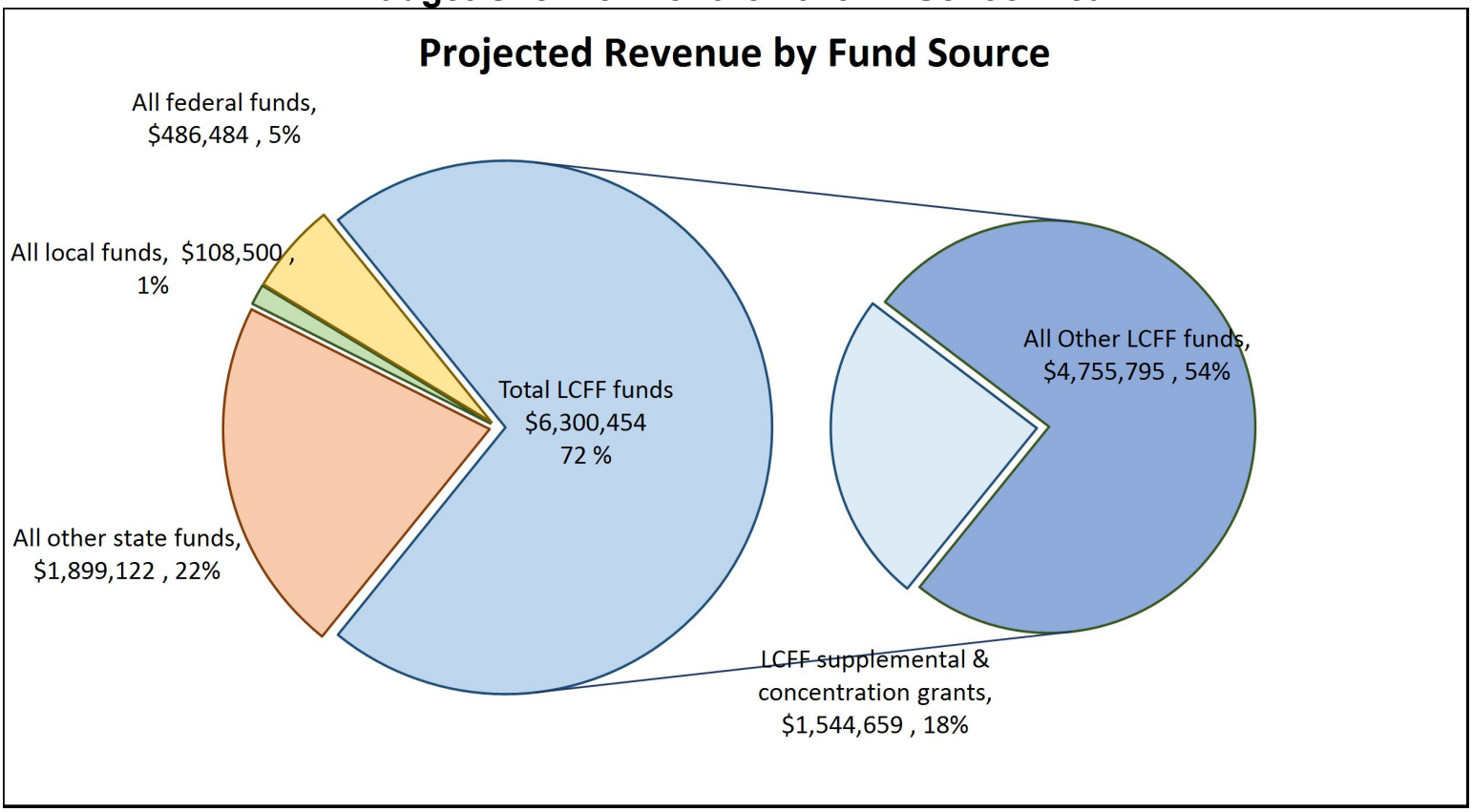
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 2
CDS Code: 19-10199-0115212
School Year: 2026-27
LEA contact information:
Irene Gavi
Principal
igavi@magnoliapublicschools.org
(818) 758-0300

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

Budget Overview for the 2026-27 School Year

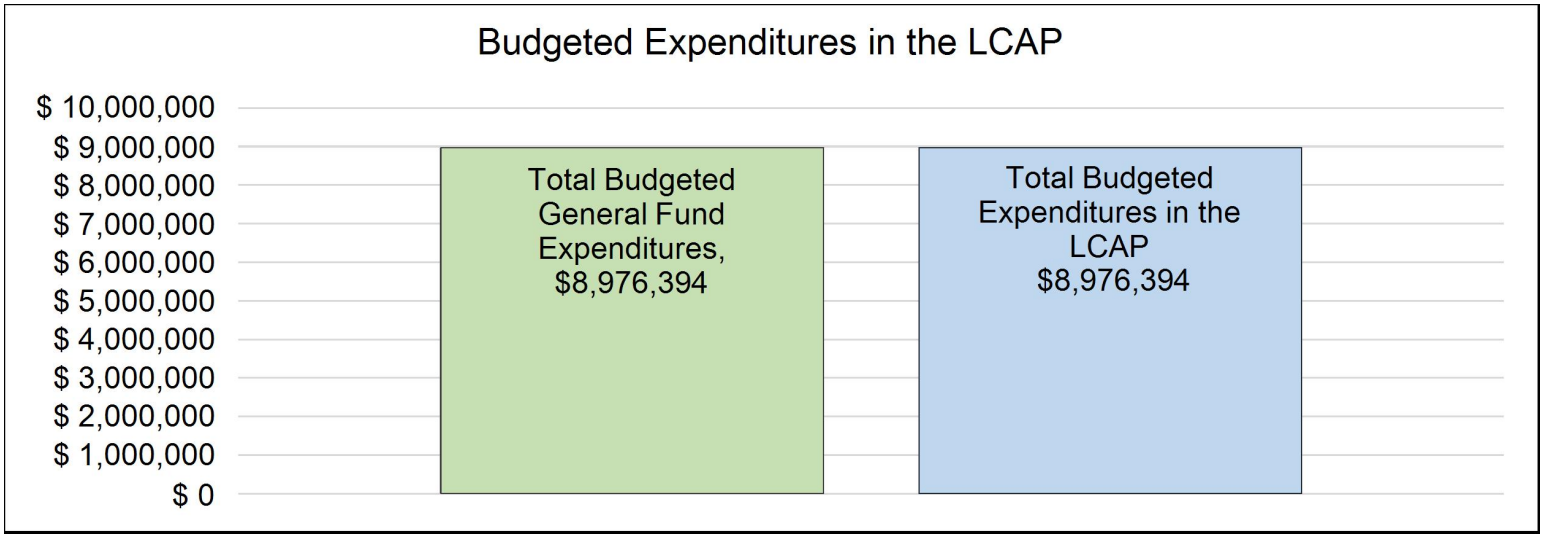


This chart shows the total general purpose revenue Magnolia Science Academy 2 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 2 is $8,794,560, of which $6,300,454 is Local Control Funding Formula (LCFF), $1,899,122 is other state funds, $108,500 is local funds, and $486,484 is federal funds. Of the $6,300,454 in LCFF Funds, $1,544,659 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy 2 plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy 2 plans to spend $8,976,394 for the 2026-27 school year. Of that amount, $8,976,394 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

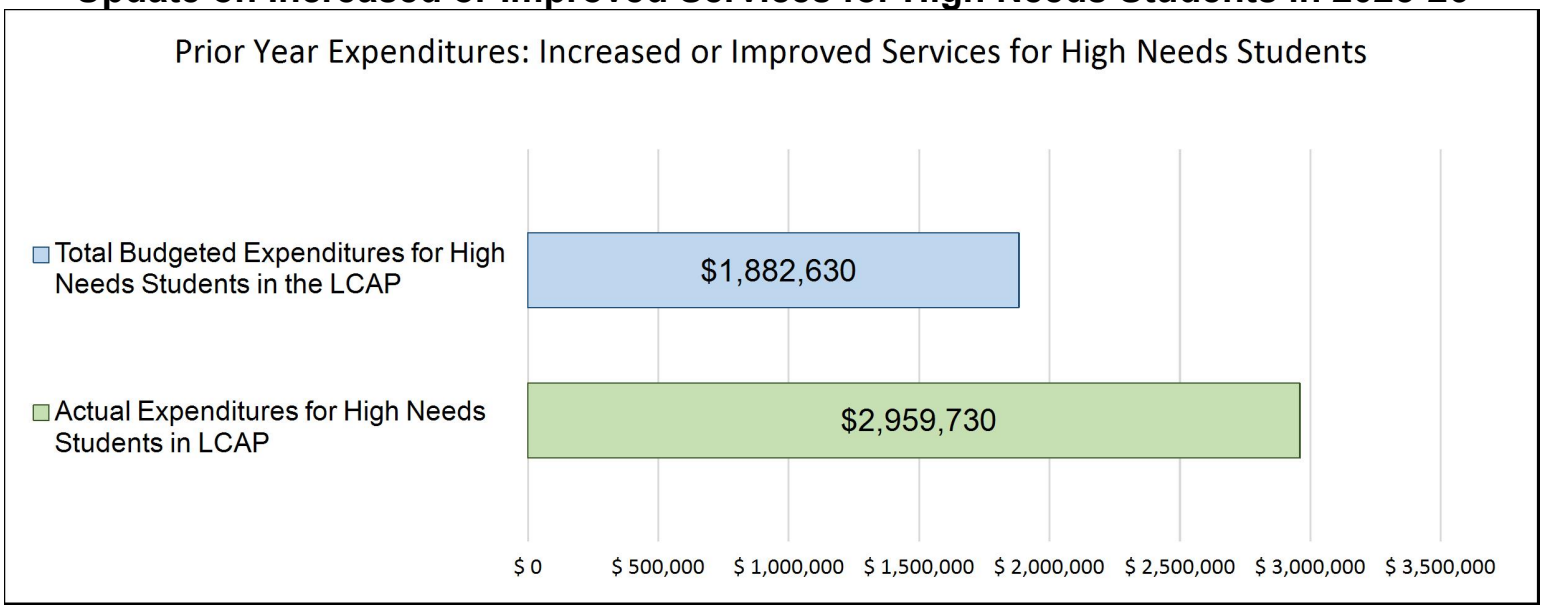
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Magnolia Science Academy 2 is projecting it will receive $1,544,659 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy 2 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy 2 plans to spend $1,851,870 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy 2's LCAP budgeted $1,882,630 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 2 actually spent $2,959,730 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

MSA-2 currently has 448 students in grades 6-12, and mainly draws enrollment from Van Nuys, CA, and neighboring communities. The neighborhoods that MSA-2 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-2 serves face economic challenges. MSA-2 has a diverse enrollment, including 91.7% Hispanic / Latino, 2.0% Asian / Pacific Islander, 3.1% White, 1.8 % Black / African American, .9% Filipino, 75.7% Socioeconomically Disadvantaged, 18.8% Special Education, and 17% English Learner population, GATE 8.5% population. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Magnolia Science Academy 2
Address: 17125 Victory Blvd., Lake Balboa, CA, 91406-5455
Phone: 818-758-0300
Email: msa2@magnoliapublicschools.org

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

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

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

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

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

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

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Successes

A review of the 2025 California School Dashboard and local data identified several areas of success for MSA-2. English Language Arts performance improved, with 35.82% of students meeting or exceeding standards on the CAASPP ELA assessment. Distance from Standard (DFS) in ELA also improved for all students and key student groups, including socioeconomically disadvantaged students, students with disabilities, and Hispanic students, indicating progress toward grade-level standards.

Local NWEA MAP Reading data reflected strong student growth. Overall, 61.8% of students met their reading growth targets, while English Learners (76.6%), students with disabilities (66.1%), socioeconomically disadvantaged students (59.8%), and Hispanic students (61.9%) all exceeded the school's growth target. Reading growth percentiles also exceeded national norms for multiple student groups.

English Learner outcomes showed meaningful progress during the year. The percentage of English Learners making progress toward English proficiency increased to 41.9%, and the reclassification rate increased to 13.8%, exceeding the school's target. These results demonstrate the positive impact of targeted language development supports and interventions.

MSA-2 also demonstrated success in implementing instructional improvement systems. Classroom observation completion increased to 94%, exceeding the established target and providing greater opportunities for instructional coaching, feedback, and support.

Challenges

Despite these successes, mathematics remains an area of need. While NWEA MAP Mathematics data showed that 51.3% of students met their growth targets and overall growth remained above national norms, only 13.18% of students met or exceeded standards on the CAASPP Mathematics assessment. Mathematics performance among English Learners, students with disabilities, and other student groups continues to require targeted intervention and support.

Science achievement also remains a challenge. Only 18.88% of students met or exceeded standards on the CAASPP Science assessment, which remains below the school's target. Performance among student groups, particularly English Learners and students with disabilities, indicates a continued need for additional instructional support and access to rigorous science learning opportunities.

Another area of concern is overall course performance. The percentage of students earning a grade of C or better in core subjects and electives was 46%, indicating a need to strengthen academic interventions, progress monitoring, and student support systems to improve classroom achievement and mastery of grade-level content.

MSA-2 will continue to utilize Dashboard and local data to strengthen instructional practices, expand intervention supports, and improve outcomes for all student groups, with a particular focus on mathematics achievement, science performance, and overall academic success.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	In order to engage parents as educational partners, MSA-2 utilizes multiple systems and structures designed to gather input, encourage participation, and strengthen collaboration between families and the school community. Parents are provided opportunities to contribute feedback and participate in school improvement efforts, including the development of the Local Control and Accountability Plan (LCAP). MSA-2 gathers parent input through a variety of channels, including Parent Task Force (PTF) meetings, Community Advisory Council (CAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, parent engagement events, surveys, newsletters, and ongoing communication through ParentSquare and other communication platforms. Parents who participate in the PTF and ELAC also serve on the Community Advisory Council (CAC), ensuring representation from key student groups, including English learners, low-income students, and other unduplicated student populations. Throughout the school year, MSA-2 held monthly PTF meetings, monthly CAC meetings, quarterly ELAC meetings, weekly Coffee with the Principal meetings, and numerous parent engagement activities. These meetings provided opportunities for parents to learn about school programs, review student achievement data, discuss school priorities, and provide input regarding the development of the LCAP. MSA-2 also administered the Kelvin School Experience Survey to gather parent feedback regarding school safety, school connectedness, communication, academic support, and overall

Educational Partner(s)	Process for Engagement
	satisfaction. Survey results, along with feedback collected during advisory committee meetings and parent events, were reviewed and considered during the development of the LCAP and the identification of school priorities. As a charter school with measurable student outcomes outlined in its charter petition and a WASC action plan focused on continuous improvement, MSA-2 utilizes the LCAP as a comprehensive planning tool that aligns state priorities, local priorities, and educational partner feedback. Parent input plays an important role in identifying areas of strength, areas for growth, and the allocation of resources to support student success. To ensure effective communication and broad stakeholder participation, MSA-2 disseminates information through ParentSquare, monthly newsletters, the school website, email, phone calls, social media platforms, Google Classroom, Illuminate, Google Forms, and other communication tools. These systems help maintain ongoing communication with families and provide multiple opportunities for meaningful parent engagement throughout the year.
Students	In order to engage students as educational partners, MSA-2 utilizes multiple systems and structures designed to gather student voice, encourage participation in school decision-making, and support continuous school improvement. Students are provided opportunities to share feedback regarding their educational experiences, school climate, academic programs, and school priorities, including the development of the Local Control and Accountability Plan (LCAP). MSA-2 gathers student input through Community Advisory Council (CAC) meetings, Student Council meetings, Coffee with the Principal meetings, student leadership opportunities, school events, Board of Directors meetings, and student surveys. Student representatives participate in the Community Advisory Council (CAC), ensuring that student perspectives are considered during discussions related to school improvement, resource allocation, and LCAP development. Throughout the school year, MSA-2 held regular CAC meetings, Student Council meetings, Coffee with the Principal meetings, and a variety of student activities and leadership opportunities. These

Educational Partner(s)	Process for Engagement
	forums provided students with opportunities to discuss school programs, academic supports, school culture, safety, and other topics important to the student experience. Student feedback was reviewed and considered as part of the LCAP development process. MSA-2 also administered the Kelvin School Experience Survey to gather student feedback regarding school safety, school connectedness, teaching and learning, student engagement, and overall school climate. Survey results provided valuable information regarding student perceptions and were used to identify strengths, areas for growth, and priorities for continuous improvement. As a charter school committed to continuous improvement, MSA-2 values student voice as an important component of the planning process. Student feedback gathered through advisory committees, surveys, leadership groups, and school events helped inform decisions regarding school programs, services, and priorities included in the LCAP. To ensure effective communication and broad student engagement, MSA-2 utilizes a variety of communication tools, including ParentSquare, monthly newsletters, the school website, email, social media platforms, Google Classroom, and other digital communication platforms. These tools help keep students informed and provide ongoing opportunities for participation and feedback throughout the school year.
Teachers	In order to engage teachers as educational partners, MSA-2 utilizes multiple systems and structures designed to gather teacher input, encourage collaboration, and support continuous school improvement. Teachers play a critical role in identifying student needs, evaluating program effectiveness, and providing feedback regarding instructional practices, resource allocation, and school priorities, including the development of the Local Control and Accountability Plan (LCAP).

Educational Partner(s)	Process for Engagement
	MSA-2 gathers teacher input through Community Advisory Council (CAC) meetings, staff meetings, professional development sessions, department meetings, grade-level meetings, MTSS committee meetings, PBIS committee meetings, Title I meetings, and Coffee with the Principal meetings. Teacher representatives participate in the Community Advisory Council (CAC) and provide feedback on school programs, student outcomes, and priorities for improvement. Throughout the school year, teachers participated in weekly professional development meetings, monthly department and grade-level meetings, MTSS and PBIS committee meetings, and Title I planning meetings. These meetings provided opportunities for teachers to review student achievement data, discuss instructional strategies, evaluate intervention programs, and provide recommendations regarding school improvement efforts and resource allocation. MSA-2 also administered the Kelvin Staff Experience Survey to gather teacher feedback regarding school climate, safety, communication, professional development, leadership support, and overall job satisfaction. Survey results were reviewed alongside other stakeholder feedback and student achievement data to help inform the development of the LCAP and identify areas of strength and opportunities for growth. As a charter school committed to continuous improvement, MSA-2 values teacher voice as an essential component of the planning process. Teacher feedback gathered through meetings, committees, surveys, and ongoing collaboration with school leadership helped inform decisions regarding instructional programs, student supports, professional development, and the allocation of resources included in the LCAP. To ensure effective communication and ongoing collaboration, MSA-2 utilizes ParentSquare, email, staff meetings, professional development sessions, newsletters, the school website, Google Classroom, and other communication tools to share information and

Educational Partner(s)	Process for Engagement
	provide opportunities for teacher engagement throughout the school year.
School administrators	In order to engage school administrators as educational partners, MSA-2 utilizes multiple systems and structures designed to support collaborative decision-making, continuous improvement, and effective implementation of school programs. Administrators play a key role in reviewing student achievement data, evaluating program effectiveness, gathering stakeholder input, and developing priorities for the Local Control and Accountability Plan (LCAP). MSA-2 administrators regularly participate in leadership meetings, Community Advisory Council (CAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, Board of Directors meetings, Coffee with the Principal meetings, and schoolwide planning meetings. Through these forums, administrators gather feedback from students, families, teachers, and other educational partners regarding school programs, student outcomes, school climate, and areas for improvement. Throughout the school year, administrators participated in weekly leadership meetings, weekly administrative meetings, monthly principal meetings with the central office, monthly academic and student services administrator meetings, MTSS committee meetings, PBIS committee meetings, Title I planning meetings, and other program-specific meetings. These meetings provided opportunities to review academic, attendance, behavior, and school climate data and to identify priorities for continuous improvement. MSA-2 also reviewed feedback collected through the Kelvin School Experience Surveys administered to students, families, and staff. Survey results, along with local assessment data, California School Dashboard data, and stakeholder feedback gathered through advisory committees and school events, informed the development of the LCAP and the identification of schoolwide priorities.

Educational Partner(s)	Process for Engagement
	As a charter school committed to continuous improvement, MSA-2 utilizes its charter petition, WASC action plan, California School Dashboard data, local assessment data, and educational partner feedback to guide decision-making. Administrators use this information to evaluate programs, allocate resources, monitor progress toward goals, and ensure that the LCAP reflects the needs and priorities of the school community. To support ongoing communication and collaboration, administrators utilize ParentSquare, email, newsletters, the school website, staff meetings, committee meetings, and other communication tools to share information and gather input throughout the school year.
Other school personnel	In order to engage other school personnel as educational partners, MSA-2 utilizes multiple systems and structures designed to gather input, encourage collaboration, and support continuous school improvement. Other school personnel, including paraprofessionals, office staff, custodial staff, campus supervisors, and other support staff, play an important role in supporting student success and providing valuable perspectives regarding school programs, operations, safety, and school climate. MSA-2 gathers input from other school personnel through Community Advisory Council (CAC) meetings, staff meetings, Coffee with the Principal meetings, committee meetings, professional development activities, and schoolwide events. Other school personnel are encouraged to participate in discussions related to school improvement, student support programs, school climate, and the development of the Local Control and Accountability Plan (LCAP). Throughout the school year, other school personnel participated in staff meetings, MTSS and PBIS committee meetings, Title I meetings, and other schoolwide planning activities. These meetings provided opportunities for staff to share feedback regarding student needs, school operations, safety procedures, attendance supports, family engagement efforts, and other school improvement initiatives.

Educational Partner(s)	Process for Engagement
	MSA-2 also administered the Kelvin Staff Experience Survey to gather feedback regarding school climate, communication, workplace culture, safety, and overall satisfaction. Feedback collected through surveys, meetings, and ongoing communication with school leadership was reviewed as part of the LCAP development process and helped inform school priorities and resource allocation decisions. To support effective communication and collaboration, MSA-2 utilizes ParentSquare, email, newsletters, the school website, staff meetings, and other communication tools to share information and provide opportunities for meaningful engagement throughout the school year.
SELPA	MPS Home office staff and MSA2 school administrators attend meetings led by SELPA as well as trainings. Further, SELPA is required to review and provide feedback to various submissions related to SPED students and more. As such, SELPA feedback is required to be incorporated into all official plans and submissions, where applicable, prior to finalizing and publishing public reports and official accountability documents related to MSA2 each year.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Feedback from parents, students, teachers, administrators, and other school personnel played an important role in the development of the 2025-26 LCAP. Input was gathered through Community Advisory Council (CAC) meetings, Parent Task Force (PTF) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, staff meetings, student leadership groups, and the Kelvin School Experience Surveys administered to students, families, and staff.

Several common themes emerged from stakeholder feedback, including a desire to strengthen school culture and student belonging, improve communication between the school and families, enhance facilities and student spaces, increase student engagement opportunities, and provide additional support for student behavior and social-emotional development.

As a result of this feedback, MSA-2 incorporated actions and services within the LCAP that focus on improving school connectedness, student engagement, and educational partner involvement. The school continued to support student leadership opportunities through Student Council and expanded student activities designed to increase student belonging and school pride. Feedback regarding school culture and student relationships also informed continued investments in PBIS, social-emotional learning, restorative practices, and programs focused on bullying prevention and positive school climate.

Family feedback regarding communication resulted in continued efforts to strengthen communication systems through ParentSquare, parent meetings, newsletters, and other outreach strategies. Staff feedback regarding school culture, student behavior, and support for diverse

learners informed ongoing professional development, MTSS implementation, PBIS supports, and instructional interventions for English Learners and other student groups.

Educational partners also emphasized the importance of maintaining safe, welcoming, and well-maintained learning environments. As a result, the adopted LCAP continues to prioritize facility improvements, student supervision, school safety, and programs that promote positive relationships among students, families, and staff.

Overall, stakeholder feedback helped validate existing priorities while guiding refinements to actions and services designed to improve student achievement, school climate, communication, student engagement, and school connectedness.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 72.5%	2022-23: 63.2%	2023-24: 63.9%	2024-25: > 85%	-8.6 percentage points
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25):	2025-26 (As of 5/22/26):	2026-27: 0%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0	2025-26 (As of 5/22/26): 0	2026-27: 0	0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 78%	2024-25: (Fall 2023 to Fall 2024) 75%	2025-26 (Fall 2024 to Fall 2025): 79%	2026-27: (Fall 2025 to Fall 2026) >= 80%	+1 percentage point
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 93.4%	2024-25: (As of 5/31/25) 93.7%	2025-26 (As of 5/15/26): 94.2%	2026-27: >= 95.0%	+0.8 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, the school successfully implemented most actions associated with this goal and maintained a safe, secure, and high-quality learning environment for students and staff. All students continued to have access to standards-aligned instructional materials for use at school and at home, and the school maintained facilities in good repair throughout the year. The school also successfully completed a Williams monitoring visit conducted by LACOE, which confirmed compliance with instructional materials and facility requirements.

The school experienced staffing challenges that impacted implementation of some actions. A vacancy in the science teacher position proved difficult to fill despite extensive recruitment efforts, and a qualified credentialed science teacher was not secured during the year. In addition, the computer teacher position experienced two staff turnovers, resulting in interruptions to instruction. To ensure continuity of learning, these positions were covered by long-term substitute teachers who were supported by the administrative team, including credentialed administrators who provided instructional guidance and oversight.

The school continued efforts to improve instructional quality through ongoing review of assignments, lesson planning, and classroom support. As a result, the percentage of teaching assignments receiving a "clear" monitoring outcome increased slightly from 63.2% to 63.9%. While improvement remains an area of focus, the school maintained systems to support instructional effectiveness and student learning.

The school maintained a 0% rate of students without access to standards-aligned instructional materials and reported zero identified facilities deficiencies that failed to meet the "good repair" standard. Teacher retention improved from 75% to 79%, and teacher attendance increased from 93.7% to 94.2%, reflecting increased staffing stability and continued staff commitment to supporting students. Despite challenges in filling specialized teaching positions, the school successfully maintained essential services and instructional access for students throughout the year.

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

Goal 1 Action 1
Budgeted: $30,502.00
Actual: $34,870.00
Explanation: Actual expenditures exceeded the budgeted amount due to higher-than-anticipated costs associated with employee onboarding and personnel services, including Livescan fingerprinting, payroll processing fees, and related human resources service expenses. These additional costs were necessary to support staffing needs and maintain compliance with employment requirements during the school year.

Goal 1 Action 2
Budgeted: $494,584.35
Actual: $456,583.23
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 3
Budgeted: $2,022,775.68
Actual: $2,027,290.34
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 4
Budgeted: $19,126.00
Actual: $19,126.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 5
Budgeted: $1,222,013.00

Actual: $1,090,489.21
Explanation: Actual expenditures were lower than budgeted due to reduced costs for contracted professional services and organizational support during the year. All planned services and supports were provided, and the action was implemented as intended with no significant impact on program effectiveness.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions associated with Goal 1 were largely effective in maintaining the basic services necessary to support a high-quality learning environment. The school successfully maintained student access to standards-aligned instructional materials, ensured facilities remained in good repair, and improved both teacher retention and teacher attendance rates. While staffing challenges continued to impact some outcomes, the actions implemented helped minimize disruptions to student learning and maintain essential services.

Action 1.1: This action was moderately effective in supporting the recruitment, retention, and development of qualified staff. Teacher retention increased from 75% to 79%, and teacher attendance improved from 93.7% to 94.2%. However, the school continued to experience challenges filling specialized teaching positions. A science teacher vacancy remained difficult to fill despite extensive recruitment efforts, and the computer teacher position experienced two staff turnovers during the year. To maintain instructional continuity, long-term substitute teachers were utilized and supported by the administrative team. While the percentage of teaching assignments receiving a "clear" monitoring outcome increased slightly from 63.2% to 63.9%, improving credential alignment and assignment monitoring will remain an area of focus.

Actions 1.2 and 1.3: These actions were highly effective. The school maintained a 100% rate of students with access to standards-aligned instructional materials both at school and at home. In addition, the school reported zero facilities deficiencies that failed to meet the "good repair" standard. The successful completion of the Williams monitoring visit conducted by LACOE further validated the effectiveness of these actions, confirming compliance with instructional materials and facility requirements. Students and staff continued to benefit from a safe, maintained learning environment and access to high-quality instructional resources.

Action 1.4: This action was effective in ensuring students had access to nutrition services. While participation in the meal program remained lower than anticipated, eligible students continued to have access to breakfast and lunch services throughout the year. The school will continue to explore strategies to increase student participation and encourage healthier meal choices while maintaining compliance with program requirements.

Action 1.5: This action was effective in providing operational, financial, human resources, technology, and compliance support necessary to maintain school operations. Administrative and organizational supports enabled the school to address staffing challenges, maintain facility standards, ensure compliance requirements were met, and provide ongoing support to instructional staff. These services contributed to the school's ability to sustain core programs and services despite personnel challenges experienced during the year.

Collective Effectiveness: Collectively, the actions associated with Goal 1 were effective in maintaining the foundational conditions necessary for student success. The school sustained full access to instructional materials, maintained safe and well-functioning facilities, improved teacher retention and attendance rates, and ensured continuity of instruction despite staffing vacancies. Future efforts will continue to focus

on recruiting and retaining fully credentialed teachers, improving assignment monitoring outcomes, and strengthening staffing stability in hard-to-fill subject areas.

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

Based on the analysis of implementation and outcomes, no changes were made to the overall goal, metrics, or desired outcomes. However, adjustments will be made to strengthen implementation of certain actions based on reflections on the 2025-26 school year.

Action 1.1: The school will continue to prioritize recruitment, credential monitoring, assignment review, and teacher support to ensure students are taught by appropriately credentialed and qualified staff. Reflection on implementation demonstrated that vacancies in specialized subject areas remained difficult to fill, particularly in science. In addition, turnover in the computer teacher position resulted in instructional disruptions during the school year. As a result, the school will strengthen recruitment efforts for hard-to-fill positions, continue regular credential and assignment reviews, and provide ongoing support and oversight to teachers through the administrative team.

Primary reason for refinement: Staffing vacancies and turnover in specialized teaching positions created challenges in maintaining instructional continuity and contributed to lower-than-desired assignment monitoring outcomes.

How the changes will strengthen the approach: Increased focus on recruitment, retention, and administrative support will improve staffing stability, strengthen instructional continuity, and support continued improvement in credential alignment and assignment monitoring outcomes.

Actions 1.2 and 1.3: No changes were made to these actions. The school maintained a 0% rate of students without access to standards-aligned instructional materials and reported no facilities deficiencies that failed to meet the good repair standard. The successful Williams monitoring visit confirmed the effectiveness of current practices, which will continue in the coming year.

Action 1.4: Minor refinements will be made to continue promoting participation in the school meal program and encouraging healthy food choices. The school will continue to provide information about available nutrition services to students and families and maintain practices that support student health and wellness.

Primary reason for refinement: Student participation in school meal programs remains an area for continued improvement.

How the changes will strengthen the approach: Increased awareness of available meal services and continued promotion of healthy eating habits will support student wellness and readiness to learn.

Action 1.5: No changes were made to this action. The school will continue utilizing organizational support services to maintain effective operations, compliance, human resources, technology systems, and fiscal oversight.

Overall, reflections on prior practice indicate that the existing actions remain appropriate for achieving this goal. Future efforts will focus on strengthening implementation of staffing-related actions while maintaining the successful systems already in place for instructional materials, facilities maintenance, nutrition services, and operational support.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	$30,502.00	No
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and	$350,546.22	No

Action #	Title	Description	Total Funds	Contributing
		corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: -Technology: Title IV, Part A ESEA (ESSA); Amount: $909.00		
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.	$2,004,188.04	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A		
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	$19,126.00	Yes
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and	$980,824.50	No

Action #	Title	Description	Total Funds	Contributing
		accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal funds: -Clerical & Tech: Federal CSP; Amount: $25,431.21 -STRS: Federal CSP; Amount: $4,859.04 -OASDI/Medicare: Federal CSP; Amount: $368.88 -Health & Welfare Benefits: Federal CSP; Amount: $4,652.63 -Unemployment Insurance: Federal CSP; Amount: $127.20		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: 100%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 78%	2024-25: (As of 5/29/25) 30%	2025-26 (As of 6/10/26): 94%	2026-27: >= 85%	+16 percentage points
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 55%	2024-25: (First semester) 49%	2025-26 (First semester): 46%	2026-27: (First semester) >= 80%	-9 percentage points
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 42.73% -English Learners: 0.00% -Socioeconomically Disadvantaged: 39.81% -Students with Disabilities: 21.66% -Asian: * -Hispanic: 40.98%	2023-24: -All Students: 30.33% -English Learners: 3.64% -Socioeconomically Disadvantaged: 28.45%	2024-25: -All Students: 35.82% -English Learners: 1.79% -Socioeconomically Disadvantaged: 35.56%	2025-26: -All Students: >= 40.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 38.00% -Students with	-All Students: -6.91 percentage points -English Learners: +1.79 percentage points -Socioeconomically Disadvantaged: -4.25 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: 50.0%	-Students with Disabilities: 13.11% -Hispanic: 28.75% -White: 35.72%	-Students with Disabilities: 18.37% -Hispanic: 34.26%	Disabilities: >= 20.00% -Hispanic: >= 39.00% -White: >= 45.00%	-Students with Disabilities: -3.29 percentage points -Asian: N/A -Hispanic: -6.72 percentage points -White: N/A
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 19.3 points below standard -English Learners: 83.5 points below standard -Socioeconomically Disadvantaged: 26.4 points below standard -Students with Disabilities: 65.5 points below standard -Asian: * -Hispanic: 21.9 points below standard	2023-24: (2024 Dashboard) -All Students: 47.5 points below standard -English Learners: 91.7 points below standard -Socioeconomically Disadvantaged: 51.8 points below standard -Students with Disabilities: 86.6 points below standard -Hispanic: 51.7 points below standard -White: 22.6 points above standard	2024-25 (2025 Dashboard): -All Students: 31.9 points below standard -English Learners: 83.3 points below standard -Socioeconomically Disadvantaged: 32.6 points below standard -Students with Disabilities: 72.5 points below standard -Hispanic: 34.5 points below standard	2025-26: (2026 Dashboard) -All Students: 10.0 points below standard -English Learners: 70.0 points below standard -Socioeconomically Disadvantaged: 17.0 points below standard -Students with Disabilities: 56.0 points below standard -Hispanic: 12.0 points below standard -White: *	-All Students: -12.6 points -English Learners: +0.2 points -Socioeconomically Disadvantaged: -6.2 points -Students with Disabilities: -7.0 points -Asian: N/A -Hispanic: -12.6 points -White: N/A
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 47.7% -English Learners: 40.0% -Socioeconomically Disadvantaged: 48.1%	2024-25: (Fall to Spring) -All Students: 53.1% -English Learners: 50.0% -Socioeconomically	2025-26 (Fall to Spring): -All Students: 61.8% -English Learners: 76.6% -Socioeconomically	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically	-All Students: +14.1 percentage points -English Learners: +36.6 percentage points -Socioeconomically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Students with Disabilities: 41.9% -Hispanic: 47.3% -White: *	Disadvantaged: 53.9% -Students with Disabilities: 55.8% -Hispanic: 52.5% -White: 60.0%	Disadvantaged: 59.8% -Students with Disabilities: 66.1% -Hispanic: 61.9% -White: 64.3%	Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%	Disadvantaged: +11.7 percentage points -Students with Disabilities: +24.2 percentage points -Hispanic: +14.6 percentage points -White: N/A
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: -0.16 (CGP: 44th percentile) -English Learners: CGI: 0.60 (CGP: 73rd percentile) -Socioeconomically Disadvantaged: CGI: -0.25 (CGP: 40th percentile) -Students with Disabilities: CGI: -0.30 (CGP: 38th percentile) -Hispanic: CGI: -0.38 (CGP: 35th percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: 0.48 (CGP: 68th percentile) -English Learners: CGI: 1.65 (CGP: 95th percentile) -Socioeconomically Disadvantaged: CGI: 0.55 (CGP: 71st percentile) -Students with Disabilities: CGI: 0.69 (CGP: 76th percentile) -Hispanic: CGI: 0.40 (CGP: 66th percentile) -White: CGI: 1.68 (CGP: 95th percentile)	2025-26 (Fall to Spring): -All Students: CGI: 0.94 (CGP: 81st percentile) -English Learners: CGI: 1.86 (CGP: 97th percentile) -Socioeconomically Disadvantaged: CGI: 0.73 (CGP: 77th percentile) -Students with Disabilities: CGI: 0.69 (CGP: 76th percentile) -Hispanic: CGI: 0.91 (CGP: 82nd percentile) -White: CGI: 0.83 (CGP: 80th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)	-All Students: +1.10 -English Learners: +1.26 -Socioeconomically Disadvantaged: +0.98 -Students with Disabilities: +0.99 -Hispanic: +1.29 -White: N/A
2.8	Percentage of students who have met or exceeded standard on the CAASPP-	2022-23: -All Students: 25.66% -English Learners: 2.44%	2023-24: -All Students: 13.76%	2024-25: -All Students: 13.18%	2025-26: -All Students: >= 28.00% -English Learners:	-All Students: -12.48 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Mathematics assessments (Source: CDE DataQuest)	-Socioeconomically Disadvantaged: 22.73% -Students with Disabilities: 13.33% -Asian: * -Hispanic: 25.0% -White: 25.0%	-English Learners: 3.64% - Socioeconomically Disadvantaged: 12.57% -Students with Disabilities: 4.92% -Hispanic: 12.19% -White: 14.29%	-English Learners: 1.79% - Socioeconomically Disadvantaged: 12.77% -Students with Disabilities: 10.20% -Hispanic: 12.39%	>= 7.00% - Socioeconomically Disadvantaged: >= 27.00% -Students with Disabilities: >= 15.00% -Hispanic: >= 28.00% -White: >= 28.00%	-English Learners: -0.65 percentage points - Socioeconomically Disadvantaged: -9.96 percentage points -Students with Disabilities: -3.13 percentage points -Asian: N/A -Hispanic: -12.61 percentage points -White: N/A
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 62.9 points below standard -English Learners: 115.3 points below standard -Socioeconomically Disadvantaged: 70.9 points below standard -Students with Disabilities: 114.7 points below standard -Asian: * -Hispanic: 66.9 points below standard -White: 51.2 points below standard	2023-24: (2024 Dashboard) -All Students: 110.4 points below standard -English Learners: 161.3 points below standard - Socioeconomically Disadvantaged: 115.0 points below standard -Students with Disabilities: 147.9 points below standard -Hispanic: 115.7 points below standard -White: 96.0 points below standard	2024-25 (2025 Dashboard): -All Students: 104.5 points below standard -English Learners: 141.6 points below standard - Socioeconomically Disadvantaged: 105.5 points below standard -Students with Disabilities: 100.9 points below standard -Hispanic: 106.8 points below standard	2025-26: (2026 Dashboard) -All Students: 53.0 points below standard -English Learners: 100.0 points below standard - Socioeconomically Disadvantaged: 61.0 points below standard -Students with Disabilities: 100.0 points below standard -Hispanic: 57.0 points below standard -White: 42.0 points below standard	-All Students: -41.6 points -English Learners: -26.3 points - Socioeconomically Disadvantaged: -34.6 points -Students with Disabilities: +13.8 points -Asian: N/A -Hispanic: -39.9 points -White: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 48.8% -English Learners: 48.5% -Socioeconomically Disadvantaged: 49.6% -Students with Disabilities: 50.0% -Hispanic: 49.9% -White: *	2024-25: (Fall to Spring) -All Students: 61.4% -English Learners: 61.5% -Socioeconomically Disadvantaged: 63.0% -Students with Disabilities: 67.5% -Hispanic: 62.2% -White: 60.0%	2025-26 (Fall to Spring): -All Students: 51.3% -English Learners: 55.6% -Socioeconomically Disadvantaged: 51.2% -Students with Disabilities: 56.3% -Hispanic: 51.2% -White: 64.3%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%	-All Students: +2.5 percentage points -English Learners: +7.1 percentage points -Socioeconomically Disadvantaged: +1.6 percentage points -Students with Disabilities: +6.3 percentage points -Hispanic: +1.3 percentage points -White: N/A
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 0.51 (CGP: 69th percentile) -English Learners: CGI: 0.67 (CGP: 75th percentile) -Socioeconomically Disadvantaged: CGI: 0.51 (CGP: 69th percentile) -Students with Disabilities: CGI: 0.10 (CGP: 54th percentile) -Hispanic: CGI: 0.53 (CGP: 70th percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: 1.07 (CGP: 86th percentile) -English Learners: CGI: 1.26 (CGP: 90th percentile) -Socioeconomically Disadvantaged: CGI: 1.16 (CGP: 88th percentile) -Students with Disabilities: CGI: 2.36 (CGP: 99th percentile) -Hispanic: CGI: 1.12 (CGP: 87th percentile)	2025-26 (Fall to Spring): -All Students: CGI: 0.22 (CGP: 59th percentile) -English Learners: CGI: 0.86 (CGP: 81st percentile) -Socioeconomically Disadvantaged: CGI: 0.21 (CGP: 58th percentile) -Students with Disabilities: CGI: 0.24 (CGP: 52nd percentile) -Hispanic: CGI: 0.26 (CGP: 60th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0	-All Students: -0.29 -English Learners: +0.19 -Socioeconomically Disadvantaged: -0.30 -Students with Disabilities: +0.14 -Hispanic: -0.27 -White: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-White: CGI: 0.14 (CGP: 56th percentile)	-White: CGI: 0.04 (CGP: 52nd percentile)	(CGP >= 50th percentile)	
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 60.0%	2023-24: (2024 Dashboard) 32.4%	2024-25 (2025 Dashboard): 41.9%	2025-26: (2026 Dashboard) >= 50.0%	-18.1 percentage points
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 25.3%	2023-24: (Internal) 3.5%	2024-25 (Internal): 15.6% 2025-26 (As of 6.10.26): 13.8%	2025-26: (CDE DataQuest) >= 10.0%	-11.5 percentage points
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 24.00% -English Learners: 0.00% -Socioeconomically Disadvantaged: 20.77% -Students with Disabilities: 7.41% -Hispanic: 20.61%	2023-24: -All Students: 19.35% -English Learners: 0.00% -Socioeconomically Disadvantaged: 18.49% -Students with Disabilities: 2.86% -Hispanic: 16.43% -White: 0.00%	2024-25: -All Students: 18.88% -English Learners: 0.00% -Socioeconomically Disadvantaged: 17.29% -Students with Disabilities: 4.76% -Hispanic: 17.97%	2025-26: -All Students: >= 25.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 22.00% -Students with Disabilities: >= 10.00% -Hispanic: >= 22.00% -White: *	-All Students: -5.12 percentage points -English Learners: 0 percentage points -Socioeconomically Disadvantaged: -3.48 percentage points -Students with Disabilities: -2.65 percentage points -Hispanic: -2.64 percentage points -White: N/A

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

To achieve the goal described above, we sought to ensure that robust interventions were provided inside of the classroom during regularly scheduled class time in core classes, such as ELA and Math, as well as during intervention time, which is called Learning Lab. In each of those sections, we sought to utilize tools such as NoRedInk and IXL, but we found that there were limits to the use cases; while the internet remained strong --for the most part-- on our campus, we also saw a lack of engagement with the content on each of the sites. Students did not see the need to complete the work with earnest effort, leading to inconsistent data to refer to in classes.

Furthermore, we also sought to better utilize data to inform our instruction over the past year: with the review of internal benchmark data from MAP scores, IABs, and ICAs, teachers sought to improve their practices within the classroom by targeting specific content and reviewing it with students such that the fundamental base of their knowledge was stronger in curricular courses; however, a challenge to this was successfully implementing all of the areas of review, as data was diverse in each classroom, and differentiated structures, such as station teaching, were not often utilized to their fullest extent.

We also sought to increase the number of observations in the classroom to better assist teacher and to cultivate an environment of continued learning; however, despite the implementation of a pilot coaching program, per MPS adopted protocol, we only saw limited progress-- much of this can be attributed to the inconsistent nature of the coaching (as there were periods of numerous observations, as well as periods whereby very few observations were done). To grow in this regard would be to ensure that we are focusing our attention on building scheduled, regular visits to the classroom and adopting a systemized way of coaching each teacher on our campus.

Lastly, we sought to differentiate instruction through varied instructional style PDs that were conducted throughout the year in our regularly scheduled Wednesday PDs. While there was limited interaction during these sessions despite deliverables and use case reflections being asked for, we saw growth in the classes that did implement these different styles into their classroom design.

Overall, we saw the effects of motivation (student and teacher) and the impact it has on the classroom. In the motivated case (the MAP growth data), we saw student growth as they strove for reclassification or to meet the barometers for the following year's AP and Honors courses. On the teacher side, we saw implementation of varied practices and consistent use of intervention tools when they felt fully

supported by the admin team, primarily in the shape of fully fleshed out coaching sessions, or the lack thereof. Countless things can be considered comorbid in terms of academic achievement this year, as we noticed a lack of motivation from both teachers and students from a lack of a fully-staffed instructional team, as well as a reduction in the number of service providers (ranging from the resource team to the student services team); all in all, we anticipate that our academic data will fall below the predicted thresholds for year three, with the vast majority of the focus for the coming year to be focused on continued growth mindset from the instructional staff, as well as a more robust implementation of differentiated interventions -- not only done through online platforms, but also through the instructional styles and practices within the classroom.

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

Goal 2 Action 1
Budgeted: $1,861,109.78
Actual: $1,870,797.57
Explanation: We ran above budget on action 1, which is linked to our expenses (teacher related). In the year prior, we had cut down on the number of subs we had called for; however, this year, we ran above budget due to the number of long-term subs on campus (one of which ran the duration of the year), as well as the large number of teacher callout days. This is largest reason as to why we ran above our budgeted amount.

Goal 2 Action 2
Budgeted: $65,678.00
Actual: $65,678.00
Explanation: We met our budget projections exactly this year. This is due, in large part, to the number of in-house PDs we ran, along with the cut to our instructional coach.

Goal 2 Action 3
Budgeted: $529,402.25
Actual: $542,258.10
Explanation: We slightly exceeded our budget for action 3, which is linked, in large part, to our interventions provided for students during Saturday School and Enrichment program fees. While we had maintained a robust number of Saturday School days (ranging from Saturday Academy, which was our former Saturday School programming, to Attendance Recovery as well) . We also maintained our expenditure on academic programming, with most of our expenditure resting on IXL and NoRedInk.

Goal 2 Action 4
Budgeted: $1,000.00
Actual: $1,000.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 5

Budgeted: $1,112,943.77
Actual: $967,756.37
Explanation: Part of the reason as to why we fell short in terms of our budgeted amount here is due to the reduction of paraprofessionals. We had 4 paraprofessionals at the start of the year, but, by mid year, we were down to 2 paraprofessionals. This would account for some of the discrepancies in planned budget that we see here. Additionally, we saw a number of services that were previously outsourced (such as counseling) being redirected to internally provided services from our School Social Worker.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, we did very well in applying all of our budgetary needs towards actualizing the goal. Our goal reads: "EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence", and we have continued to drive forward this program with all of the action steps to differing results; we found less success across the board in terms of academic programming, with decreases across the board for all actions (save for some small maintenance in terms of actions 2.4 and 2.5.

We found some limited success (however, it is more realistic to describe it as maintenance) for actions 2.4 and 2.5. We continued to offer robust ELD services in class, which allowed us to see relatively stable RFEP reclassification rates, and we also attempted the inclusion of a co-teaching model the in classrooms, but this was met with budgetary challenges; ultimately, we saw a decrease in rates of performance on both the CAASPP and MAP assessments. Reasonings for the lack of movement (both positive and negative) can be attributed to action 2.1, as there was relative stability in ELD service providers, but a lack of continuity in terms of resource providers.

We found less success for actions steps 2.1 , 2.2, and 2.3, especially as it relates to the same data-- we had inconsistency in staffing this year, with numerous long-term substitute teachers and a reduction in resource staff. Staff inconsistency in our 7th grade science role, as well as instability in our Computer Science, Spanish, 6th grade science, and 8th grade history roles allowed for inconsistent implementation of professional development practices (action 2.2) and a lack of high quality instruction (action 2.1). We also saw inconsistency in the resource department as we operated with one less resource teacher for the duration of the first semester; thereafter, we saw a reduction in staffing of paraprofessionals, reducing down from 4 to 2. For action step 2.2, we saw budget stability, but a lack of efficacy in creating a growth mindset for our staff-- there were issues with accountability in implementation with fidelity in most of the professional development practices discussed in our PD cycles. We will continue to offer our educators opportunities to attend professional learning, with most of the services being held in house for the time being. Ultimately, many of the shortcomings we saw with the implementation of the actions steps can be attributed to a less stable instructional structure (with rotating teacher absences, both in the short and long term); key to the coming year is the hiring of high quality instructors and maintaining staffing consistency.

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

Based on the analysis of all of these metrics, it would seem that adjustments need to be made for all of the action steps. Below are the action steps (with revisions), along with the rationale for the inefficacy and how the new step will strengthen our approach.

Action 2.1 Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.

Reason for inefficacy: Staffing is ultimately the biggest reason as to why there was inefficiency in this action; staffing as inconsistent or non-existent throughout the year, and, even when provided with grade level appropriate content for the classes in which a long-term substitute teacher was included, a lack of rapport between the students and the substitute teachers existed as there were concerns over permanence. This caused less rigorous curriculum to be instructed within the classroom, as well as faltering performance towards the content standards in the classroom.

Changes that will result in a new or strengthened approach: The foremost change would be to spend the duration of the summer on hiring for vacancies and consistent check-ins on returning staff to reaffirm connection to the courses they will instruct in the coming year. However, an additional change that can be made to the existing action step would be to strengthen connection between current teachers and the courses they teach by requesting advanced deliverables of curriculum maps and strengthening new teacher institute practices.

Action 2.2: Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, learning walks, coaching practices, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs; further, instructional leaders will guide coaching meetings for all teachers under the revised MPS Classroom teacher Observation Rubric and Coaching Framework.

Reason for inefficacy: While this was more efficient than last year, this could be strengthened through continuous processes and continued support from the top down.

Changes that will result in a new or strengthened approach: The alteration on instructional practice, whereby the instructional leaders will coach teachers, is the biggest change to this action step and is what will yield more efficacy as we push towards this goal. We also need consistency in implementation of coaching rotations amongst the entire admin team to better include more touch points with instructional staff on how to better their practices in the classroom.

Action 2.3: Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and review progress towards targets on a monthly basis. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels through the use of instructional software. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Learning Lab Intervention classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)

Reason for inefficacy: One of the shortcomings was the lack of implementation of data-driven practices. While teacher did complete IABs and regular MAP testing, teachers struggled with implementing data-driven practices into the classroom to support diverse learners; this was further exacerbated by the presence of numerous long-term substitute teachers on campus who could not regularly attend PD sessions and implement the strategies with any level of fidelity. While evidence-based supplemental intervention/enrichment materials were used to support learning in the classroom, co-teaching structures proved difficult due to the effects of staffing (noted in action 2.1), and tutoring sessions attendance faltered.

Changes that will result in a new or strengthened approach: The change to this goal will be to adjust professional development practices to focus on instructional strategies, which then coincide with accountability tools (such as submission of lessons plans based on that instructional practice), as well as coaching sessions surrounding the implementation of the practices. Co-teaching will be removed from actionable steps and will be replaced with twice-a-month collaboration time between the resource department and the general education staff.

Action 2.4: Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, enhanced program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.

Reason for inefficacy: While we addressed all portions of the previous action step, we are seeking to improve the program support and services through the word enhanced. We can always improve, and finding additional supports for our EL population needs to be addressed directly, both through improved use of evidence-based instructional material (E3D by HMH, as well as NoRedInk). We will also seek to

enhance our communication with our EL parents by being more consistent with formal and informal check-ins (including, but not limited to, ELAC meetings and emails home to parents to communicate progress in the class).

Changes that will result in a new or strengthened approach: We are hoping to get all staff readied and working through the E3D program by HMH in greater fidelity. Additionally, we will be implementing more check-ins between the teacher, student, and parents to better communicate progress.

Action 2.5: Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.

Reason for inefficacy: The primary reason for inefficacy is related to action 2.1; we had a resource teacher leave at the beginning of the year, which left the remaining resource teachers to take over the caseload. Once a new resource teacher was hired, we also lost support in the resource department, as we had to eliminate 2 paraprofessional roles.

Changes that will result in a new or strengthened approach: The changes that will result in a new approach will be the consistency on having a fully staffed team of 4 resource teachers and 2 paraprofessionals. We will remove co-teaching and, instead, focus on collaborative working between the instructional staff to ensure that there is alignment. Resource teachers will meet and co-plan with instructional staff to ensure alignment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student	$1,707,670.75	No

Action #	Title	Description	Total Funds	Contributing
		groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal funds:	$38,627.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Prof Development: Title II; Amount: $19,500.00 -Prof Dev-Other: Title II; Amount: $11,000.00		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Abre data visualization software fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Grammarly, Flocabulary, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $43,319.79 -Educational Software: Title IV, Part A ESEA (ESSA); Amount: $3,180 -TeacherSalaries: Title I; Amount: $64,064.00 -STRS: Title I; Amount: $12,239.42 -OASDI/Medicare: Title I; Amount: $929.17 -Health & Welfare Benefits: Title I; Amount: $8,141.56	$521,952.78	Yes

Action #	Title	Description	Total Funds	Contributing
		-Unemployment Insurance: Title I; Amount: $320.40		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees. The following expenditures will be funded by federal Title funds: N/A		Yes
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide	$975,416.45	No

Action #	Title	Description	Total Funds	Contributing
		assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal funds: -SpEd Ctrct Inst: IDEA SPED; Amount: $120,000.00 -SPED Fees (incl Encroachment): IDEA SPED; Amount: $8,000.00		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 14%	2024-25: (As of 6/5/25) 16.0%	2025-26 (As of 5/22/26): 14%	2026-27: >= 10%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: >= 90%	0 percentage points
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: >= 80%	+1 percentage point
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 81.6%	2023-24 (2024 Dashboard): 76.7%	2024-25 (2025 Dashboard): 65.5% 2025-26 (As of 5/22/26): 66.7%	2025-26: (2026 Dashboard) >= 55.0%	-16.1 percentage points
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 74.47%	2023-24: 52.63%	2024-25: 61.90% 2025-26 (As of 5/22/26): 52.17%	2025-26: >= 55.00%	-12.57 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 51.06%	2023-24: 15.79%	2024-25: 14.63% 2025-26 (As of 5/22/26): 55.83%	2025-26: >= 35.00%	-36.43 percentage points
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 84.6%	2023-24: 72.7%	2024-25: 66.7%	2025-26: >= 55.0%	-17.9 percentage points
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 17.0%	2023-24: 37.8%	2024-25: 44.6%	2025-26: >= 55.0%	+27.6 percentage points
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 59.2%	2023-24: (2024 Dashboard) 51.2%	2024-25 (2025 Dashboard): 63.2% 2025-26 (As of 5/22/26): 40.5%	2025-26: (2026 Dashboard) >= 35.0%	+4.0 percentage points
3.10	Percentage of cohort graduates who have successfully completed	2022-23 (CDE DataQuest): 91.8%	2023-24: (2024 Dashboard) 93.3%	2024-25 (2025 Dashboard): 100.0%	2025-26: (2026 Dashboard) >= 90.0%	+8.2 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 92.9%		
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2023-24: (2024 Dashboard) 0.0%	2024-25 (2025 Dashboard): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (2026 Dashboard) >= 10.0%	0 percentage points
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2023-24: (2024 Dashboard) 0.0%	2024-25 (2025 Dashboard): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (2026 Dashboard) >= 10.0%	0 percentage points
3.13	Percentage of cohort graduates who have earned a Seal of	2022-23 (CDE DataQuest): 2.1%	2023-24: (2024 Dashboard) 23.8%	2024-25 (CDE DataQuest): 22.4%	2025-26: (CDE DataQuest) >= 20.0%	+20.3 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy (Source: CDE DataQuest, CALPADS)			2025-26 (As of 6/10/26): 38%		
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 55.3%	2023-24 (CDE DataQuest): 50.0%	2024-25 (CDE DataQuest): 34.5% 2025-26 (As of 5/22/26): 23.8%	2025-26: (CDE DataQuest) >= 30.0%	-20.8 percentage points
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 47.7%	2024-25: (As of 5/23/25) 39.3%	2025-26 (As of 5/22/26): 35.7%	2026-27: >= 50.0%	-12.0 percentage points
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 100%	2024-25: (As of 5/23/25) 84%	2025-26 (As of 5/22/26): 93%	2026-27: >= 90%	-7.0 percentage points
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 82%	2024-25: (As of 5/23/25) 55%	2025-26 (As of 5/22/26): 81%	2026-27: >= 60%	-1.0 percentage point
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 51.2%	Class of 2022: 39.0%	Class of 2023: 72.3%	Class of 2024: >= 60%	+21.1 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, MSA-2 successfully implemented the actions associated with Goal 3 and continued to provide students with access to a well-rounded, innovative educational program that supports college and career readiness. Students were provided opportunities to engage in advanced coursework, dual enrollment, technology-based learning, STEAM projects, and college and career exploration experiences.

MSA-2 continued to individualize student graduation plans through four-year plans and ongoing college and career advising. Through the continued partnership with Pierce College, students had access to dual enrollment opportunities, and MSA-2 expanded college and career readiness options through the Business Certification Pathway. MSA-2 also continued its participation in the Aviation Academy partnership with Van Nuys Airport, providing students with hands-on exposure to career pathways in aviation and related industries.

MSA-2 successfully implemented STEAM-related programming throughout the year. All students participated in STEAM projects, experiments, models, or demonstrations, and students represented MSA-2 at the MPS STEAM Expo, earning multiple medals for their work. In addition, all graduating students completed a computer technology course as part of their program of study.

Student outcomes reflected the effectiveness of these efforts.

The percentage of graduates completing A-G requirements increased to 93%. The percentage of students accepted to a two-year or four-year college increased from 84% to 93%, while acceptance to four-year colleges increased substantially from 55% to 81%. The college-going rate also increased significantly from 39.0% to 72.3%. Additionally, the percentage of graduates earning the Seal of Biliteracy increased from 23.8% to 38%.

While some college and career readiness indicators remained areas for continued growth, including the College/Career Indicator and Advanced Placement performance metrics, MSA-2 continued to provide students with meaningful opportunities to engage in rigorous coursework, college experiences, and innovative learning opportunities. Overall, implementation of Goal 3 actions resulted in strong progress toward preparing students for success in college, careers, and an increasingly global and technology-driven world.

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

Goal 3 Action 1
Budgeted: $162,156.71
Actual: $203,883.86
Explanation: Actual expenditures exceeded the budgeted amount due to higher-than-anticipated personnel costs associated with college and career readiness services, including salaries, benefits, retirement contributions, and related support staff expenses. These additional expenditures supported the implementation of college counseling, student support services, and postsecondary readiness activities throughout the school year.

Goal 3 Action 2
Budgeted: $3,500.00
Actual: $3,500.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 3
Budgeted: $107,484.78
Actual: $48,010.75
Explanation: Actual expenditures were lower than budgeted because fewer technology-based programs and software resources were purchased than originally anticipated. Existing instructional resources and teacher-developed curriculum were utilized to support computer science and digital literacy instruction, resulting in lower software and program costs while still providing students with access to technology-related learning opportunities.

Goal 3 Action 4
Budgeted: $194,446.68
Actual: $197,982.92
Explanation: Actual expenditures were slightly higher than budgeted due to additional purchases of physical education equipment, supplies, and materials needed to support student participation and program activities. The variance was minimal, and all planned services and activities were implemented as intended.

Goal 3 Action 5
Budgeted: $628,940.39
Actual: $580,706.64
Explanation: Actual expenditures were lower than budgeted due to reduced personnel and program costs associated with enrichment and extracurricular activities. While arts, music, field trips, after-school programs, and other student enrichment opportunities were provided as planned, certain activities and related staffing costs were lower than originally projected, resulting in overall expenditures below the budgeted amount.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions associated with Goal 3 were effective in making progress toward increasing student access to innovative learning experiences and preparing students for college and career success. MSA-2 continued to provide students with opportunities to engage in advanced coursework, dual enrollment, career exploration programs, technology-based learning, STEAM activities, and college readiness supports, resulting in strong outcomes across multiple indicators.

Action 3.1: This action was effective in supporting college and career readiness. MSA-2 continued to provide individualized four-year planning, college counseling services, Advanced Placement coursework, dual enrollment opportunities through Pierce College, and participation in the Business Certification Pathway. The addition of a new college counselor strengthened student access to postsecondary

planning and support. These efforts contributed to strong outcomes, including a 92.9% A-G completion rate, increased college acceptance rates, and a substantial increase in the college-going rate.

Action 3.2: This action was partially effective. MSA-2 continued to provide students with opportunities to participate in STEAM-related activities and successfully participated in the MPS STEAM Expo, where students earned multiple medals for their projects and presentations. However, the school did not implement a robotics program during the year, limiting opportunities in that specific area of innovation and engineering. Despite this challenge, students continued to demonstrate strong engagement in STEAM learning experiences.

Action 3.3: This action was moderately effective. All graduating students completed a computer technology course or blended learning experience, supporting the school's commitment to technology integration and 21st-century learning skills. Students continued to engage in technology-based learning experiences and computer coursework throughout the year. However, planned expenditures for additional technology-based programs and supplemental platforms were lower than anticipated because many instructional activities were delivered through teacher-developed curriculum and existing resources. Despite lower expenditures, students maintained strong participation in technology-related coursework and learning experiences.

Action 3.4: This action was effective in providing students with access to physical education and wellness opportunities that support the development of well-rounded learners. MSA-2 successfully maintained its physical education program and provided students with opportunities to engage in healthy lifestyles and physical activity throughout the year.

Action 3.5: This action was highly effective. MSA-2 continued to provide students with a broad range of enrichment opportunities, including music, STEAM programming, college and career exploration activities, dual enrollment opportunities, the Business Certification Pathway, and participation in the Aviation Academy partnership with Van Nuys Airport. These experiences supported student engagement, creativity, and career awareness while contributing to strong college and career readiness outcomes.

Collective Effectiveness: Collectively, the Goal 3 actions were effective in advancing the school's Innovation goal. Students demonstrated strong outcomes in college acceptance, college-going rates, A-G completion, Seal of Biliteracy attainment, technology participation, and STEAM engagement. While opportunities remain to strengthen robotics programming and expand technology-based learning resources, MSA-2 successfully provided students with innovative learning experiences that supported their readiness for college, careers, and participation in an increasingly global and technology-driven world.

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

Based on the analysis of implementation and outcomes, no changes were made to the overall goal, metrics, or desired outcomes. However, refinements were made to several actions to better align with successful practices and areas identified for continued growth.
Action 3.1: MSA-2 will continue to offer individual graduation plans, college and career advising, dual enrollment opportunities, college readiness activities, and Advanced Placement coursework based on student needs and interests. MSA-2 will continue to strengthen its partnership with Pierce College, expand participation in the Business Certification Pathway, and provide students with opportunities to explore career pathways through programs such as the Aviation Academy partnership with Van Nuys Airport.

Reason for refinement: Student outcomes demonstrated significant growth in A-G completion, college acceptance rates, and college-going rates. Participation in dual enrollment and career pathway opportunities contributed positively to these outcomes.
How the changes will strengthen the approach: Continued expansion of dual enrollment, career exploration, and industry-recognized certification opportunities will provide students with additional pathways to college and career readiness while supporting the development of real-world skills.
Action 3.2: MSA-2 will continue to provide STEAM, GATE, and advanced learning opportunities through classroom instruction, projects, competitions, and enrichment activities. Students will continue to participate in STEAM projects, experiments, models, and demonstrations, with opportunities to showcase their work through events such as the MPS STEAM Expo. The school will continue exploring opportunities to expand engineering and technology-based extracurricular activities as student interest and resources allow.
Reason for refinement: Students demonstrated strong participation in STEAM learning experiences and earned recognition at the MPS STEAM Expo. However, some planned engineering-focused opportunities were not implemented during the year.
How the changes will strengthen the approach: Continued emphasis on project-based learning, innovation, and STEAM engagement will further develop students' critical thinking, creativity, and problem-solving skills.
Action 3.3: MSA-2 will continue to provide computer science, digital literacy, and technology-based learning opportunities that promote responsible and effective use of technology. Teachers across content areas will continue incorporating digital tools into instruction, including opportunities for students to utilize technology for research, communication, collaboration, presentations, and project-based learning. Digital citizenship, media literacy, and responsible use of emerging technologies, including artificial intelligence, will remain areas of emphasis.
Reason for refinement: Reflection on implementation indicated that students continue to benefit from additional opportunities to develop practical digital literacy skills and apply technology in authentic learning experiences.
How the changes will strengthen the approach: Increased integration of technology across content areas will strengthen students' digital literacy, communication, and problem-solving skills while preparing them for postsecondary education and future careers.
Overall, reflections on prior practice indicate that the current actions remain appropriate and effective. Future efforts will focus on expanding successful college and career readiness opportunities, maintaining strong STEAM programming, and increasing opportunities for students to develop technology and digital literacy skills.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will	$285,177.92	Yes

Action #	Title	Description	Total Funds	Contributing
		provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: -Clerical & Tech: Federal CSP; Amount: $43,253.76 -STRS: Federal CSP; Amount: $6,399.26 -OASDI/Medicare: Federal CSP; Amount: $485.81 -Health & Welfare Benefits: Federal CSP; Amount: $2,714.40 -Unemployment Insurance: Federal CSP; Amount: $167.52		
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking,	$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $2,000 -Educational Software: Part A ESEA (ESSA); Amount: $1,500		
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A	$225,702.90	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A	$194,338.11	Yes
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics,	$552,130.53	Yes

Action #	Title	Description	Total Funds	Contributing
		advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 8	2024-25: (As of 6/5/25) 10	2025-26 (As of 5/15/26): 10	2026-27: >= 8	+2
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 4	2024-25: (As of 6/5/25) 4	2025-26 (As of 5/15/26): 4	2026-27: >= 4	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 45	2024-25: (As of 6/5/25) 45	2025-26 (As of 5/15/26): 41	2026-27: >= 10	-4
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 4.4%	2024-25: (As of 6/5/25) 0.2%	2025-26 (As of 5/22/26): 1.3%	2026-27: >= 15.0%	-3.1 percentage points
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.3%	2024-25: (P-2 ADA) 93.26%	2025-26: (P-2 ADA) 94.22%	2026-27: (P-2 ADA) >= 92.00%	+0.92 percentage points
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23 (2023 Dashboard): 21.3%	2023-24 (2024 Dashboard): 20.7%	2024-25 (2025 Dashboard): 16.9% 2025-26 (As of 5/22/26): 17.0%	2025-26: (2026 Dashboard) <= 20.0%	-4.4 percentage points
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%	2024-25 (As of 6/5/25): 0.0%	2025-26 (As of 6/10/26): 0.0%	2026-27: <= 2.0%	0 percentage points
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24 (CDE DataQuest): 0.0%	2024-25 (CDE DataQuest): 5.2% 2025-26 (As of 6/10/26): 0.0%	2025-26: (CDE DataQuest) <= 2.0%	+5.2 percentage points
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 95.9%	2023-24: (2024 Dashboard) 97.8%	2024-25 (2025 Dashboard): 94.9%	2025-26: (2026 Dashboard) >= 95.0%	-1.0 percentage point

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2025-26 (As of 5/22/26): 97.6%		
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2023-24: (2024 Dashboard) 0.5%	2024-25 (2025 Dashboard): 2.2% 2025-26 (As of 5/22/26): 4.0%	2025-26: (2026 Dashboard) <= 2.5%	+2.2 percentage points
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00%	2024-25 (CDE DataQuest): 0.18% 2025-26 (As of 5/22/26): 0.0%	2025-26: (CDE DataQuest) <= 0.50%	+0.18 percentage points
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 100.0% -Families: 100.0% -Staff: 100.0%	2024-25: -Students: 99.2% -Families: 30.4% -Staff: 70.4%	2025-26: -Students: 99.8% -Families: 78.9% -Staff: 95.5%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	-Students: -0.2 percentage points -Families: -21.1 percentage points -Staff: -4.5 percentage points
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline,	2023-24: -Students: 57.0% -Families: 90.0% -Staff: 69.0%	2024-25: -Students: 62% -Families: 90% -Staff: 59%	2025-26: -Students: 60% -Families: 81% -Staff: 47%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	-Students: +3 percentage points -Families: -9 percentage points -Staff: -22 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 65% -Families: 95% -Staff: 72%	2024-25: -Students: 74% -Families: 93% -Staff: 49%	2025-26: -Students: 54% -Families: 51% -Staff: 38%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	-Students: -11 percentage points -Families: -44 percentage points -Staff: -34 percentage points
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 86.46%	2024-25: (Spring 2024 to Fall 2024) 81%	2025-26 (Spring 2025 to Fall 2025): 81%	2026-27: (Spring 2026 to Fall 2026) >= 85%	-5.46 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025-26 school year, MSA-2 continued to implement the actions associated with Goal 4 to strengthen connections among students, families, staff, and educational partners. Overall, implementation remained aligned with planned actions and resulted in improvements in attendance, chronic absenteeism, graduation outcomes, stakeholder participation, and family engagement structures. At the same time, several school climate and perception measures identified areas for continued growth.

Parent and Family Engagement

MSA-2 successfully maintained regular opportunities for family participation and input. The school held 10 Parent Advisory Committee (PAC) meetings and 4 English Learner Advisory Committee (ELAC) meetings, meeting or exceeding established targets. Parent engagement

activities remained robust, with 41 events offered during the school year. Although this represented a slight decrease from the previous year, families continued to have numerous opportunities to engage with the school community. Home visits increased from 0.2% to 1.3% of students; however, this metric remains below the desired target due to scheduling constraints and limited staff capacity.

Attendance and Student Outcomes

Attendance initiatives continued to produce positive results. Average Daily Attendance increased from 93.26% to 94.22%, exceeding the established target. Chronic absenteeism improved from 20.7% to 17.0%, reflecting the effectiveness of attendance monitoring, family outreach, and intervention efforts. MSA-2 also maintained a 0% middle school dropout rate. The high school dropout rate decreased significantly from 5.2% to 0.0%, and the graduation rate increased from 94.9% to 97.6%, demonstrating the effectiveness of academic counseling, student support services, and credit recovery efforts.

School Climate and Safety

MSA-2 continued to prioritize student safety and school connectedness through restorative practices, student support systems, and proactive communication with families. The expulsion rate improved from 0.18% to 0.0%. While the suspension rate increased from 2.2% to 4.0%, the school remained committed to maintaining a safe and orderly learning environment while providing behavioral interventions and supports for students in need.

School Experience and Satisfaction

One notable success was the significant increase in Panorama survey participation rates. Student participation increased from 99.2% to 99.8%, family participation increased from 30.4% to 78.9%, and staff participation increased from 70.4% to 95.5%. These improvements provided the school with more representative feedback from educational partners.

At the same time, survey results indicated challenges related to stakeholder perceptions. Approval and satisfaction ratings declined among students, families, and staff in several areas, including school climate, connectedness, and overall satisfaction. While increased participation may have provided a more comprehensive representation of stakeholder perspectives, the results indicate a need for continued focus on communication, school culture, and stakeholder engagement. MSA-2 will continue to analyze survey feedback and work collaboratively with students, families, and staff to strengthen school connectedness and improve overall satisfaction.

Overall, MSA-2 successfully implemented the majority of planned actions associated with Goal 4 and demonstrated strong progress in attendance, graduation outcomes, stakeholder participation, and family engagement opportunities. Future efforts will focus on improving school climate perceptions, increasing student retention, strengthening behavioral supports, and deepening meaningful engagement among all educational partners.

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

Goal 4 Action 1

Budgeted: $275.00
Actual: $275.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 2
Budgeted: $361,340.90
Actual: $290,603.26
Explanation: Actual expenditures were lower than budgeted due to reduced costs for contracted services, technology-related expenses, and support personnel during the year. Despite the lower expenditures, attendance monitoring, family outreach, communication systems, and student support services were implemented as planned and continued to support improved attendance and student engagement outcomes.

Goal 4 Action 3
Budgeted: $608,211.51
Actual: $571,773.01
Explanation: The actual expenditures for Goal 4, Action 3 were lower than budgeted, primarily due to staffing vacancies and delayed hiring for key support positions such as the Dean of Students and discipline coordinator. Additionally, some planned professional development sessions on classroom management, PBIS, and SEL were either postponed or delivered in-house at a reduced cost. Uniform costs were also lower than anticipated due to bulk purchasing discounts and lower-than-expected enrollment. Finally, a portion of SEL services and materials were covered using federal Title funds, reducing the need to use general fund resources.

Goal 4 Action 4
Budgeted: $2,200.00
Actual: $2,200.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5
Budgeted: $560,146.75
Actual: $432,731.99
Explanation: Actual expenditures were lower than budgeted primarily due to staffing vacancies and reductions in force that resulted in lower personnel and benefit costs than originally projected. Despite the lower expenditures, MSA-2 continued to implement family engagement activities, communication efforts, and outreach programs, including support for PAC, ELAC, and other educational partner engagement opportunities.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions associated with Goal 4 were effective in promoting student engagement, family involvement, attendance, and school connectedness. MSA-2 successfully maintained opportunities for educational partner engagement, improved attendance outcomes,

increased survey participation, and sustained strong graduation and retention supports. While several school climate and satisfaction indicators remain areas for improvement, the actions implemented during the year contributed positively to many key outcomes.

Action 4.1: This action was effective in supporting meaningful educational partner engagement and communication. MSA-2 successfully held 10 Parent Advisory Committee (PAC) meetings and 4 English Learner Advisory Committee (ELAC) meetings, meeting or exceeding established targets. Families were provided multiple opportunities to participate in school decision-making processes and provide input on programs and services. These efforts contributed to a substantial increase in family participation in school experience surveys.

Action 4.2: This action was effective in supporting student attendance and engagement. Average Daily Attendance improved from 93.26% to 94.22%, while chronic absenteeism decreased from 20.7% to 17.0%. The school continued to implement attendance monitoring, outreach, and intervention strategies that helped improve student participation and reduce chronic absenteeism. While student retention remained below the established target, the school maintained a strong focus on student engagement and attendance supports.

Action 4.3: This action was moderately effective in supporting school climate, safety, and student behavior. MSA-2 maintained a 0.0% expulsion rate and achieved a significant reduction in the high school dropout rate from 5.2% to 0.0%. The graduation rate also increased from 94.9% to 97.6%. However, the student suspension rate increased from 2.2% to 4.0%, indicating a continued need to strengthen behavioral interventions, restorative practices, and social-emotional supports. Despite staffing challenges and vacancies in student support positions during portions of the year, the school continued implementing programs designed to foster a safe and supportive learning environment.

Action 4.4: This action was effective in promoting student leadership, school culture, and educational partner engagement. Students were provided opportunities to participate in school activities and events that supported school connectedness and strengthened relationships among students, staff, and families.

Action 4.5: This action was effective in expanding family engagement and strengthening communication between the school and educational partners. MSA-2 hosted numerous family engagement events and continued outreach efforts through school staff and support personnel. These efforts contributed to significant increases in Panorama survey participation rates, including increases in family participation from 30.4% to 78.9% and staff participation from 70.4% to 95.5%.

Collective Effectiveness: Collectively, the Goal 4 actions were effective in advancing the school's Connection goal. The school demonstrated strong results in attendance, chronic absenteeism reduction, graduation rates, dropout prevention, stakeholder participation, and family engagement opportunities. Survey participation increased substantially, providing a more representative understanding of stakeholder perspectives. While approval and satisfaction ratings, student retention, and suspension rates remain areas for continued growth, MSA-2 successfully implemented the majority of planned actions and maintained a strong focus on fostering meaningful connections among students, families, staff, and the broader school community.

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

Planned Changes for the Coming Year Based on Reflection of Prior Practice – Goal 4

Based on analysis of implementation, expenditures, and outcome data for Goal 4, several refinements will be made to strengthen implementation and improve educational partner experiences during the coming year.

1. School Climate and Student Support (Action 4.3)

MSA-2 will continue to prioritize social-emotional learning, restorative practices, PBIS implementation, and student support services. Reflection on the 2025-26 school year indicated that while graduation rates improved, dropout rates decreased, and expulsion rates were eliminated, student suspension rates increased and stakeholder perceptions of school climate declined. The school will continue strengthening behavioral interventions, restorative practices, and proactive student support systems to improve student connectedness and reduce behavioral incidents.

Reason for refinement: Suspension rates increased during the year, and student, family, and staff approval and satisfaction ratings declined despite increased participation in school climate surveys.

How the changes will strengthen the approach: Increased focus on relationship-building, student support, restorative practices, and social-emotional learning will help strengthen school climate, improve stakeholder experiences, and foster a stronger sense of belonging among students and families.

2. Family and Educational Partner Engagement (Actions 4.1 and 4.5)

MSA-2 will continue to provide multiple opportunities for family engagement through PAC meetings, ELAC meetings, parent education workshops, school events, and ongoing communication with educational partners. The school will also continue utilizing survey feedback to inform school improvement efforts and strengthen communication regarding how stakeholder input is used in decision-making.

Reason for refinement: Survey participation increased substantially among families and staff, providing more representative feedback from educational partners. However, approval and satisfaction ratings indicate a need for stronger communication and engagement efforts.

How the changes will strengthen the approach: Increased transparency, communication, and opportunities for educational partner involvement will help strengthen trust, improve satisfaction, and deepen school connectedness.

3. Attendance and Student Retention (Action 4.2)

MSA-2 will continue implementing attendance monitoring, family outreach, intervention strategies, and student engagement activities to maintain strong attendance rates and reduce chronic absenteeism. Additional attention will be given to student retention efforts through proactive outreach and individualized support for students and families.

Reason for refinement: Attendance and chronic absenteeism outcomes improved significantly; however, student retention remained below the established target.

How the changes will strengthen the approach: Continued attendance interventions and retention-focused supports will help ensure students remain connected to the school community and persist toward graduation.

4. Goal Metrics and Outcome Alignment

No changes are being made to the overall goal statement. Existing metrics will continue to be monitored to ensure alignment with the Connection pillar and the school's commitment to fostering meaningful relationships among students, families, staff, and educational partners.

Overall, reflections on prior practice indicate that the current actions remain appropriate and effective. Future efforts will focus on strengthening school climate, improving stakeholder satisfaction, increasing student retention, and continuing the successful attendance and engagement practices that contributed to positive outcomes during the 2025-26 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities,	$275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses, technology. The following expenditures will be funded by federal Title funds: N/A		
4.2	Building relationships and partnerships with families for student outcomes	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and	$208,758.16	Yes

Action #	Title	Description	Total Funds	Contributing
		family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: N/A		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional	$552,334.96	Yes

Action #	Title	Description	Total Funds	Contributing
		competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Ins Mats & Sups: Title I; Amount: $1,000 -Cert Admins I; Amount: $33,528.00 -STRS: Title I; Amount: $6,403.85 -OASDI/Medicare: Title I; Amount: $486.16 -Health & Welfare Benefits: Title I; Amount: $540.00 -Unemployment Insurance: Title I; Amount: $167.64 -NonInstStdntSup: Title III; Amount: $2,866.00		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.		Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: N/A		
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. The number of parent events, PAC, and ELAC meetings significantly increased, requiring additional staffing, translation services, and materials. The funds were used to pay the salaries and benefits of the community school liaison and community school coordinator based on student enrollment/school size. To strengthen attendance and engagement outcomes, we also invested more in support staff and extended hours for outreach teams. We highly value the efforts our families put in, so we set up celebratory events and send our coordinators to trainings to build a robust department and improve our school community. The following expenditures will be funded by federal Title funds: -Classified Support: Federal CSP; Amount: $72,177.36 -Clerical & Tech: Federal CSP; Amount: $21,755.28 -PERS: Federal CSP; Amount: $19,354.68 -OASDI/Medicare: Federal CSP; Amount: $7,187.94 -Health & Welfare Benefits: Federal CSP; Amount: $9,769.87 -Unemployment Insurance: Federal CSP; Amount: $360.96 -Other Benefits: Federal CSP; Amount: $2,176.80	$325,322.75	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,544,659	$117,174

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.517%	0.000%	$0.00	24.517%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials,	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers	Goal 2: For all students, but particularly for the EL and LTEL student groups: • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students.	have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP	Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3.	years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• College-Going Rate (Source: CDE DataQuest)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. **Scope:** LEA-wide	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning.	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. **Scope:**	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy,	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:** LEA-wide	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math,	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning;

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. **Scope:** LEA-wide	Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision	Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout	teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			"Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental,	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased	• High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:** It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP,	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school	Goal 4: • School experience survey "participation rates" by students, families, and staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	(Source: Local Indicator Priority 6, Panorama Education) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of seniors who have

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

Similar to the current academic year, MSA-2 will utilize the concentration grant add-on funds ($117,174) in the following manner:

MSA-2 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$6,300,454	$1,544,659	24.517%	0.000%	24.517%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,870,748.27	$1,554,075.21	$0.00	$551,570.59	$8,976,394.07	$4,817,687.07	$4,158,707.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$30,502.00	$30,502.00				$30,502.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$80,691.33	$269,854.89	$274,637.22	$75,000.00		$909.00	$350,546.22	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$133,301.26	$1,870,886.78	$2,004,188.04				$2,004,188.04	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$19,126.00	$19,126.00				$19,126.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$35,438.96	$945,385.54	$945,385.54			$35,438.96	$980,824.50	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$1,437,200.75	$270,470.00	$1,707,670.75				$1,707,670.75	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$38,627.00	$8,127.00			$30,500.00	$38,627.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$471,452.99	$50,499.79	$238,596.43	$151,162.01		$132,194.34	$521,952.78	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing								
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$847,416.45	$128,000.00	$56,494.49	$790,921.96		$128,000.00	$975,416.45	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$278,177.92	$7,000.00	$172,527.19	$69,396.97		$43,253.76	$285,177.92	
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,500.00				$3,500.00	$3,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$225,702.90	$0.00	$225,702.90				$225,702.90	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$125,838.11	$68,500.00	$190,338.11	$4,000.00			$194,338.11	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$195,385.53	$356,745.00	$245,723.15	$306,407.38			$552,130.53	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$275.00	$275.00				$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$193,880.16	$14,878.00	$208,758.16				$208,758.16	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$524,877.96	$27,457.00	$485,696.29	$21,647.03		$44,991.64	$552,334.96	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$268,322.75	$57,000.00	$57,000.00	$135,539.86		$132,782.89	$325,322.75	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$6,300,454	$1,544,659	24.517%	0.000%	24.517%	$1,851,870.23	0.000%	29.393 %	**Total:**	$1,851,870.23
								LEA-wide Total:	$1,851,870.23
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$19,126.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,127.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$238,596.43	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools		
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$172,527.19	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$225,702.90	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$190,338.11	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$245,723.15	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$208,758.16	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$485,696.29	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,987,837.55	$9,407,516.25

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$30,502.00	$34,870.00
1	**1.2**	Instructional materials and technology	No	$494,584.35	$456,583.23
1	**1.3**	Clean and safe facilities that support learning	No	$2,022,775.68	$2,027,290.34
1	**1.4**	Healthy and nutritious meals	Yes	$19,126.00	$19,126.00
1	**1.5**	Well-orchestrated Home Office support services	No	$1,222,013.00	$1,090,489.21
2	**2.1**	Broad course of study and standards based curriculum	No	$1,861,109.78	$1,870,797.57
2	**2.2**	Professional development for high-quality instruction	Yes	$65,678.00	$65,678.00
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$529,402.25	$542,258.10
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$1,000.00	$1,000.00
2	**2.5**	Support for students with disabilities	No	$1,112,943.77	$967,756.37
3	**3.1**	College/Career readiness programs and activities	Yes	$162,156.71	$203,883.86

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$3,500.00	$3,500.00
3	3.3	Digital literacy and citizenship programs	Yes	$107,484.78	$48,010.75
3	3.4	Physical education, activity, and fitness	Yes	$194,446.68	$197,982.92
3	3.5	Additional programs and activities that support well-rounded education	Yes	$628,940.39	$580,706.64
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$361,340.90	$290,603.26
4	4.3	MTSS - PBIS and SEL support	Yes	$608,211.51	$571,773.01
4	4.4	Annual educational partner surveys	Yes	$2,200.00	$2,200.00
4	4.5	Community outreach and partnerships	Yes	$560,146.75	$432,731.99

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,764,423	$1,882,630.61	$2,959,729.53	($1,077,098.92)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$19,126.00	$19,126.00		
2	2.2	Professional development for high-quality instruction	Yes	$10,627.00	$65,678.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$285,110.91	$542,258.10		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes		$1,000.00		
3	3.1	College/Career readiness programs and activities	Yes	$95,262.18	$203,883.86		
3	3.2	STEM and GATE programs	Yes		$3,500.00		
3	3.3	Digital literacy and citizenship programs	Yes	$107,484.78	$48,010.75		
3	3.4	Physical education, activity, and fitness	Yes	$194,446.68	$197,982.92		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$241,818.56	$580,706.64		
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$331,735.90	$290,603.26		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$539,743.60	$571,773.01		
4	4.4	Annual educational partner surveys	Yes		$2,200.00		
4	4.5	Community outreach and partnerships	Yes	$57,000.00	$432,731.99		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
6,474,321	1,764,423	0.000%	27.253%	$2,959,729.53	0.000%	45.715%	$0.00	0.000%

Powered by BoardOnTrack

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

Powered by BoardOnTrack

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

Powered by BoardOnTrack

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

Powered by BoardOnTrack

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

Powered by BoardOnTrack

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

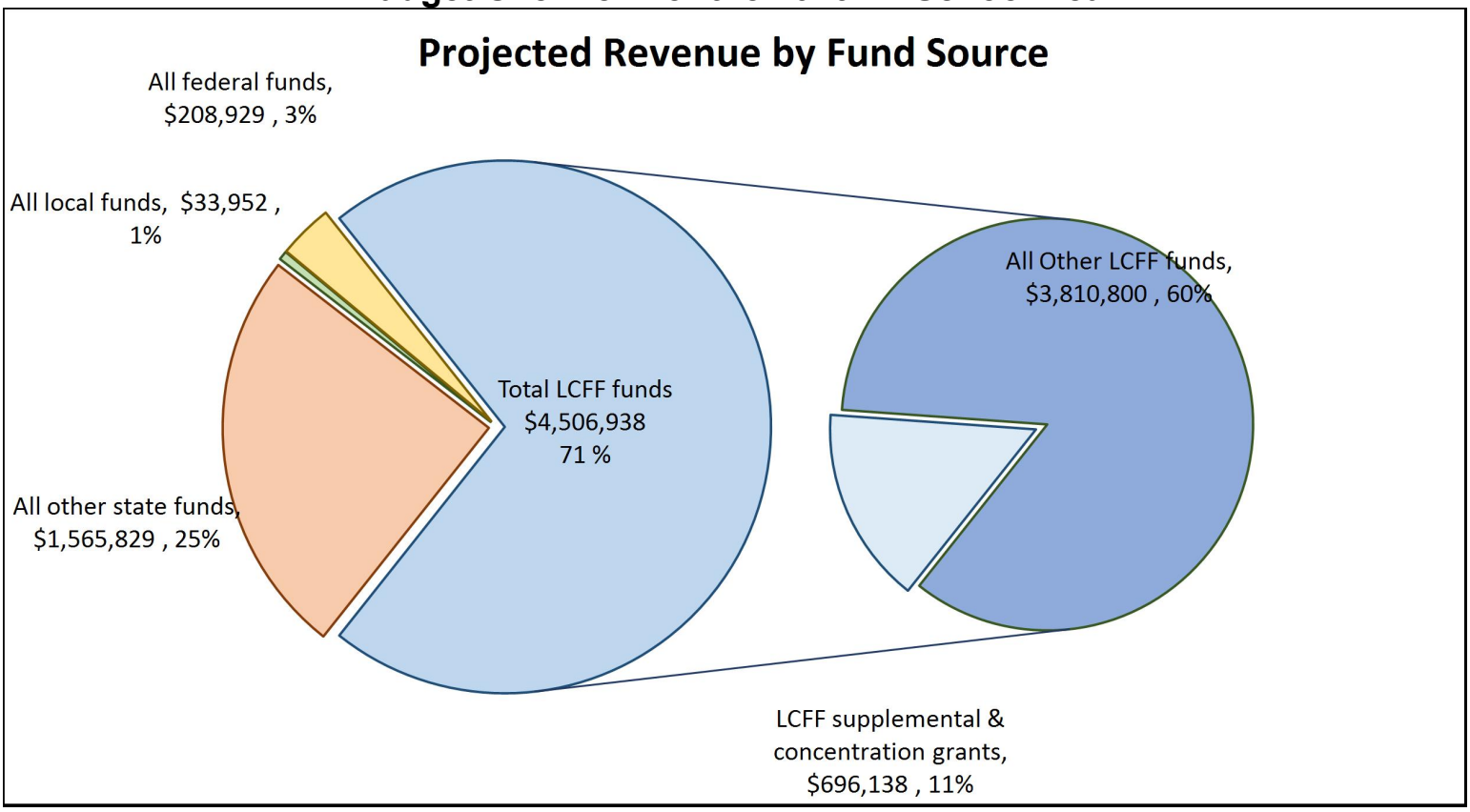
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-3
CDS Code: 19-10199-0115030
School Year: 2026-27
LEA contact information:
Elizabeth Rizzuto
Principal
erizzuto@magnoliapublicschools.org
310-637-3806

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

Budget Overview for the 2026-27 School Year

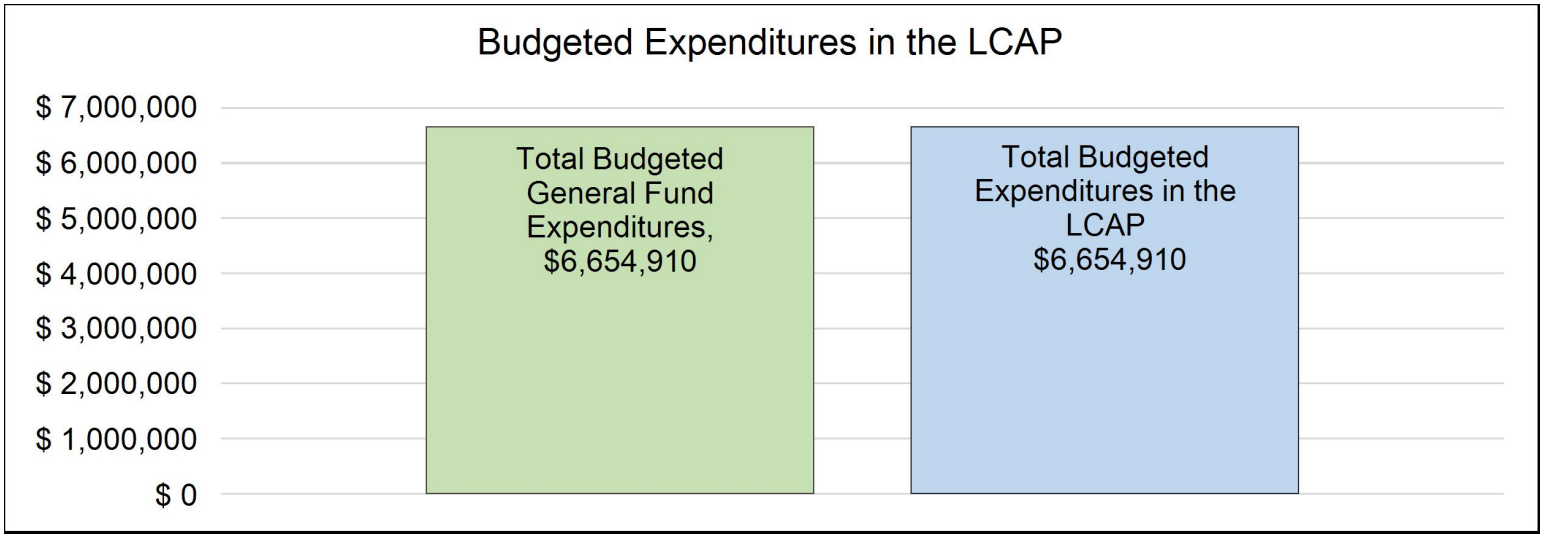


This chart shows the total general purpose revenue Magnolia Science Academy-3 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-3 is $6,315,649, of which $4,506,938 is Local Control Funding Formula (LCFF), $1,565,829 is other state funds, $33,952 is local funds, and $208,929 is federal funds. Of the $4,506,938 in LCFF Funds, $696,138 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy-3 plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-3 plans to spend $6,654,910 for the 2026-27 school year. Of that amount, $6,654,910 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

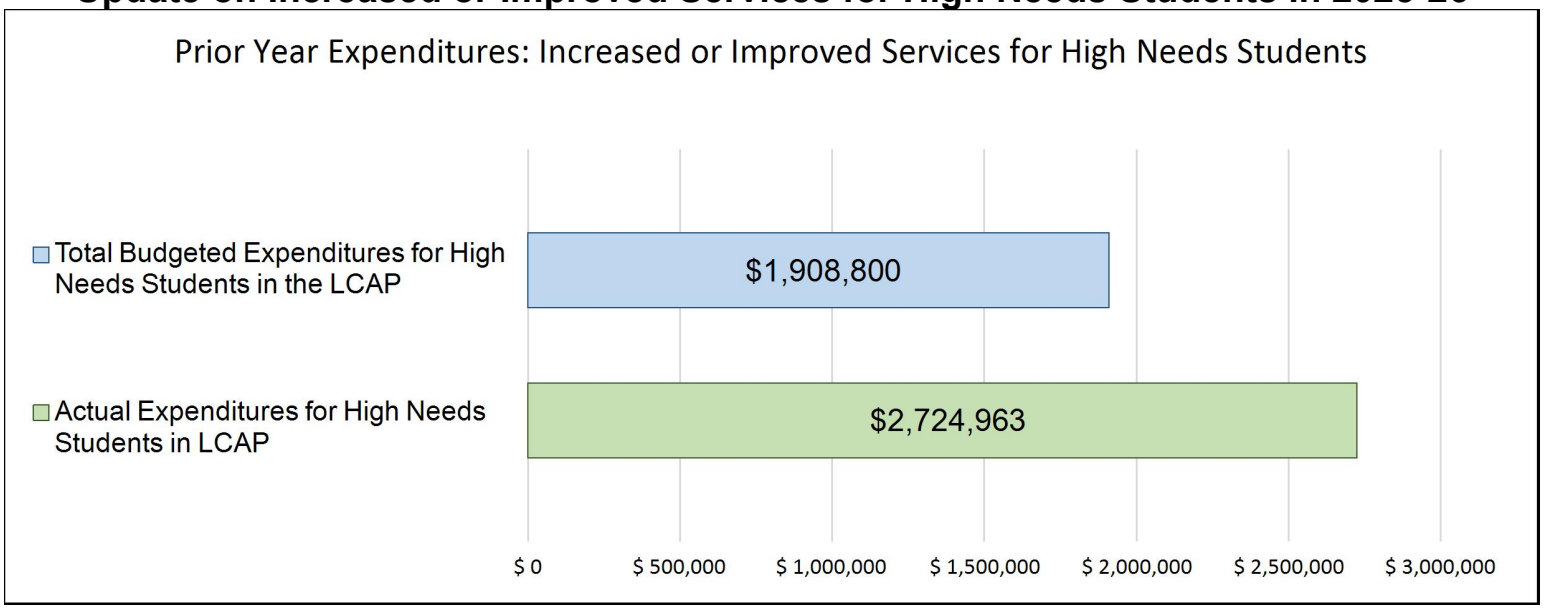
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Magnolia Science Academy-3 is projecting it will receive $696,138 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy-3 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-3 plans to spend $1,397,615 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy-3's LCAP budgeted $$1,908,800 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-3 actually spent $$2,724,963 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Magnolia Science Academy 3-Carson

Magnolia Science Academy 3-Carson, also known as MSA-3, is a public charter school serving students in grades 6 through 12 in Carson, California. MSA-3 is part of Magnolia Public Schools and is authorized by the Los Angeles County Office of Education. The school is located at 1254 East Helmick Street, Carson, CA 90746, and can be reached by phone at (310) 637-3806.

MSA-3 provides a rigorous, STEAM-based, college-preparatory educational program designed to support students academically, socially, and emotionally. The school's instructional program emphasizes access to standards-aligned curriculum, technology integration, hands-on learning, college and career readiness, and targeted supports for English Learners, Students with Disabilities, and students performing below grade level.

For the 2025–26 school year, MSA-3 serves approximately 379 students. The student population reflects the diversity of the Carson and surrounding communities. Current enrollment includes 187 Hispanic students, 181 Black or African American students, 5 Asian students, 4 students identified as two or more races, and 2 Native Hawaiian or Other Pacific Islander students. The school's gender distribution includes 196 female students and 183 male students. Approximately 39% of students are identified as qualifying for free or reduced-price lunch.

MSA-3 serves students across grades 6–12, with current enrollment by grade level as follows: 47 students in grade 6, 73 students in grade 7, 62 students in grade 8, 46 students in grade 9, 54 students in grade 10, 42 students in grade 11, and 55 students in grade 12. The school

also serves a range of student groups and programs, including 16 English Learners, 5 Foster Youth, 13 students with 504 plans, 17 students identified as Gifted and Talented, and 83 students receiving special education services.

Educational Program

MSA-3's academic program is grounded in Magnolia Public Schools' mission to provide a college-preparatory educational experience with a focus on STEAM in a safe learning environment that fosters respect for self and others. The school supports students through a broad course of study that includes core academic subjects, electives, digital learning opportunities, college readiness programming, intervention, special education services, and English Learner supports.

Students have access to technology-based instructional tools and digital learning platforms that support classroom instruction, assignment completion, collaboration, and intervention. The school continues to focus on preparing students for college, career, and life through academic rigor, student support systems, and opportunities for students to demonstrate learning through projects, presentations, and real-world application.

Mission

Magnolia Public Schools provides a college-preparatory educational program with a focus on STEAM in a safe environment that cultivates respect for self and others.

Vision

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

Core Values

Innovation: Students are supported in becoming independent, creative, and adaptable learners. MSA-3 promotes innovation through STEAM instruction, technology integration, project-based learning, college and career planning, and opportunities for students to apply their learning in meaningful ways.

Connection: MSA-3 values strong relationships among students, families, staff, and community partners. The school works to create a safe and supportive environment where students feel known, families are engaged, and all educational partners contribute to student success.

Excellence: MSA-3 promotes academic excellence through standards-aligned instruction, high expectations, data-driven support, intervention, college readiness programming, and opportunities for students to develop critical thinking, communication, and problem-solving skills.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Successes

During the 2025–26 school year, Magnolia Science Academy 3 continued to demonstrate important areas of strength across college and career readiness, access to learning opportunities, family engagement, and student completion outcomes. Based on local data and LCAP performance indicators, MSA-3 maintained a strong foundation for student success while also identifying priority areas for continued improvement.

One of the school's strongest areas of annual performance was college and career readiness. MSA-3 maintained a high graduation rate of 98.2%, exceeding the target of 95.0%. The middle school dropout rate remained at 0.0%, and the high school dropout rate was 0.0%, both meeting target expectations. In addition, 74.5% of students earned "Prepared" status on the College/Career Indicator, exceeding the 55.0% target. Seniors also demonstrated strong participation in college coursework, with 74.1% completing at least two semesters of college coursework with a grade of C- or better. The percentage of high school completers accepted to a 4-year college was 66%, exceeding the 60.0% target. These outcomes reflect the school's continued commitment to college readiness, dual enrollment, academic planning, and postsecondary access.

MSA-3 also showed meaningful success in STEAM, innovation, and access to a well-rounded instructional program. The percentage of students enrolled in Accelerated and/or Advanced Math courses or Advanced Math club increased to 22%, exceeding the target of 10.0%. Additionally, 93% of students in the graduating class completed a Computer/Technology course and/or participated in blended learning, exceeding the 90.0% target. The school also maintained 100% student participation in STEAM-focused projects, experiments, models, or demonstrations. These results demonstrate that students continued to have access to project-based learning, technology integration, and hands-on academic experiences that support Magnolia's Innovation pillar.

Basic conditions for learning remained strong. MSA-3 reported 0% of students without access to standards-aligned instructional materials and 0 identified facility deficiencies. This indicates that students had access to the materials and learning conditions needed to participate in a high-quality instructional program. Teacher attendance was also strong at 95.7%, exceeding the target of 95.0%, which supported instructional continuity and schoolwide stability.

The school also demonstrated strength in family engagement and community connection. MSA-3 held 8 Parent Advisory Committee meetings and 4 English Learner Advisory Committee meetings, meeting both targets. The school also reported 92 parent engagement activities, far exceeding the target of 10. These opportunities supported ongoing communication with families, expanded access to school events, and strengthened the connection between school and home. Student retention also met the target at 85%, demonstrating continued stability in the school community.

Attendance and student persistence outcomes reflected additional areas of success. The P-2 ADA rate was 92.82%, exceeding the target of 92.0%. The school also maintained a 0.0% expulsion rate. These outcomes indicate that MSA-3 continued to support student attendance, persistence, and access to a safe learning environment.

Challenges

While MSA-3 demonstrated several important successes, annual performance data also identifies areas requiring continued improvement. The school will prioritize academic achievement, instructional monitoring, English Learner progress, outcomes for Students with Disabilities, chronic absenteeism, suspension reduction, staff retention, and stakeholder satisfaction.

Academic achievement continues to be a key area of need. The percentage of students earning a grade of C or better in core subjects and electives was 73%, below the 80.0% target. CAASPP ELA results showed 37.95% of students meeting or exceeding standard, which reflects progress but remains slightly below the 40.0% target. CAASPP Mathematics remained a significant area for improvement, with 17.41% of all students meeting or exceeding standard, below the 20.0% target. Science proficiency was 11.32%, also below the 20.0% target. These results show that although students continue to access core academic programs and interventions, additional work is needed to increase standards mastery and accelerate proficiency.

Subgroup performance remains an equity priority. Students with Disabilities showed some progress in mathematics, reaching 7.14% proficiency and meeting the math target for that subgroup; however, they remained below target in ELA and Science. Students with Disabilities reached 14.28% proficiency in ELA, below the 20.0% target, and 0.0% proficiency in Science, below the 8.0% target. English Learner outcomes also require significant attention. Only 11.8% of English Learners increased at least one English Learner Progress Indicator performance level or maintained ELPI Level 4, which was well below the 50.0% target. The reclassification rate was 4.8%, below the 10.0% target. These results indicate a need to strengthen designated ELD, integrated ELD, reclassification monitoring, targeted language development, and academic supports for dually identified students.

Instructional monitoring was a significant implementation challenge. The teacher observation completion rate was 4%, far below the target of 85.0%. This limited the school’s ability to consistently provide teachers with formal feedback, monitor implementation of state standards, and support instructional growth. Teacher retention was also below target at 65%, compared to the target of 80.0%. These data points indicate the need for stronger onboarding, coaching, observation cycles, leadership support, and retention strategies.

Attendance and school climate data show mixed results. Although ADA exceeded the target, chronic absenteeism remained high at 27.1%, above the target of 20.0% or lower. This indicates that a significant group of students continued to experience persistent attendance barriers. The suspension rate also increased to 3.9%, above the target of 2.5% or lower. While the expulsion rate remained at 0.0%, the increased suspension rate shows a need to strengthen MTSS, PBIS, restorative practices, classroom behavior supports, and early intervention systems.

Student, family, and staff survey results also identify challenges related to connection and satisfaction. Student survey participation was 86.4%, family participation was 59.7%, and staff participation was 83.8%, all below target. Average approval rates were 64% for students, 86% for families, and 61% for staff. Overall satisfaction rates were 56% for students, 69% for families, and 53% for staff, all below target. These outcomes indicate that while the school increased family engagement opportunities, MSA-3 must continue strengthening the quality of communication, trust, belonging, and responsiveness to feedback, particularly for staff and students.

College and career readiness also showed specific areas for improvement. Although the College/Career Indicator Prepared rate and dual enrollment outcomes were strong, A-G completion was 53.7%, below the 90.0% target. CTE pathway completion remained at 0.0%, and

0.0% of students completed both A-G and CTE pathway requirements. The Seal of Biliteracy rate was 7.4%, below the 20.0% target, and the Golden State Seal Merit Diploma rate was 14.8%, below the 30.0% target. These outcomes indicate a need for stronger transcript monitoring, earlier student tracking, expanded pathway development, and improved systems for identifying students eligible for state seals and recognitions.

In response to these successes and challenges, MSA-3 will continue to build on strengths in graduation, college readiness, STEAM access, family engagement, attendance, and safe facilities. At the same time, the school will strengthen academic interventions, classroom observation systems, teacher support and retention, English Learner services, supports for Students with Disabilities, chronic absenteeism interventions, restorative behavior systems, survey participation, and stakeholder satisfaction. These priorities will guide the continued development of the LCAP and the school's efforts to ensure that all students are supported academically, socially, and emotionally.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	MSA-3 engaged parents and families through multiple opportunities for input throughout the school year. The school held Parent Advisory Committee (PAC) meetings and Coffee with Admin sessions to share school updates, review student outcome data, discuss school priorities, and gather feedback on programs, services, and areas of need. Families were also invited to participate in English Learner Advisory Committee (ELAC) meetings, parent workshops, school events, and other engagement opportunities connected to student achievement, attendance, school climate, and family support. In addition, families were provided the annual educational partner survey, and feedback from the Community School Initiative Assets and Needs Assessment was reviewed to better understand family priorities and barriers to engagement.
Students	MSA-3 engaged students through the annual educational partner survey, school experience surveys, informal feedback opportunities, student activities, classroom discussions, and schoolwide engagement efforts. Student feedback was used to better understand students' experiences related to academic support, school safety, belonging, extracurricular opportunities, communication, and overall satisfaction. Input gathered through surveys and student engagement activities helped inform school priorities connected to academic intervention, college and career readiness, school climate, student wellness, and enrichment opportunities.
Teachers	MSA-3 engaged teachers through the annual educational partner survey, weekly Wednesday professional development meetings,

Educational Partner(s)	Process for Engagement
	grade-level and department collaboration, instructional planning conversations, and schoolwide data reflection. Teachers provided input regarding instructional needs, professional development priorities, intervention structures, student academic progress, classroom supports, and school climate. Feedback from teachers was also gathered through staff discussions, leadership check-ins, and implementation reflections connected to curriculum, assessments, MTSS, ELD, special education supports, and student engagement.
School administrators	School administrators participated in the LCAP development process through ongoing review of student achievement data, attendance data, discipline data, college and career readiness indicators, survey results, and local performance measures. Administrators met regularly to discuss school operations, instruction, attendance, behavior, family engagement, staffing, student supports, and progress toward LCAP goals. These discussions helped identify successes, areas of need, and priorities for continued improvement across academic achievement, school climate, family engagement, and operational systems.
Other school personnel	Other school personnel, including classified staff, support staff, office staff, counseling/support staff, and community school staff, were engaged through the annual educational partner survey, staff meetings, professional development opportunities, operational check-ins, and feedback connected to the Community School Initiative Assets and Needs Assessment. Their input helped identify needs related to student support, attendance, family communication, school climate, supervision, operations, and community partnerships. This feedback was important in understanding the needs of students and families beyond the classroom and in identifying additional supports needed to strengthen school connectedness.
SELPA	MSA-3 consulted with special education leadership and SELPA-related support through ongoing communication with the MPS Home Office Special Education team, school-based special education staff, and related service providers. Special education coordinators and support staff provided input on student needs, IEP implementation, service delivery, inclusive practices, intervention supports, staffing needs, and professional development priorities. Feedback from special education partners helped inform LCAP actions related to

Educational Partner(s)	Process for Engagement
	supports for Students with Disabilities, MTSS, academic intervention, mental health, and access to the least restrictive and most supportive learning environment.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was influenced by feedback gathered from families, students, teachers, administrators, other school personnel, and special education partners, as well as by a review of local data, California School Dashboard data, educational partner survey results, and the Community School Initiative Assets and Needs Assessment.

Educational partner feedback and school data confirmed the need to continue strengthening academic achievement, instructional support, student wellness, family engagement, and school connectedness. As a result, the LCAP continues to prioritize academic intervention, standards-aligned instruction, teacher support, MTSS, PBIS, ELD support, services for Students with Disabilities, college and career readiness, and expanded engagement opportunities for families and students.

Feedback from students and families highlighted the importance of maintaining strong college and career readiness supports, including dual enrollment, college counseling, A-G monitoring, and postsecondary planning. In response, the LCAP continues to include actions focused on college readiness, access to college coursework, academic planning, and support for students as they prepare for graduation and postsecondary pathways.

Feedback from staff and administrators emphasized the need for stronger instructional monitoring, professional development, intervention alignment, and support for teachers. This influenced the continued inclusion of actions related to professional development, classroom observations, instructional coaching, MTSS, and data-driven academic supports.

Feedback from families and school personnel also highlighted the importance of improving communication, engagement, and access to resources. In response, the LCAP continues to include actions related to PAC, ELAC, Coffee with Admin, parent workshops, home visits, schoolwide communication tools, and community partnerships.

School climate and survey data also influenced the LCAP by identifying a continued need to improve student belonging, staff satisfaction, attendance, and behavior supports. As a result, the LCAP maintains a focus on MTSS/PBIS, SEL supports, restorative practices, attendance intervention, family outreach, and community resources that support student well-being.

Input from special education staff and SELPA-related partners reinforced the need to strengthen supports for Students with Disabilities, including IEP implementation, academic intervention, inclusive practices, related services, and collaboration between general education and special education staff. These priorities are reflected in the continued LCAP actions connected to special education services, intervention, and student support systems.

Overall, educational partner feedback directly influenced the adopted LCAP by helping MSA-3 identify priorities for continued improvement, sustain effective practices, and align resources to the areas of greatest need. The feedback reinforced the importance of maintaining strong family engagement and college readiness systems while strengthening academic achievement, attendance, school climate, staff support, and targeted services for student groups.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 77.5%	2022-23: 77.9%	2023-24: 77.4%	2024-25: > 85%	-0.1 percentage points
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25): 	2025-26 (As of 5/22/26): 	2026-27: 0%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0	2025-26 (As of 5/22/26): 0	2026-27: 0	0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 74%	2024-25: (Fall 2023 to Fall 2024) 87%	2025-26 (Fall 2024 to Fall 2025): 65%	2026-27: (Fall 2025 to Fall 2026) >= 80%	-9 percentage points
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 92.2%	2024-25: (As of 5/31/25) 91.4%	2025-26 (As of 5/15/26): 95.7%	2026-27: >= 95.0%	+3.5 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of Goal 1 during the 2025–26 school year at MSA-3 was partially successful. The school continued to maintain several core conditions for a high-quality learning environment, including full access to standards-aligned instructional materials, properly maintained facilities, and strong teacher attendance. These areas demonstrate continued operational strength and alignment with the goal of providing students and staff with a safe, secure, healthy, and well-resourced learning environment.

Several planned actions were implemented effectively. All students had access to their own copies of standards-aligned instructional materials for use at school and at home, resulting in a 0% deficiency rate. Facilities also continued to meet the “good repair” standard, with 0 identified instances of deficiencies or extreme deficiencies. Teacher attendance improved to 95.7%, exceeding the 2026–27 target of at least 95.0%, which contributed to instructional continuity and schoolwide stability.

However, implementation challenges remained in the areas of teacher assignment monitoring and teacher retention. The percentage of teaching assignments with an assignment monitoring outcome of “clear” was 77.4%, which remained below the target of greater than 85%. This reflects an ongoing need to strengthen credential monitoring, assignment review processes, and proactive hiring systems. Additionally, teacher retention declined to 65%, which is below the target of at least 80%. This represents a significant challenge and indicates the need for more intentional retention strategies, including stronger onboarding, coaching, staff support, and leadership development.

Overall, while MSA-3 successfully implemented actions related to instructional materials, facilities, and teacher attendance, additional attention is needed to improve teacher assignment alignment and staff retention.

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

Goal 1 Action 1
Budgeted: $29,999.00
Actual: $39,999.00
Explanation: The actual expenditure exceeded the budgeted amount by more than 10%. This variance was due to increased needs related to teacher credentialing, recruitment, and staffing support. Additional expenses were necessary to support hiring, onboarding, and credential monitoring efforts connected to ensuring appropriately assigned teachers.

Goal 1 Action 2
Budgeted: $388,822.42
Actual: $407,335.91
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

Goal 1 Action 3
Budgeted: $581,488.25
Actual: $635,983.56
Explanation: The difference between budgeted and actual expenditures was slightly under 10%; therefore, no material difference is noted. The increase was primarily related to facilities, maintenance, repair, and safety-related costs necessary to maintain a clean and safe learning environment.

Goal 1 Action 4
Budgeted: $10,508.00
Actual: $15,628.00
Explanation: The actual expenditure exceeded the budgeted amount by more than 10%. The increase was due to higher-than-anticipated costs related to student meals, refreshments, and wellness-related supports. These additional costs supported continued access to healthy and nutritious meals for students.

Goal 1 Action 5
Budgeted: $905,505.00

Actual: $871,852.40
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions connected to Goal 1 were effective in several areas and partially effective in others.

Actions related to instructional materials and technology were effective. MSA-3 maintained a 0% rate of students without access to their own copies of standards-aligned instructional materials for use at school and at home. This indicates that systems for ordering, distributing, and monitoring instructional materials were implemented successfully and supported equitable access to learning resources.

Actions related to clean and safe facilities were also effective. The school reported 0 identified instances where facilities did not meet the “good repair” standard. This demonstrates that facilities monitoring, maintenance practices, and safety procedures were effective in supporting a safe and appropriate learning environment.

Actions related to teacher attendance were effective. Teacher attendance reached 95.7%, exceeding the target of at least 95.0%. This outcome supported instructional consistency and reduced disruption to student learning.

Actions related to teacher assignments and credentials were partially effective. While the school continued to monitor teacher assignments and credentialing requirements, the percentage of teaching assignments with a “clear” assignment monitoring outcome was 77.4%, below the target of greater than 85%. This indicates that additional systems are needed to strengthen credential alignment, assignment monitoring, and early identification of potential misassignments.

Actions related to teacher retention were not fully effective. Teacher retention declined to 65%, which is below the target of at least 80%. This suggests that additional support is needed to improve staff retention, including stronger onboarding, mentorship, coaching, professional growth pathways, and ongoing staff engagement practices.

Overall, Goal 1 actions were effective in maintaining instructional materials access, facilities, and teacher attendance; however, teacher assignment monitoring and teacher retention require strengthened systems and targeted follow-up.

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

Based on reflection on 2025–26 outcomes, MSA-3 will continue the current Goal 1 metrics to maintain year-over-year comparability, while strengthening implementation systems in the areas that did not meet targets.

For teacher assignments and credentials, MSA-3 will strengthen internal credential and assignment monitoring by conducting earlier reviews before the start of each semester, increasing communication between site leadership and the MPS Human Resources team, and monitoring

assignment alignment throughout the school year. These adjustments are intended to improve the percentage of teaching assignments with a “clear” assignment monitoring outcome.

For teacher retention, MSA-3 will increase focus on staff support and retention strategies. This will include stronger onboarding for new staff, more intentional coaching and mentorship, consistent administrator check-ins, professional growth opportunities, and continued efforts to strengthen school culture and staff belonging. These changes are intended to improve retention and support progress toward the target of at least 80%.

No major changes are needed for instructional materials access or facilities maintenance, as both areas continued to meet expectations with 0% instructional materials deficiency and 0 facilities deficiencies. MSA-3 will sustain these practices through ongoing inventory review, timely replenishment of materials, routine facility inspections, and prompt follow-up on maintenance needs.

Teacher attendance exceeded the target; therefore, the school will continue current attendance monitoring practices while maintaining support systems that promote staff well-being and instructional consistency.

Overall, the coming year will focus on sustaining effective practices in instructional materials, facilities, and attendance, while strengthening credential monitoring and staff retention systems.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.	$29,999.00	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees. The following expenditures will be funded by federal Title funds: N/A		
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: -Technology: Resource: Title IV, Part A ESEA (ESSA); Amount: $963.54	$396,657.84	No
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security	$568,183.20	No

Action #	Title	Description	Total Funds	Contributing
		and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, , maintenance and repair services, gas/electric, health and safety related expenses, and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A		
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments.	$15,628.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A	$738,099.38	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: 100%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 69%	2024-25: (As of 5/29/25) 54%	2025-26 (As of 6/12/26): 27%	2026-27: >= 85%	-42 percentage points
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 79%	2024-25: (First semester) 76%	2025-26 (First semester): 73%	2026-27: (First semester) >= 80%	-6 percentage points
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 32.66% -English Learners: 0.00% -Socioeconomically Disadvantaged: 33.08% -Students with Disabilities: 17.39% -African American: 29.49%	2023-24: -All Students: 36.37% -English Learners: * -Socioeconomically Disadvantaged: 30.92%	2024-25: -All Students: 37.95% -English Learners: * -Socioeconomically Disadvantaged: 37.98%	2025-26: -All Students: >= 40.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 40.00% -Students with	-All Students: +5.29 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: +4.90 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Asian: * -Hispanic: 32.74% -White: *	-Students with Disabilities: 8.00% -African American: 32.67% -Hispanic: 36.61% -White: *	-Students with Disabilities: 14.28% -African American: 33.02% -Hispanic: 43.52% -White: *	Disabilities: >= 20.00% -African American: >= 38.00% -Hispanic: >= 40.00% -White: *	-Students with Disabilities: -3.11 percentage points -African American: +3.53 percentage points -Asian: N/A -Hispanic: +10.78 percentage points -White: N/A
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 40.2 points below standard -English Learners: 117.8 points below standard -Socioeconomically Disadvantaged: 41.8 points below standard -Students with Disabilities: 119.4 points below standard -African American: 37.9 points below standard -Hispanic: 47.6 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 38.4 points below standard -English Learners: 90.9 points below standard -Socioeconomically Disadvantaged: 48.1 points below standard -Students with Disabilities: 137.4 points below standard -African American: 47.2 points below standard -Hispanic: 36.2 points below standard -White: *	2024-25 (2025 Dashboard): -All Students: 31.9 points below standard -English Learners: 103.6 points below standard -Socioeconomically Disadvantaged: 31.6 points below standard -Students with Disabilities: 85.4 points below standard -African American: 48.7 points below standard -Hispanic: 7.3 points below standard -White: *	2025-26: (2026 Dashboard) -All Students: 31.0 points below standard -English Learners: 103.0 points below standard -Socioeconomically Disadvantaged: 32.0 points below standard -Students with Disabilities: 103.0 points below standard -African American: 28.0 points below standard -Hispanic: 38.0 points below standard -White: *	-All Students: +8.3 points -English Learners: +14.2 points -Socioeconomically Disadvantaged: +10.2 points -Students with Disabilities: +34.0 points -African American: -10.8 points -Hispanic: +40.3 points -White: N/A
2.6	Percentage of students who have met their growth targets on the	2023-24: (Fall to Spring) -All Students: 61.3%	2024-25: (Fall to Spring)	2025-26 (Fall to Spring):	2026-27: (Fall to Spring) -All Students: >=	-All Students: -4.8 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	-English Learners: 69.2% -Socioeconomically Disadvantaged: 66.2% -Students with Disabilities: 48.8% -African American: 53.8% -Hispanic: 65.0%	-All Students: 57.7% -English Learners: 53.3% -Socioeconomically Disadvantaged: 42.5% -Students with Disabilities: 65.5% -African American: 58.5% -Hispanic: 59.0% -White: *	-All Students: 56.5% -English Learners: 60.0% -Socioeconomically Disadvantaged: 56.4% -Students with Disabilities: 50.9% -African American: 50.4% -Hispanic: 63.2% -White: *	50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -African American: >= 50% -Hispanic: >= 50% -White:*	-English Learners: -9.2 percentage points -Socioeconomically Disadvantaged: -9.8 percentage points -Students with Disabilities: +2.1 percentage points -African American: -3.4 percentage points -Hispanic: -1.8 percentage points -White: N/A
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 1.03 (CGP: 85th percentile) -English Learners: CGI: 0.00 (CGP: 50th percentile) -Socioeconomically Disadvantaged: CGI: 1.51 (CGP: 93rd percentile) -Students with Disabilities: CGI: -0.44 (CGP: 33rd percentile) -African American: CGI: 0.04 (CGP: 52nd percentile) -Hispanic: CGI: 1.64 (CGP: 95th percentile)	2024-25: (Fall to Spring) -All Students: CGI: 1.10 (CGP: 86th percentile) -English Learners: CGI: 1.24 (CGP: 89th percentile) -Socioeconomically Disadvantaged: CGI: 1.46 (CGP: 93rd percentile) -Students with Disabilities: CGI: -0.48 (CGP: 32nd percentile) -African American: CGI: 0.83 (CGP: 80th percentile)	2025-26 (Fall to Spring): -All Students: CGI: 0.49 (CGP: 69th percentile) -English Learners: CGI: 0.00 (CGP: 50th percentile) -Socioeconomically Disadvantaged: CGI: 0.49 (CGP: 69th percentile) -Students with Disabilities: CGI: -0.26 (CGP: 40th percentile) -African American: CGI: 0.29 (CGP: 61st percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -African American: CGI >= 0 (CGP >= 50th percentile)	-All Students: -0.54 -English Learners: 0.00 -Socioeconomically Disadvantaged: -1.02 -Students with Disabilities: +0.18 -African American: +0.25 -Hispanic: -0.87 -White: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Hispanic: CGI: 1.49 (CGP: 93rd percentile) -White: *	-Hispanic: CGI: 0.77 (CGP: 78th percentile) -White: *	-Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *	
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 8.50% -English Learners: 0.00% -Socioeconomically Disadvantaged: 10.45% -Students with Disabilities: 0.00% -African American: 6.41% -Hispanic: 9.64% -White: *	2023-24: -All Students: 17.19% -English Learners: * -Socioeconomically Disadvantaged: 15.03% -Students with Disabilities: 3.70% -African American: 15.84% -Hispanic: 16.81% -White: *	2024-25: -All Students: 17.41% -English Learners: * -Socioeconomically Disadvantaged: 15.82% -Students with Disabilities: 7.14% -African American: 13.63% -Hispanic: 20.56% -White: *	2025-26: -All Students: >= 20.00% -English Learners: >= 7.00% -Socioeconomically Disadvantaged: >= 20.00% -Students with Disabilities: >= 7.00% -African American: >= 20.00% -Hispanic: >= 20.00% -White: *	-All Students: +8.91 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: +5.37 percentage points -Students with Disabilities: +7.14 percentage points -African American: +7.22 percentage points -Hispanic: +10.92 percentage points -White: N/A
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 109.5 points below standard -English Learners: 156.8 points below standard -Socioeconomically Disadvantaged: 106.8 points below standard -Students with Disabilities: 175.1 points below standard	2023-24: (2024 Dashboard) -All Students: 92.6 points below standard -English Learners: 104.0 points below standard -Socioeconomically Disadvantaged: 95.5 points below standard	2024-25 (2025 Dashboard): -All Students: 94.2 points below standard -English Learners: 162.9 points below standard -Socioeconomically Disadvantaged: 99.9 points below standard	2025-26: (2026 Dashboard) -All Students: 94.0 points below standard -English Learners: 135.0 points below standard -Socioeconomically Disadvantaged: 91.0 points below standard	-All Students: +15.3 points -English Learners: -6.1 points -Socioeconomically Disadvantaged: +6.9 points -Students with Disabilities: +15.8 points -African American: +18.7 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-African American: 120.7 points below standard -Hispanic: 104.2 points below standard -White: *	-Students with Disabilities: 149.9 points below standard -African American: 94.2 points below standard -Hispanic: 93.6 points below standard -White: *	-Students with Disabilities: 159.3 points below standard -African American: 102.0 points below standard -Hispanic: 87.6 points below standard -White: *	-Students with Disabilities: 145.0 points below standard -African American: 102.0 points below standard -Hispanic: 89.0 points below standard -White: *	-Hispanic: +16.6 points -White: N/A
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 55.4% -English Learners: 64.3% -Socioeconomically Disadvantaged: 57.6% -Students with Disabilities: 58.5% -African American: 46.2% -Hispanic: 61.8%	2024-25: (Fall to Spring) -All Students: 56.7% -English Learners: 58.3% -Socioeconomically Disadvantaged: 56.0% -Students with Disabilities: 43.2% -African American: 47.1% -Hispanic: 65.2% -White: *	2025-26 (Fall to Spring): -All Students: 47.6% -English Learners: 54.5% -Socioeconomically Disadvantaged: 47.0% -Students with Disabilities: 38.2% -African American: 44.1% -Hispanic: 50.9% -White: *	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -African American: >= 50% -Hispanic: >= 50% -White: *	-All Students: -7.8 percentage points -English Learners: -9.8 percentage points -Socioeconomically Disadvantaged: -10.6 percentage points -Students with Disabilities: -20.3 percentage points -African American: -2.1 percentage points -Hispanic: -10.9 percentage points -White: N/A
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress	2023-24: (Fall to Spring) -All Students: CGI: 1.22 (CGP: 89th percentile) -English Learners: CGI: 0.00 (CGP: 50th percentile)	2024-25: (Fall to Spring) -All Students: CGI: 2.01 (CGP: 98th percentile)	2025-26 (Fall to Spring): -All Students: CGI: 0.24 (CGP: 60th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >=	-All Students: -0.98 -English Learners: +0.99 -Socioeconomically Disadvantaged: -1.38

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	-Socioeconomically Disadvantaged: CGI: 1.62 (CGP: 95th percentile) -Students with Disabilities: CGI: -0.25 (CGP: 40th percentile) -African American: CGI: -0.24 (CGP: 41st percentile) -Hispanic: CGI: 2.22 (CGP: 99th percentile)	-English Learners: CGI: 1.73 (CGP: 96th percentile) -Socioeconomically Disadvantaged: CGI: 2.25 (CGP: 99th percentile) -Students with Disabilities: CGI: 0.46 (CGP: 68th percentile) -African American: CGI: 0.49 (CGP: 69th percentile) -Hispanic: CGI: 3.36 (CGP: 100th percentile) -White: *	-English Learners: CGI: 0.99 (CGP: 84th percentile) -Socioeconomically Disadvantaged: CGI: 0.24 (CGP: 60th percentile) -Students with Disabilities: CGI: 0.08 (CGP: 53rd percentile) -African American: CGI: -0.09 (CGP: 46th percentile) -Hispanic: CGI: 0.62 (CGP: 73rd percentile) -White: *	50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -African American: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *	-Students with Disabilities: +0.33 -African American: +0.15 -Hispanic: -1.60 -White: N/A
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 68.0%	2023-24: (2024 Dashboard) 38.9%	2024-25 (2025 Dashboard): -All Students: 11.8%	2025-26: (2026 Dashboard) >= 50.0%	-56.2 percentage points
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 24.0%	2023-24: (Internal) 13.3%	2024-25 (Internal): 10.5% 2025-26 (As of 6.10.26): 4.8%	2025-26: (CDE DataQuest) >= 10.0%	-19.2 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 8.08% -English Learners: * -Socioeconomically Disadvantaged: 8.82% -Students with Disabilities: 0.00% -Hispanic: 13.79% -African American: 0.00	2023-24: -All Students: 16.00% -English Learners: * -Socioeconomically Disadvantaged: 18.68% -Students with Disabilities: 0.00% -African American: 2.33% -Hispanic: 21.25% -White: *	2024-25: -All Students: 11.32% -English Learners: * -Socioeconomically Disadvantaged: 8.97% -Students with Disabilities: 0.00% -African American: 16.28% -Hispanic: 8.33% -White: *	2025-26: -All Students: >= 20.00% -English Learners: * -Socioeconomically Disadvantaged: >= 20.00% -Students with Disabilities: >= 8.00% -African American: >= 15.00% -Hispanic: >= 20.00% -White: *	-All Students: +3.24 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: +0.15 percentage points -Students with Disabilities: 0.00 percentage points -African American: +16.28 percentage points -Hispanic: -5.46 percentage points -White: N/A

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of Goal 2 during the 2025–26 school year at MSA-3 was partially successful. MSA-3 continued to provide all students with access to a broad course of study, academic programs, intervention supports, and services for student groups, including English Learners, socioeconomically disadvantaged students, and students with disabilities. Metric 2.1 remained at 100%, confirming that students had sufficient access to programs and services.

However, several implementation challenges impacted the school's progress toward academic excellence. One significant challenge was the completion of classroom observations. Based on the updated completion of 14 formal observations and 5 informal observations, MSA-3 completed 19 of the 70 required observations, resulting in an updated observation completion rate of 27%. This remains below the target of at least 85% and represents an implementation gap in the school's instructional monitoring and feedback system. The limited completion of observations reduced opportunities for timely coaching, feedback, and support connected to standards-aligned instruction.

Student course performance also declined. The percentage of students earning a grade of “C” or better in core subjects and electives decreased to 73%, compared to 76% in the prior year and below the target of at least 80%. This indicates the need for stronger academic monitoring, intervention follow-up, grade checks, and classroom-based supports to ensure students remain on track throughout the semester.

CAASPP outcomes show mixed progress. In ELA, the percentage of students meeting or exceeding standard increased to 37.95%, with socioeconomically disadvantaged students at 37.98% and Hispanic students at 43.52%. However, Students with Disabilities remained below target at 14.28%. ELA Distance from Standard improved for All Students to 31.9 points below standard and for Students with Disabilities to 85.4 points below standard, though English Learners remained significantly below standard at 103.6 points below.

In mathematics, the percentage of students meeting or exceeding standard remained low at 17.41%, below the 20% target for All Students. Students with Disabilities improved to 7.14%, meeting the 2025–26 target of at least 7%, while Hispanic students reached 20.56%, meeting the 20% target. Math Distance from Standard remained an area of concern, with All Students at 94.2 points below standard, English Learners at 162.9 points below standard, and Students with Disabilities at 159.3 points below standard.

English Learner outcomes require significant attention. The percentage of English Learners increasing at least one ELPI performance level or maintaining ELPI Level 4 was 11.8%, well below the target of 50%. The RFEP rate was 4.8% as of June 10, 2026, below the target of at least 10%. These outcomes indicate a need to strengthen designated and integrated ELD instruction, progress monitoring, and reclassification readiness systems.

Science performance showed 11.32% of All Students meeting or exceeding standard, short of the 20% target. African American students exceeded the target at 16.28%, compared to the 15% target. However, socioeconomically disadvantaged students, Hispanic students, and Students with Disabilities remained below target, with Students with Disabilities at 0%.

Overall, Goal 2 was implemented with success in maintaining program access and some academic growth indicators, but implementation was limited by insufficient observation completion, declining course grades, persistent CAASPP proficiency gaps, and low English Learner progress and reclassification outcomes.

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

Goal 2 Action 1
Budgeted: $1,715,577.96
Actual: $1,757,615.85
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

Goal 2 Action 2
Budgeted: $18,357.20
Actual: $34,357.20

Explanation: The actual expenditure exceeded the budgeted amount by more than 10%. This increase was primarily due to additional professional development, instructional support, and/or platform-related costs needed to support high-quality instruction. Given the low observation completion rate and continued academic gaps, additional resources were needed to support instructional improvement, standards alignment, and staff development.

Goal 2 Action 3
Budgeted: $689,448.46
Actual: $714,071.81
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

Goal 2 Action 4
Budgeted: $0
Actual: $0
Explanation: No expenditures were budgeted or recorded for this action; therefore, no material difference is noted.

Goal 2 Action 5
Budgeted: $764,286.53
Actual: $984,452.35
Explanation: The actual expenditure exceeded the budgeted amount by more than 10%. This increase was due to additional costs connected to special education services, paraprofessional support, contracted service needs, and required supports to ensure students with disabilities received services outlined in their IEPs. These additional expenditures were necessary to maintain access to individualized supports and provide services in alignment with student needs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 2 were partially effective in making progress toward the goal of ensuring all students have equitable access to high-quality instruction and academic progress aligned to California content standards.

Action 2.1, broad course of study and standards-based curriculum, was effective in ensuring access. MSA-3 maintained 100% access to all programs and services for students, including unduplicated students and students with disabilities. This demonstrates that the master schedule, course offerings, and academic program access were implemented as planned. However, student grade outcomes show that access alone did not fully translate into academic success, as only 73% of students earned a “C” or better in core subjects and electives.

Action 2.2, professional development for high-quality instruction, was not fully effective. Based on the updated completion of 14 formal observations and 5 informal observations, MSA-3 completed 19 of the 70 required observations, resulting in an updated observation completion rate of 27%. This remains significantly below the target of at least 85%. The limited observation completion reduced the school’s ability to provide consistent instructional feedback, monitor standards implementation, and support teacher growth. The low observation completion rate likely contributed to continued gaps in instructional consistency, academic performance, and subgroup outcomes.

Action 2.3, MTSS academic enrichment, intervention, and student support, was partially effective. MSA-3 maintained academic intervention structures and student support systems; however, course grades and CAASPP proficiency data indicate that additional refinement is needed. Only 73% of students earned a “C” or better, and CAASPP math proficiency remained low at 17.41% for All Students. While some student groups showed progress, including Hispanic students meeting the math proficiency target at 20.56% and Students with Disabilities meeting the math target at 7.14%, overall achievement data indicate a need to better align intervention supports to grade-level standards and CAASPP expectations.

Action 2.4, designated and integrated ELD programs and support for English Learners, was not fully effective based on current outcomes. English Learner progress declined, with only 11.8% of ELs increasing at least one ELPI performance level or maintaining ELPI Level 4, and the RFEP rate was 4.8% as of June 10, 2026, below the target of at least 10%. These results indicate the need for stronger implementation of designated ELD, integrated ELD across content areas, EL progress monitoring, and reclassification readiness supports.

Action 2.5, support for students with disabilities, was partially effective. Students with Disabilities met the math proficiency target at 7.14%; however, outcomes remained low in ELA and Science. Students with Disabilities reached 14.28% proficiency in ELA, below the 20% target, and 0% proficiency in Science, below the 8% target. These results show that while services were provided, the academic impact of supports must be strengthened through improved IEP implementation fidelity, inclusive instructional practices, co-planning, targeted intervention, and progress monitoring.

Overall, Goal 2 actions were effective in maintaining access to programs and services but only partially effective in producing strong academic outcomes. The greatest needs moving forward are improved instructional observation and feedback systems, stronger MTSS implementation, focused ELD support, and more targeted academic supports for Students with Disabilities and English Learners.

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

Based on the 2025–26 outcomes, MSA-3 will continue the Goal 2 metrics to maintain year-over-year comparability while strengthening implementation systems in the areas that did not meet targets.

The school will prioritize completing classroom observations and instructional feedback cycles. Given that only 27% of required observations were completed, MSA-3 will establish a clear observation calendar, assign observation responsibilities to school administrators and instructional leaders, and monitor completion monthly. Walkthroughs and formal observations will be connected to actionable feedback, coaching, and professional development aligned to standards-based instruction.

To address the decline in students earning a “C” or better, MSA-3 will strengthen academic monitoring systems. This will include more frequent grade checks, targeted student support meetings, earlier communication with families, intervention plans for students at risk of failing, and stronger coordination among teachers, counselors, special education staff, and administration.

MTSS and intervention systems will be refined to more directly support grade-level standards and CAASPP readiness. Interventions will include increased use of formative assessment data, targeted small-group instruction, CAASPP-style questions and performance tasks, and progress monitoring for students who are below standard in ELA, math, and science.

English Learner supports will be strengthened due to low ELPI progress and RFEP outcomes. MSA-3 will increase monitoring of EL progress, review reclassification readiness more frequently, support teachers with integrated ELD strategies, and ensure designated ELD instruction is implemented with fidelity. ELAC, family communication, and progress updates will continue to be used to support family awareness and engagement.

Supports for Students with Disabilities will also be strengthened. MSA-3 will focus on IEP goal progress monitoring, inclusive instructional practices, co-planning between general education and special education staff, and targeted academic intervention aligned to students' present levels and grade-level standards. Science achievement for Students with Disabilities will be an area of particular focus due to 0% proficiency.

No major changes are needed to the goal statement itself, as the goal remains aligned to MSA-3's academic priorities. However, implementation of the actions will be strengthened through more consistent monitoring, clearer accountability structures, and targeted support for student groups with the greatest need.

Overall, the coming year will focus on moving from access to measurable academic improvement by strengthening instructional monitoring, intervention alignment, English Learner progress systems, and supports for Students with Disabilities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.	$1,630,392.72	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -Prof Developmnt: Title II; Amount: $8,000.00 -Prof Dev-Other: : Title II; Amount: $10,000.00	$21,686.00	Yes
2.3	MTSS - Academic enrichment,	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision	$455,764.19	Yes

Action #	Title	Description	Total Funds	Contributing
	intervention, and student support	making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, and evidence-based supplemental intervention/enrichment program fees (IXL, MyON, BrainPOP, Flocabulary, and Nearpod) The following expenditures will be funded by federal Title funds: -Educat Software: Title I; Amount: $32,669.55 -Educat Software: Title IV, Pâr? A ESEA (ESSA); Amount: $3,370.80 -TeacherSalaries: Title I; Amount: $64,972.00 -Cert Adminis: Title I; Amount: $9,000.00 -STRS: Title I; Amount: $14,143.93 -OASDI/Medicare: Title I; Amount: $1,073.75 -Health & Welfare Benefits: Title I; Amount: $1,628.31 -Unemployment Insurance: Title I; Amount: $370.26		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our		Yes

Action #	Title	Description	Total Funds	Contributing
		teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend. The following expenditures will be funded by federal Title funds: N/A		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their	$1,042,168.81	No

Action #	Title	Description	Total Funds	Contributing
		eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: -SpEd Ctrct Inst: IDEA SPED; Amount: $300,000.00		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 9%	2024-25: (As of 6/5/25) 7.0%	2025-26 (As of 5/22/26): 22%	2026-27: >= 10%	+13 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 94%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 93%	2026-27: >= 90%	-1 percentage point
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 80%	+1 percentage point
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 44.0%	2023-24 (2024 Dashboard): 47.9%	2024-25 (2025 Dashboard): 78.7% 2025-26 (As of 5/22/26): 74.5%	2025-26: (2026 Dashboard) >= 55.0%	+34.7 percentage points
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 48.0%	2023-24: 56.60%	2024-25: 70.18% 2025-26 (As of 5/22/26): 53.57%	2025-26: >= 55.00%	+22.18 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 12.00%	2023-24: 5.45%	2024-25: 25.00% 2025-26 (As of 5/22/26): 54.29%	2025-26: >= 35.00%	+13.0 percentage points
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 11.4%	2023-24: 0.00%	2024-25: 30.8%	2025-26: >= 55.0%	+19.4 percentage points
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 4.1%	2023-24: 8.5%	2024-25: 0.0%	2025-26: >= 55.0%	-4.1 percentage points
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 16.0%	2023-24: (2024 Dashboard) 37.5%	2024-25 (2025 Dashboard): 89.6% 2025-26 (As of 5/22/26): 74.1%	2025-26: (2026 Dashboard) >= 35.0%	+73.6 percentage points
3.10	Percentage of cohort graduates who have successfully completed	2022-23: (2023 Dashboard) 90.0%	2023-24 (2024 Dashboard): 69.4%	2024-25 (2025 Dashboard): 79.2%	2025-26: (2026 Dashboard) >= 90.0%	-10.8 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 53.7%		
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.0%	2023-24 (2024 Dashboard): 0.0%	2024-25 (2025 Dashboard): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (2026 Dashboard) >= 10.0%	0 percentage points
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.0%	2023-24 (2024 Dashboard): 0.0%	2024-25 (2025 Dashboard): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (2026 Dashboard) >= 10.0%	0 percentage points
3.13	Percentage of cohort graduates who have earned a Seal of	2022-23 (CDE DataQuest): 4.3%	2024-25 (CDE DataQuest): 4.4%	2024-25 (CDE DataQuest): 3.3%	2025-26: (CDE DataQuest) >= 20.0%	-1.0 percentage point

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy (Source: CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 7.4%		
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 38.3%	2024-25 (CDE DataQuest): 26.7%	2024-25 (CDE DataQuest): 27.9% 2025-26 (As of 5/22/26): 14.8%	2025-26: (CDE DataQuest) >= 30.0%	-10.4 percentage points
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 27.3%	2024-25: (As of 5/23/25) 30.5%	2025-26 (As of 5/22/26): 40.7%	2026-27: >= 50.0%	+13.4 percentage points
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 68%	2024-25: (As of 5/23/25) 96%	2025-26 (As of 5/22/26): 44.1%	2026-27: >= 90%	-23.9 percentage points
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 55%	2024-25: (As of 5/23/25) 59%	2025-26 (As of 5/22/26): 66%	2026-27: >= 60%	+11.0 percentage points
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 77.3%	Class of 2022: 78.0%	Class of 2023: 68.1%	Class of 2024: >= 60%	-9.2 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of Goal 3 during the 2025–26 school year at MSA-3 was generally successful, with several key indicators demonstrating strong access to innovative, well-rounded, and college/career preparatory learning opportunities. MSA-3 continued to provide students with access to STEAM learning, blended learning, college readiness supports, dual enrollment opportunities, and advanced coursework aligned to the school's Innovation pillar.

Several planned actions were implemented effectively. The percentage of students enrolled in an Accelerated and/or Advanced Math course or Advanced Math club increased significantly to 22%, exceeding the 2026–27 target of at least 10%. This reflects meaningful growth in student access to advanced math opportunities. Additionally, 93% of students in the graduating class completed a Computer/Technology course and/or experienced blended learning, exceeding the target of at least 90%. STEAM participation remained a strength, with 100% of students creating or demonstrating a STEAM-focused project, experiment, model, or demo, exceeding the target of at least 80%.

College and career readiness indicators also showed several areas of success. The percentage of students earning "Prepared" on the College Career Indicator was 74.5%, exceeding the target of at least 55%. EAP Math preparedness increased to 54.29%, exceeding the target of at least 35%, and the percentage of seniors completing at least two semesters of college coursework with a grade of C- or better was 74.1%, exceeding the target of at least 35%. The percentage of high school completers accepted to a 4-year college was 66%, exceeding the target of at least 60%.

However, some challenges remained. EAP ELA preparedness was 53.57%, slightly below the target of at least 55%. A-G completion was 53.7%, below the target of at least 90%, indicating a need for stronger course completion tracking, intervention, and academic planning. CTE pathway completion remained at 0%, which did not meet the target of at least 10%, and no students completed both A-G and CTE pathway requirements. The percentage of students earning the Seal of Biliteracy was 7.4%, below the target of 20%, and the Golden State Seal Merit Diploma rate was 14.8%, below the target of 30%. The percentage of cohort graduates earning an Advanced or Honors MPS Diploma increased to 40.7%, which reflects progress but remains below the 50% target. The percentage of high school completers accepted to a 4-year or 2-year college was 44.1%, below the target of 90%, though the 4-year acceptance rate exceeded target, suggesting that documentation and reporting of 2-year college acceptance may need additional follow-up.

Overall, Goal 3 implementation was effective in expanding access to advanced math, STEAM projects, blended learning, dual enrollment, CCI preparedness, and 4-year college acceptance. Continued improvement is needed in A-G completion, CTE pathway development, Seal of Biliteracy, Golden State Seal Merit Diploma attainment, AP exam outcomes, and college acceptance documentation.

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

Goal 3 Action 1
Budgeted: $258,688.25

Actual: $266,097.73
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

Goal 3 Action 2
Budgeted: $0.00
Actual: $0.00
Explanation: No expenditures were budgeted or recorded for this action; therefore, no material difference is noted.

Goal 3 Action 3
Budgeted: $114,261.57
Actual: $116,966.86
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

Goal 3 Action 4
Budgeted: $177,720.35
Actual: $133,729.04
Explanation: The actual expenditure was more than 10% below the budgeted amount. This variance may be attributed to lower-than-anticipated costs related to physical education, activity, fitness equipment, or related staffing and program expenses. While the action continued to support student access to physical education and wellness-related programming, some planned expenditures were not fully utilized.

Goal 3 Action 5
Budgeted: $468,955.23
Actual: $382,297.36
Explanation: The actual expenditure was more than 10% below the budgeted amount. This variance may be attributed to lower-than-anticipated costs for additional programs and activities supporting well-rounded education, including elective programming, clubs, field trips, enrichment activities, or contracted services. Some planned programming may have been implemented at a lower cost or deferred, contributing to the lower actual expenditure.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 3 were effective in several areas and partially effective in others. Overall, MSA-3 made strong progress in providing students with access to innovative, well-rounded, college-preparatory, and STEAM-focused learning experiences.

Action 3.1, College/Career Readiness Programs and Activities, was partially effective. MSA-3 exceeded the CCI Prepared target, with 74.5% of students earning Prepared status compared to the target of at least 55%. Dual enrollment and college coursework outcomes were also strong, with 74.1% of seniors completing at least two semesters of college coursework with a C- or better, exceeding the target of 35%. The 4-year college acceptance rate was 66%, exceeding the target of 60%. However, A-G completion was 53.7%, below the 90% target, and overall 2-year or 4-year college acceptance was 44.1%, below the 90% target. These results indicate that college readiness supports were

effective in several areas, but additional systems are needed for A-G monitoring, documentation of college acceptances, and targeted support for students at risk of not meeting college readiness indicators.

Action 3.2, STEM and GATE Programs, was effective. The percentage of students enrolled in Accelerated and/or Advanced Math or Advanced Math club increased to 22%, exceeding the target of at least 10%. Additionally, 100% of students created or demonstrated a STEAM-focused project, experiment, model, or demo, exceeding the target of at least 80%. These outcomes show strong implementation of STEAM access and advanced math opportunities.

Action 3.3, Digital Literacy and Citizenship Programs, was effective. The percentage of students in the graduating class who completed a Computer/Technology course and/or experienced blended learning was 93%, exceeding the target of at least 90%. This indicates that students continued to have meaningful access to technology-based learning experiences that support digital literacy and 21st century skill development.

Action 3.4, Physical Education, Activity, and Fitness, supported the school's broader goal of providing a well-rounded education. While this action is not directly measured by a single Goal 3 metric in the same way as STEAM or college readiness, it contributed to student wellness, access to physical education, and the development of lifelong healthy habits. The lower-than-budgeted actual expenditure indicates that implementation may have occurred at a reduced cost or with fewer purchased supports than planned.

Action 3.5, Additional Programs and Activities that Support Well-Rounded Education, was partially effective. MSA-3 provided students with access to enrichment, electives, and well-rounded learning opportunities, and several outcomes improved, including the Advanced or Honors MPS Diploma rate, which rose to 40.7%. However, CTE pathway completion remained at 0%, and 0% of students completed both A-G and CTE pathway requirements, indicating that CTE pathway development remains an area for significant improvement. Seal of Biliteracy and Golden State Seal Merit Diploma outcomes also remained below target, showing the need for earlier tracking and more intentional student support.

Overall, Goal 3 actions were effective in expanding STEAM, advanced math, blended learning, dual enrollment, and CCI preparedness. They were less effective in ensuring A-G completion, CTE pathway completion, AP success tracking, Seal of Biliteracy attainment, Golden State Seal Merit Diploma attainment, and overall college acceptance documentation.

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

Based on the 2025–26 outcomes, MSA-3 will continue the Goal 3 metrics to maintain year-over-year comparability, while strengthening implementation in areas that did not meet targets.

MSA-3 will continue to expand and sustain advanced math opportunities, as the school exceeded the target with 22% of students enrolled in Accelerated and/or Advanced Math or Advanced Math club. The school will continue identifying students who are ready for advanced math pathways and will provide additional support to ensure access is equitable across student groups.

STEAM project implementation will continue as a schoolwide strength, with 100% of students participating in a STEAM-focused project, experiment, model, or demo. MSA-3 will sustain this practice through continued integration of project-based learning, science and engineering design practices, technology integration, and student demonstrations of learning.

Digital literacy and blended learning will also continue, as 93% of graduates completed a Computer/Technology course and/or experienced blended learning. The school will continue supporting responsible technology use, digital citizenship, and technology-based learning experiences.

College and career readiness systems will be strengthened. Although CCI Prepared and dual enrollment outcomes exceeded targets, A-G completion was below target. MSA-3 will implement more frequent transcript audits, earlier identification of students at risk of not completing A-G requirements, stronger communication with students and families, and targeted credit recovery options. College acceptance documentation will also be strengthened to ensure all 2-year and 4-year acceptances are accurately collected and entered into Naviance or the appropriate tracking system.

CTE pathway development will be a priority for the coming year. Because CTE pathway completion and combined A-G/CTE completion remained at 0%, MSA-3 will review available CTE options, identify feasible pathway opportunities aligned to student interest and staffing capacity, and strengthen CALPADS and course sequence tracking.

MSA-3 will also strengthen systems for recognizing student achievement. The school will begin earlier tracking for Seal of Biliteracy, Golden State Seal Merit Diploma, and Advanced or Honors MPS Diploma eligibility. Counselors and academic leaders will monitor student progress toward these recognitions beginning earlier in high school and provide targeted communication to students and families about requirements.

AP outcomes will continue to be monitored once current-year College Board data becomes available. To strengthen AP success, MSA-3 will review AP course access, exam preparation supports, student readiness, and teacher support structures.

Overall, the coming year will focus on sustaining strong implementation in STEAM, advanced math, digital learning, dual enrollment, and CCI preparedness, while strengthening A-G completion systems, CTE pathway development, AP readiness, student recognition tracking, and college acceptance documentation.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely	$269,305.18	Yes

Action #	Title	Description	Total Funds	Contributing
		high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: -Instructional Materials & Sups.: Title IV Part A; Amount: $3,180		
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking,	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A		
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A	$115,166.17	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A	$140,692.11	Yes
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics,	$299,116.37	Yes

Action #	Title	Description	Total Funds	Contributing
		advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7	2024-25: (As of 6/5/25) 10	2025-26 (As of 5/15/26): 8	2026-27: >= 8	+1
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 2	2024-25: (As of 6/5/25) 4	2025-26 (As of 5/15/26): 4	2026-27: >= 4	+2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 22	2024-25: (As of 6/5/25) 30	2025-26 (As of 5/15/26): 92	2026-27: >= 10	+70
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 13.6%	2024-25: (As of 6/5/25) 2.3%	2025-26 (As of 6/10/26): 15.4%	2026-27: >= 15.0%	+1.8 percentage points
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 91.95%	2024-25 P-2 ADA: 91.83%	2025-26 P-2 ADA: 92.82%	2026-27: (P-2 ADA) >= 92.00%	+0.87 percentage points
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 33.9%	2023-24: (2024 Dashboard) 25.3%	2024-25 (2025 Dashboard): 29.3% 2025-26 (As of 5/22/26): 27.1%	2025-26: (2026 Dashboard) <= 20.0%	-4.6 percentage points
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 2.5%	2024-25: (As of 6/5/25) 0.0%	2025-26 (As of 6/10/26): 1.6%	2026-27: <= 2.0%	-0.9 percentage points
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 2.0%	2023-24: (CDE DataQuest) 4.4%	2024-25 (CDE DataQuest): 0.0% 2025-26 (As of 6/10/26): 0.0%	2025-26: (CDE DataQuest) <= 2.0%	-2.0 percentage points
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 94.0%	2023-24: (2024 Dashboard) 93.9%	2024-25 (2025 Dashboard): 100.0%	2025-26: (2026 Dashboard) >= 95.0%	+6.0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2025-26 (As of 5/22/26): 98.2%		
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 6.8%	2023-24: (2024 Dashboard) 2.2%	2024-25 (2025 Dashboard): 1.8% 2025-26 (As of 5/22/26): 3.9%	2025-26: (2026 Dashboard) <= 2.5%	-5.0 percentage points
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00%	2024-25 (CDE DataQuest): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (CDE DataQuest) <= 0.50%	0 percentage points
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 98.4% -Families: 70.5% -Staff: 100.0%	2024-25: -Students: 96.8% -Families: 40.5% -Staff: 60.5%	2025-26: -Students: 86.4% -Families: 59.7% -Staff: 83.8%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	-Students: -12.0 percentage points -Families: -10.8 percentage points -Staff: -16.2 percentage points
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline,	2023-24: -Students: 63.0% -Families: 96.0% -Staff: 74.0%	2024-25: -Students: 62% -Families: 97% -Staff: 49%	2025-26: -Students: 64% -Families: 86% -Staff: 61%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	-Students: +1 percentage point -Families: -10 percentage points -Staff: -13 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 70% -Families: 94% -Staff: 73%	2024-25: -Students: 66% -Families: 98% -Staff: 36%	2025-26: -Students: 56% -Families: 69% -Staff: 53%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	-Students: -14 percentage points -Families: -25 percentage points -Staff: -20 percentage points
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 85.3%	2024-25: (Spring 2024 to Fall 2024) 84%	2025-26 (Spring 2025 to Fall 2025): 85%	2026-27: (Spring 2026 to Fall 2026) >= 85%	-0.3 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of Goal 4 during the 2025–26 school year at MSA-3 was partially successful, with strong progress in family engagement opportunities, advisory committee meetings, home visits, student attendance, graduation, dropout prevention, expulsion prevention, and student retention. MSA-3 continued to prioritize Connection by providing students, families, staff, and educational partners with opportunities to engage with the school community in a safe and nurturing environment.

Several planned actions were implemented effectively. MSA-3 held 8 Parent Advisory Committee meetings, meeting the 2026–27 target of at least 8 meetings. The school also held 4 English Learner Advisory Committee meetings, meeting the target of at least 4 meetings. Parent engagement activities increased significantly to 92 events, far exceeding the target of at least 10 events. This reflects a strong effort to

provide families with multiple opportunities to participate in school activities, receive information, and remain connected to the school community.

MSA-3 also showed improvement in personalized family outreach. The percentage of students receiving home visits increased to 15.4%, meeting the target of at least 15.0%. This represents a meaningful improvement from the prior year and demonstrates stronger implementation of home visits as a strategy to build relationships with families, strengthen communication, and support student outcomes.

Attendance and completion outcomes also showed areas of strength. The P-2 ADA rate was 92.82%, exceeding the target of at least 92.00%. The middle school dropout rate was 1.6%, meeting the target of 2.0% or lower. The high school dropout rate was 0.0%, also meeting the target of 2.0% or lower. The graduation rate remained strong at 98.2%, exceeding the target of at least 95.0%. The expulsion rate remained at 0.0%, meeting the target of 0.50% or lower. Student retention was 85%, meeting the target of at least 85%.

However, some implementation challenges remained. Chronic absenteeism was 27.1%, which reflects improvement from the prior year but remains above the target of 20.0% or lower. The suspension rate increased to 3.9%, exceeding the target of 2.5% or lower, indicating a need to strengthen restorative practices, classroom management supports, early intervention systems, and MTSS/PBIS implementation.

School experience survey results also show areas requiring additional attention. Student survey participation was 86.4%, family participation was 59.7%, and staff participation was 83.8%, all below the 2026–27 targets. Average approval rates were 64% for students, 86% for families, and 61% for staff. Student approval was close to the 65% target, but family and staff approval remained below target. Overall satisfaction rates were 56% for students, 69% for families, and 53% for staff, all below target. These results indicate a need to strengthen student, family, and staff connection, communication, trust, and sense of belonging.

Overall, Goal 4 implementation was successful in expanding family engagement opportunities, increasing home visits, and maintaining strong ADA, graduation, dropout, expulsion, and student retention outcomes. Continued improvement is needed in chronic absenteeism, suspension reduction, survey participation, and student/family/staff satisfaction.

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

Goal 4 Action 1
Budgeted: $275.00
Actual: $275.00
Explanation: Expenditures for this action matched the budgeted amount exactly; therefore, no material difference is noted.

Goal 4 Action 2
Budgeted: $149,316.04
Actual: $146,361.48
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

Goal 4 Action 3

Budgeted: $581,292.43
Actual: $592,343.69
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

Goal 4 Action 4
Budgeted: $1,696.00
Actual: $1,696.00
Explanation: Expenditures for this action matched the budgeted amount exactly; therefore, no material difference is noted.

Goal 4 Action 5
Budgeted: $349,480.64
Actual: $322,835.12
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 4 were effective in several areas and partially effective in others. Overall, MSA-3 made meaningful progress in family engagement, home visits, attendance, graduation, dropout prevention, expulsion prevention, and student retention. However, the actions were less effective in reducing chronic absenteeism, lowering suspension rates, increasing survey participation, and improving overall satisfaction.

Action 4.1, Seeking Family Input for Decision-Making, was effective. MSA-3 held 8 PAC meetings and 4 ELAC meetings, meeting both annual targets. These meetings provided families, including families of English Learners, low-income students, and students with disabilities, opportunities to provide input and participate in school decision-making.

Action 4.2, Building Relationships and Partnerships with Families for Student Outcomes, was effective. Parent engagement activities increased to 92 events, far exceeding the target of at least 10. This demonstrates a strong schoolwide effort to connect with families through events, meetings, and outreach opportunities. The home visit rate was 15.4%, meeting the 15.0% target. This indicates that MSA-3 strengthened personalized family outreach and improved implementation of home visits as a strategy to support family-school partnerships.

Action 4.3, MTSS, PBIS, and SEL Support, was partially effective. The school maintained a strong ADA rate of 92.82%, a graduation rate of 98.2%, a middle school dropout rate of 1.6%, a high school dropout rate of 0.0%, and an expulsion rate of 0.0%. These outcomes demonstrate that student support systems contributed to school persistence and completion. However, chronic absenteeism remained high at 27.1%, above the target of 20.0% or lower, and the suspension rate increased to 3.9%, above the target of 2.5% or lower. These outcomes indicate that MTSS/PBIS systems need further refinement, particularly in prevention, restorative practices, early attendance intervention, and behavior support.

Action 4.4, Annual Educational Partner Surveys, was partially effective. The school successfully administered surveys to students, families, and staff and collected important feedback. Survey participation improved for families and staff compared to the prior year, with family participation increasing to 59.7% and staff participation increasing to 83.8%. However, student participation decreased to 86.4%, and all participation rates remained below the 2026–27 targets. Average approval and overall satisfaction rates also remained below target, especially for staff and families. These results show that surveys were implemented but that additional action is needed to respond to feedback and improve educational partner experience.

Action 4.5, Community Outreach and Partnerships, was effective in supporting parent engagement and student retention. The school maintained an 85% student retention rate, meeting the target, and offered a high number of family engagement events. However, survey satisfaction and staff approval outcomes indicate that the school should continue strengthening communication, partnership structures, and follow-through on feedback from educational partners.

Overall, Goal 4 actions were effective in maintaining strong engagement structures, increasing home visits, and supporting attendance, graduation, dropout prevention, expulsion prevention, and student retention. They were partially effective in improving chronic absenteeism, suspension reduction, survey participation, and overall satisfaction among students, families, and staff.

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

Based on the 2025–26 outcomes, MSA-3 will continue the Goal 4 metrics to maintain year-over-year comparability, while strengthening implementation in areas that did not meet targets.

MSA-3 will continue to maintain strong PAC and ELAC implementation, as both targets were met. The school will also continue offering multiple family engagement events, while ensuring that events are aligned to family needs, student academic progress, school climate, and meaningful two-way communication.

MSA-3 will also sustain its improved home visit implementation. Because the home visit rate increased to 15.4% and met the 15.0% target, the school will continue using home visits as a strategy to strengthen personalized family outreach, build trust, and support students. To maintain this progress, MSA-3 will continue tracking home visits more consistently and will encourage staff to complete and document visits throughout the year rather than waiting until the end of the school year.

To reduce chronic absenteeism, MSA-3 will strengthen attendance intervention systems. This will include earlier identification of students with attendance concerns, more frequent family outreach, attendance team meetings, student support plans, and coordination with community resources when barriers to attendance are identified. Although ADA exceeded the target, chronic absenteeism remains above target and will require focused support.

To address the increased suspension rate, MSA-3 will strengthen MTSS, PBIS, and restorative practices. This will include clearer behavior expectations, consistent classroom management supports, restorative responses when appropriate, student reflection and re-entry practices, and data review to identify patterns by grade level, subgroup, location, and incident type. The school will also continue to monitor expulsion prevention and alternatives to exclusionary discipline.

To improve survey participation, MSA-3 will use a more structured survey administration plan for students, families, and staff. This may include designated completion windows, reminders, family communication, staff meeting time, and student advisory or homeroom time for survey completion. The school will also communicate how survey feedback is reviewed and used so educational partners understand the value of participating.

To improve student, family, and staff approval and satisfaction, MSA-3 will review survey results by stakeholder group and identify specific areas of need related to academic support, discipline fairness, safety, sense of belonging, communication, and staff morale. Staff connectedness and satisfaction will be a priority area, as staff approval and overall satisfaction remain below target. The school will identify opportunities to improve communication, shared decision-making, recognition, workload clarity, and staff culture.

Overall, the coming year will focus on sustaining effective family engagement, home visit implementation, and completion outcomes while strengthening chronic absenteeism interventions, restorative behavior supports, survey participation, and student, family, and staff satisfaction.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to	$275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A		
4.2	Building relationships and partnerships with families for student outcomes	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and	$141,527.67	Yes

Action #	Title	Description	Total Funds	Contributing
		accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds. -TeacherSalaries: Title I; Amount: $11,500.00 -STRS: Title I; Amount: $2,196.50 -OASDI/Medicare: Title I; Amount: $166,75 -Unemployment Insurance: Title I; Amount: $57.50		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School	$476,679.97	Yes

Powered by BoardOnTrack

Action #	Title	Description	Total Funds	Contributing
		will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Ins Mats & Sups: Title I; Amount: $4,129.76		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds:	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		5800 Professional Services: 3010 Title I: $1,696		
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	$313,568.35	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$696,138	$31,768

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.446%	0.000%	$0.00	15.446%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials,	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers	Goal 2: For all students, but particularly for the EL and LTEL student groups: • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students.	have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP	Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3.	years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• College-Going Rate (Source: CDE DataQuest)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. **Scope:** LEA-wide	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning.	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. **Scope:**	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy,	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:** LEA-wide	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math,	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning;

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. **Scope:** LEA-wide	Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision	Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout	teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			"Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental,	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased	• High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:** It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP,	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school	Goal 4: • School experience survey "participation rates" by students, families, and staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	(Source: Local Indicator Priority 6, Panorama Education) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of seniors who have

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

Similar to the current academic year, MSA-3 will utilize the concentration grant add-on funds ($31,768) in the following manner:

MSA-3 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,506,938	696,138	15.446%	0.000%	15.446%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,796,699.97	$1,390,787.33	$0.00	$467,422.66	$6,654,909.96	$4,049,231.96	$2,605,678.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$29,999.00	$29,999.00				$29,999.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$128,061.99	$268,595.85	$315,694.30	$80,000.00		$963.54	$396,657.84	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$25,599.00	$542,584.20	$568,183.20				$568,183.20	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$15,628.00	$15,628.00				$15,628.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$0.00	$738,099.38	$738,099.38				$738,099.38	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$1,345,272.72	$285,120.00	$1,524,864.14	$105,528.58			$1,630,392.72	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$21,686.00	$3,686.00			$18,000.00	$21,686.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$403,611.84	$52,152.35	$168,749.50	$159,786.08		$127,228.61	$455,764.19	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing								
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$725,904.81	$316,264.00	$222,244.95	$519,923.86		$300,000.00	$1,042,168.81	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$266,125.18	$3,180.00	$198,940.81	$67,184.37		$3,180.00	$269,305.18	
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$115,166.17	$0.00	$92,261.62	$22,904.55			$115,166.17	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$89,366.11	$51,326.00	$140,692.11				$140,692.11	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$96,636.37	$202,480.00	$140,136.37	$158,980.00			$299,116.37	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$275.00	$275.00				$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$125,369.21	$16,158.46	$127,606.92			$13,920.75	$141,527.67	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$454,550.21	$22,129.76	$343,424.68	$129,125.53		$4,129.76	$476,679.97	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00				$0.00	$0.00	
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$273,568.35	$40,000.00	$166,213.99	$147,354.36			$313,568.35	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,506,938	696,138	15.446%	0.000%	15.446%	$1,397,615.00	0.000%	31.010 %	**Total:**	$1,397,615.00
								LEA-wide Total:	$1,397,615.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$15,628.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,686.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$168,749.50	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools		
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$198,940.81	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$92,261.62	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$140,692.11	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,136.37	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$127,606.92	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$343,424.68	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$166,213.99	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,205,678.33	$7,423,898.36

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$29,999.00	$39,999.00
1	**1.2**	Instructional materials and technology	No	$388,822.42	$407,335.91
1	**1.3**	Clean and safe facilities that support learning	No	$581,488.25	$635,983.56
1	**1.4**	Healthy and nutritious meals	Yes	$10,508.00	$15,628.00
1	**1.5**	Well-orchestrated Home Office support services	No	$905,505.00	$871,852.40
2	**2.1**	Broad course of study and standards based curriculum	No	$1,715,577.96	$1,757,615.85
2	**2.2**	Professional development for high-quality instruction	Yes	$18,357.20	$34,357.20
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$689,448.46	$714,071.81
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes		
2	**2.5**	Support for students with disabilities	No	$764,286.53	$984,452.35
3	**3.1**	College/Career readiness programs and activities	Yes	$258,688.25	$266,097.73

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$0.00	
3	3.3	Digital literacy and citizenship programs	Yes	$114,261.57	$116,966.86
3	3.4	Physical education, activity, and fitness	Yes	$177,720.35	$133,729.04
3	3.5	Additional programs and activities that support well-rounded education	Yes	$468,955.23	$382,297.36
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$149,316.04	$146,361.48
4	4.3	MTSS - PBIS and SEL support	Yes	$581,292.43	$592,343.69
4	4.4	Annual educational partner surveys	Yes	$1,696.00	$1,696.00
4	4.5	Community outreach and partnerships	Yes	$349,480.64	$322,835.12

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
913,073	$1,908,800.14	$2,724,963.29	($816,163.15)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$10,508.00	$15,628.00		
2	2.2	Professional development for high-quality instruction	Yes	$6,357.20	$34,357.20		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$434,223.49	$714,071.81		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes				
3	3.1	College/Career readiness programs and activities	Yes	$229,272.09	$266,097.73		
3	3.2	STEM and GATE programs	Yes	$0.00			
3	3.3	Digital literacy and citizenship programs	Yes	$91,537.94	$116,966.86		
3	3.4	Physical education, activity, and fitness	Yes	$171,667.85	$133,729.04		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$239,558.43	$382,297.36		
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$133,169.29	$146,361.48		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$440,176.88	$592,343.69		
4	4.4	Annual educational partner surveys	Yes				
4	4.5	Community outreach and partnerships	Yes	$152,053.97	$322,835.12		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,092,663	913,073	0.000%	17.929%	$2,724,963.29	0.000%	53.508%	$0.00	0.000%

Powered by BoardOnTrack

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

Powered by BoardOnTrack

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

Powered by BoardOnTrack

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

Powered by BoardOnTrack

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

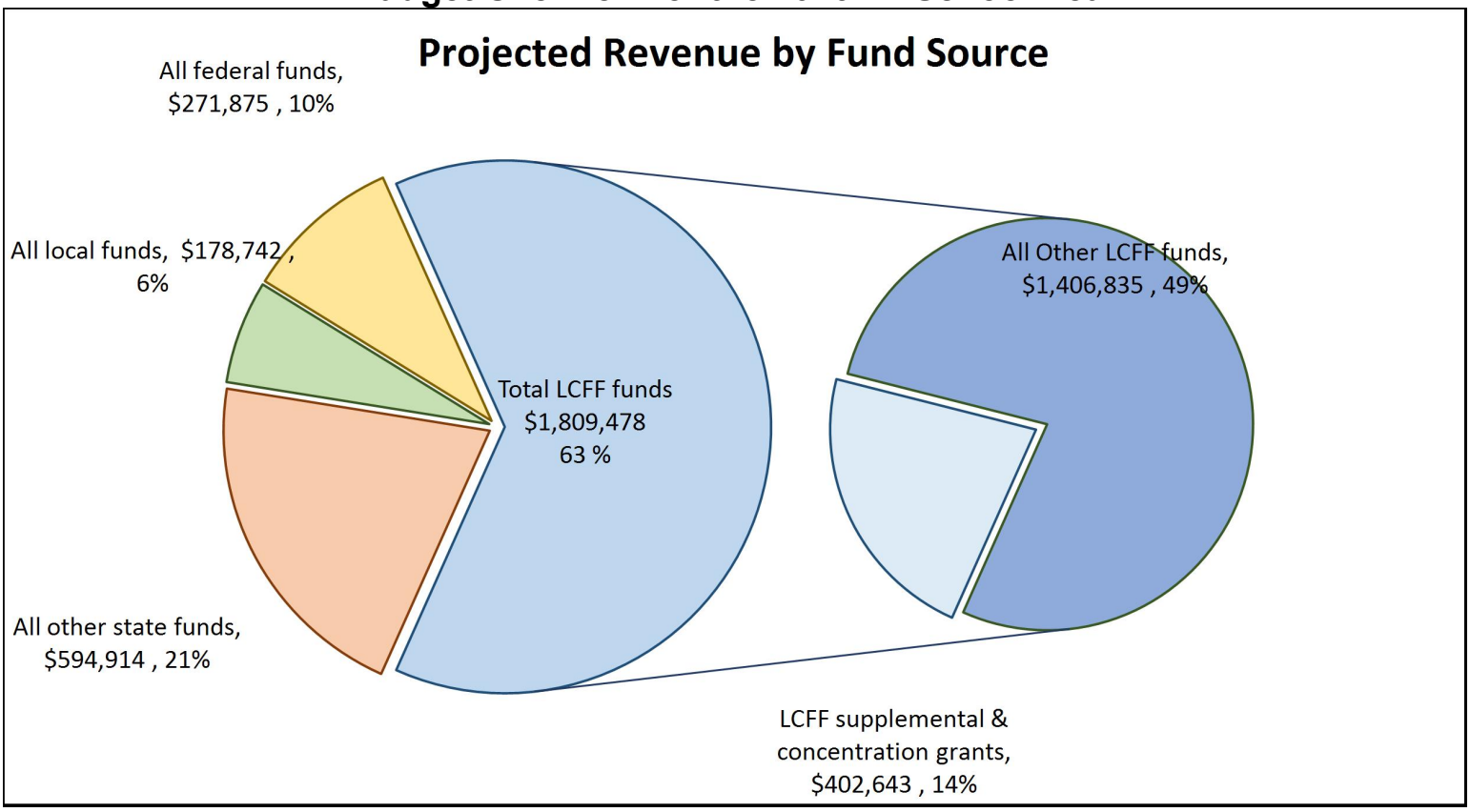
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-4
CDS Code: 19-64733-0117622
School Year: 2026-27
LEA contact information:
Jacob Theis
Principal
jtheis@magnoliapublicschools.org
(310) 473-2464

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

Budget Overview for the 2026-27 School Year

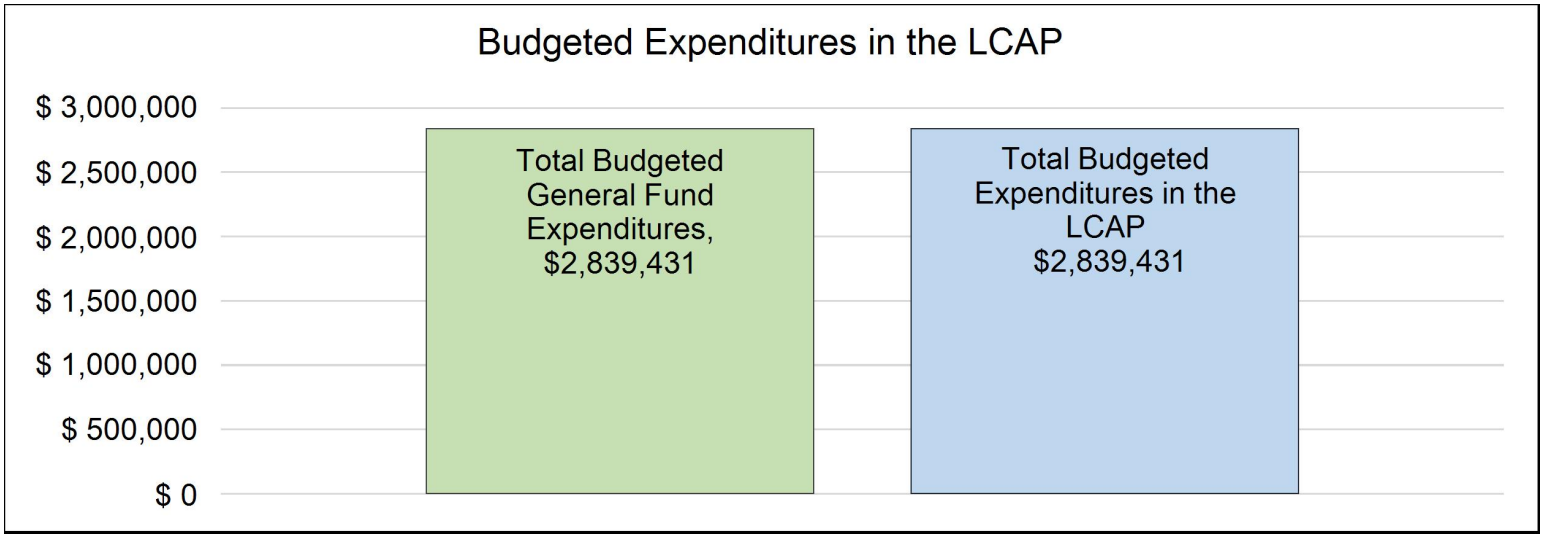


This chart shows the total general purpose revenue Magnolia Science Academy-4 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-4 is $2,855,009, of which $1,809,478 is Local Control Funding Formula (LCFF), $594,914 is other state funds, $178,742 is local funds, and $271,875 is federal funds. Of the $1,809,478 in LCFF Funds, $402,643 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy-4 plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-4 plans to spend $2,839,431 for the 2026-27 school year. Of that amount, $2,839,431 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

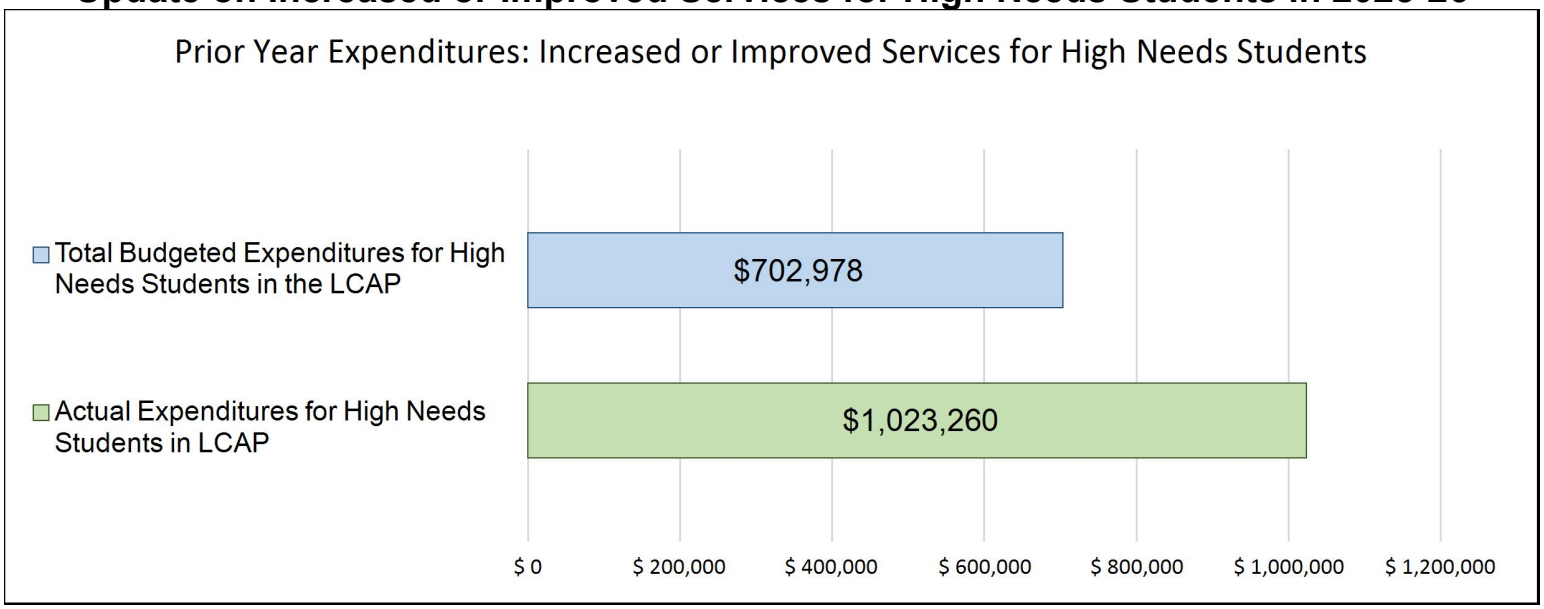
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Magnolia Science Academy-4 is projecting it will receive $402,643 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy-4 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-4 plans to spend $512,968 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy-4's LCAP budgeted $702,978 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-4 actually spent $1,023,260 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Magnolia Science Academy 4 (MSA-4) is a STEAM-focused state-authorized charter school in Los Angeles, CA, serving students in grades 6-12. MPS opened Magnolia Science Academy 4 (MSA-4) in the fall of 2008. MSA-4 operates as a site based school that is designed to meet the needs of the students within the boundaries of Los Angeles Unified School District (LAUSD), the school has achieved an increasing trend of academic success and demonstrated organizational and financial stability. The Board of MPS consistently strives to ensure that MSA-4 offers a successful educational model with fidelity.

Magnolia Public Schools (MPS) formerly known as the Magnolia Educational & Research Foundation, is a non-profit organization established in 1997. The founders, a group of active community members and educators in Southern California, aspired to improve educational opportunities in underserved communities. The vision of the Foundation was to inspire students to pursue career paths in science, mathematics, and technology.

In 1998, MPS began organizing volunteer tutors for middle and high schools in math, science, and technology through their partnerships with local universities in Southern California. In 1999, it organized and implemented a joint program with the Culver City Unified School District to provide tutoring for students throughout the city and later expanded the program to include the San Fernando Valley. These programs resulted in a collaborative effort with school districts to develop partnerships to support educational initiatives. In the fall of 2002, MPS established its first charter school, Magnolia Science Academy -1 Reseda (MSA 1) in the San Fernando Valley. Since then, MPS has established or acquired eleven successful charter schools throughout California that provide innovative and high-quality STEAM education, predominately serving low-income neighborhoods.

MSA-4 strives to provide its students with a rigorous, Common Core Standards-based educational program within a culture that embraces diversity and innovation. Classroom instruction at MSA-4 is supplemented by tutoring, peer mentoring, after-school programs, and school-to-university connections. MSA-4 has created a supportive and caring environment with small classes with strong student, parent, and teacher communication, improving students' knowledge and skills in core subjects. This approach aims at increasing students' objective and critical thinking skills and their chances of success in higher education settings and beyond. The school provides students with a comprehensive educational program that cultivates multiple opportunities for students to develop into successful contributing members of society, fulfilling the intent of the California Charter Schools Act.

Our Mission
Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college-preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

Our Goals
Our objective through 2027 is to increase students' opportunities and potential for success. It is directly tied to MSA-4's academic and professional development with teachers and strives to empower our students with choice and voice.

By 2027 Magnolia Science Academy-4's graduates will be productive, innovative, and responsible individuals who pursue their passions and educational opportunities and are poised to be change agents within their communities.

In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-4 has established a culture of gathering input from parents, students, teachers, staff, and community members through multiple channels, including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all educational partners are invited to be involved in the school review and improvement process, including the development of our annual LCAP. Informational and input sessions include Parent Task Force (PTF) meetings, Parent Advisory Committee (PAC) meetings, English Language Advisory Committee (ELAC), Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, Admin Team meetings, Staff Meetings, Department Meetings, Grade Level Meetings, and Home Visits. In addition, the school conducts surveys for parents, students, and teachers. Therefore, the LCAP is received by our community as a comprehensive planning tool.

Magnolia Science Academy-4 went through a thorough analysis of the data at hand (SBAC scores, MAP Scores, and teacher feedback based on class data) in an effort to target the areas of need to support growth. The Admin team, staff, and Parent Advisory Committee (PAC) all participate in developing the school-wide areas of the target for this school year. The team devised three goals, and under each goal, all eight state priorities were identified. The three overarching goals are (1) All students will pursue academic excellence and be college/career ready, (2) All students will become independent, innovative scholars, and (3) All students, families, staff, and other educational partners will feel a sense of community and connectedness.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

During the 2025–2026 school year, Magnolia Science Academy 4 demonstrated significant progress in academic achievement, instructional systems, and school culture. The school's most notable accomplishment was being recognized as a 2026 California Distinguished School, a first in the school's history and a reflection of sustained academic growth and organizational improvement.

Academically, MSA 4 continued an upward trajectory in student achievement. CAASPP ELA proficiency increased from 47.45% in 2024 to 56.92% in 2025, representing a gain of nearly 10 percentage points. This growth reflects the effectiveness of the school's literacy initiatives, intervention systems, and instructional coaching efforts.

The school also strengthened instructional coherence through a comprehensive coaching model that included formal observations, goal-setting conferences, biweekly teacher support meetings, PLC collaboration, and curriculum alignment efforts. The implementation of intervention periods, study hour supports, and additional math coursework provided students with increased access to targeted academic assistance.

Student growth data remained a strength. During the previous reporting cycle, students exceeded expected growth rates on MAP assessments, with Reading CGI reaching 1.62 and Math CGI reaching 1.73. These outcomes suggest that instructional systems implemented during 2025–2026 continued to build upon a strong foundation of accelerated student growth.

School culture and climate also improved through the expansion of restorative practices, PBIS initiatives, advisory programming, community circles, and student recognition systems such as Eagle Olympics. These efforts increased student engagement, strengthened relationships, and reinforced schoolwide behavioral expectations.

Family engagement remained a priority through attendance campaigns, regular communication, parent outreach efforts, and community-building events. Despite enrollment challenges affecting many schools across California, MSA 4 maintained a small-school environment with strong family satisfaction and personalized support structures.
While MSA 4 experienced significant successes during 2025–2026, several challenges remained. Chronic absenteeism continued to be an area of concern, with attendance rates remaining below the school's 95% goal. This challenge disproportionately affected English Learners, Students with Disabilities, and other historically underserved student groups.

Mathematics achievement, although improving through intervention efforts and expanded course offerings, remained below desired performance levels. Historical CAASPP data indicate that math proficiency has not yet reached the levels achieved in English Language Arts, suggesting a continued need for intensive Tier I instruction, intervention supports, and data-driven instructional planning.

The school also faced the challenge of sustaining instructional consistency across classrooms. Internal monitoring data previously identified variability in assignment clarity and implementation fidelity, highlighting the need for ongoing coaching, walkthroughs, and accountability systems to ensure a consistently rigorous instructional experience for all students.

Additionally, MSA 4 continued to serve a student population with significant academic and social-emotional needs while operating within the constraints of a small-school model. Supporting English Learners, Students with Disabilities, attendance improvement efforts, and restorative discipline implementation required substantial staff capacity and resource allocation.

Overall, the 2025–2026 school year can be characterized as a year of strong academic progress, recognition, and systems development. The California Distinguished School designation, significant ELA gains, positive student growth outcomes, and strengthened culture initiatives demonstrate meaningful success, while attendance, mathematics achievement, and instructional consistency remain important priorities for future improvement.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	At MSA-4, engaging parents in school decision-making, particularly the LCAP process, remains a top priority. To ensure diverse representation, our Parent Advisory Committee (PAC) includes parents of students with disabilities, English Learners, and socioeconomically disadvantaged students. Throughout the school year, MSA-4 held five PAC meetings where families engaged in data review, goal-setting conversations, and the evaluation of schoolwide programs. These meetings served as critical forums for parent voice and ensured that community needs directly shaped our goals and budgetary decisions. In addition to PAC, parents participated in our English Learner Advisory Committee (ELAC), where they contributed feedback specific to the needs of our English Learner population. ELAC input helped shape our designated ELD course offerings and informed family engagement strategies outlined in Goal 3 of our LCAP. To expand accessibility and build capacity, meetings and communications were offered in English and Spanish. Beyond advisory committees, MSA-4 strengthened its family engagement this year through targeted workshops and schoolwide events. Parents had the opportunity to join monthly workshops from the Los Angeles Department of Mental Health to bolster their understanding of trauma, stress, and other psychological stimuli to better understand the implications they may have on school life,

Educational Partner(s)	Process for Engagement
	parent life, and learning. Parents also had several opportunities to join workshops from Mentors for Change, a community organization that educated families on the college-going process for their high school students. MSA 4 held over 20 parent and community facing events, meetings, and workshops in an effort to create a consistency in opportunities for family to have voice and understanding on schoolwide operations that inform the LCAP.
Students	Student involvement was central to our LCAP development process this year. Students participated as representatives in PAC meetings, providing insight on school climate, academic supports, and the effectiveness of instructional practices from their perspective. This direct involvement ensured that student voices—particularly those of English Learners and students from underserved groups—were integrated into goal setting and progress monitoring. In addition to in-person engagement, MSA-4 gathered feedback from students through KELVIN, a platform used to conduct surveys addressing both academic experience and social-emotional learning (SEL) needs. These surveys were administered multiple times throughout the year, allowing the leadership team to identify areas where students felt disconnected, unsupported, or in need of additional resources. Results were reviewed in LCAP planning sessions and used to refine programs such as advisory curriculum, peer mentoring, and mental health services.
Teachers	Teachers were active contributors to the LCAP process through their involvement in weekly staff meetings, professional development sessions, and instructional leadership team gatherings. These settings provided space for reflection on student data, analysis of instructional practices, and collaborative planning to enhance academic outcomes. Teachers regularly reviewed Dashboard and MAP Growth data, disaggregated by subgroup, and offered recommendations on how to best support struggling learners. As mentioned with regard to the parents and students, Teacher input during PAC meetings was critical in shaping the decisions and actions that the school was working on throughout the year. Each PAC meeting was attended by at least 1 MSA 4 teacher, who would

Educational Partner(s)	Process for Engagement
	provide input on adopted partnerships, expenditures, plans, and data review. Teacher voice was especially important in shaping strategies around inclusive instruction, intervention systems, and English Learner supports. Many teachers also participated in ELAC meetings, sharing classroom-based insights that informed ELD implementation and the development of culturally responsive practices.
School administrators	The school's administrative team played a pivotal role in coordinating all educational partner engagement and guiding the LCAP development process. Administrators led PAC and ELAC meetings, facilitated teacher collaboration, and supported the design and execution of educational partner surveys and focus groups. LCAP planning was a standing item during weekly administrative meetings, allowing the leadership team to monitor implementation, assess progress toward metrics, and plan for continuous improvement.
Other school personnel	Classified staff and other school personnel were included in the engagement process through department meetings and collaborative planning sessions. These team members—ranging from office staff to instructional aides and support personnel—provided vital insight into operational and instructional systems. Their perspectives on safety, student supervision, midday routines, and intervention logistics informed improvements to our campus culture and Tier 2 academic supports.
SELPA	MSA-4 continued to engage in meaningful collaboration with the El Dorado Charter SELPA to ensure that the academic and social-emotional needs of students with disabilities were embedded in our LCAP. SELPA representatives worked closely with our Education Specialist and school leaders to review compliance data, program delivery, and instructional supports. Their input was shared during administrative meetings and staff development days, where they offered expertise on improving inclusive practices and differentiated instruction. This collaboration resulted in targeted LCAP actions related to professional development in Universal Design for Learning (UDL), paraprofessional staffing, and enhanced monitoring of IEP goals.

Educational Partner(s)	Process for Engagement
LACOE CA-ISP	MSA-4 has had an ongoing partnership with the Los Angeles County of Education's support team for the California Integrated Supports program. In the 25-26 school year, a series of 3 professional development days centered around MSA 4's positive behavior intervention supports (PBIS) in which the school site evaluated data as a team to determine the effectiveness of our PBIS systems and to create action steps that would improve it. Partnering with LACOE in the development of these systems has a direct influence on the development of the site's LCAP, which calls for action around safe, supported school environments.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was significantly influenced by feedback gathered from a broad range of educational partners, including parents, students, teachers, classified staff, administrators, and community organizations. Parent engagement was facilitated through five Parent Advisory Committee (PAC) meetings and ongoing participation in the English Learner Advisory Committee (ELAC), where families reviewed student achievement data, evaluated school programs, and provided input on priorities for improvement. Feedback from parents, including families of English Learners, students with disabilities, and socioeconomically disadvantaged students, directly informed LCAP goals and actions related to academic support, family engagement, and student wellness. Input from ELAC specifically helped shape designated English Language Development (ELD) offerings and family outreach strategies. Additionally, feedback gathered through more than 20 parent workshops, meetings, and community events reinforced the importance of strengthening communication, mental health awareness, and college readiness supports for students and families.

Student voice played a critical role in shaping the adopted LCAP. Students participated in PAC meetings and provided direct feedback regarding school climate, academic interventions, instructional practices, and social-emotional supports. The school also utilized the KELVIN survey platform multiple times throughout the year to gather student perspectives on their academic experiences and social-emotional well-being. Survey results highlighted areas where students desired stronger connections, additional academic assistance, and enhanced mental health resources. As a result, the school refined several actions within the LCAP, including improvements to advisory programming, peer mentoring opportunities, and mental health services. Student feedback also reinforced the need for continued investments in creating safe, supportive, and inclusive learning environments for all students.

Teacher, classified staff, administrator, and community partner feedback further influenced the development of the LCAP. Teachers contributed through staff meetings, instructional leadership discussions, PAC participation, and ELAC collaboration, providing recommendations regarding intervention systems, inclusive instructional practices, and English Learner supports. Classified staff offered valuable insight into campus operations, student supervision, safety procedures, and intervention logistics, helping shape actions related to school climate and Tier 2 supports. School leaders regularly reviewed implementation data and educational partner feedback to guide continuous improvement efforts. Collaboration with the El Dorado Charter SELPA informed actions related to Universal Design for Learning (UDL), paraprofessional staffing, and monitoring of IEP goals, while partnership with the Los Angeles County Office of Education through the

California Integrated Supports initiative helped refine Positive Behavioral Interventions and Supports (PBIS) systems. Collectively, this feedback ensured that the adopted LCAP reflects the priorities, needs, and experiences of the school community and supports improved outcomes for all student groups.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 93.8%	2022-23: 79.6%	2023-24: 68.2%	2024-25: > 85%	-25.6 percentage points
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25):	2025-26 (As of 5/22/26):	2026-27: 0%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0	2025-26 (As of 5/22/26): 0	2026-27: 0	0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 33%	2024-25: (Fall 2023 to Fall 2024) 70%	2025-26 (Fall 2024 to Fall 2025): 63%	2026-27: (Fall 2025 to Fall 2026) >= 80%	+30 percentage points
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 97.0%	2024-25: (As of 5/31/25) 95.1%	2025-26 (As of 5/15/26): 95.7%	2026-27: >= 95.0%	-1.3 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–26 academic year, Magnolia Science Academy-4 (MSA-4) made progress toward the successful implementation of Goal 1, ensuring that all students and staff had access to the fundamental components of a high-quality learning and working environment. The school remains committed to providing fully credentialed teachers, standards-aligned instructional materials, and safe, well-maintained facilities in alignment with State Priority 1 (Basic Conditions of Learning), while also addressing related priorities around student achievement, engagement, and parental involvement.

Furthermore, MSA-4 continued to work closely with the Magnolia Public Schools (MPS) Home Office to ensure compliance and consistency in operational supports. The MPS Home Office provided ongoing assistance in areas such as human resources, IT, facilities, academics, and accountability, allowing school leaders to monitor key indicators and respond effectively to emerging needs. The collaboration supported the Charter School in maintaining compliance with relevant state regulations while pursuing excellence in day-to-day service delivery.

MSA 4 emphasized instructional coherence and accountability during the 25-26 school year by using the new MPS teacher rubric with fidelity. Improvements in teacher retention in subsequent years also suggest that the school is developing greater organizational stability, which may positively impact instructional consistency moving forward. The data indicates a continued need for strengthened instructional coaching, calibration of assignment expectations across classrooms, more frequent walkthroughs and feedback cycles, and ongoing professional development focused on standards-aligned instruction and effective assignment design. Staff attendance also rose which reflects teacher's growing ownership of their classroom communities.

Instructional materials access remained a key strength at MSA-4. As of May 2026, 0% of students were without their own copies of standards-aligned instructional materials for both classroom and home use. This result met our target and reflected strong inventory systems and timely ordering practices by the school's operations team, ensuring equitable access to resources across all grade levels.

In summary, the actions under Goal 1 were implemented as planned, with no substantive deviations, and they yielded positive outcomes across most metrics. These basic services continue to serve as the essential foundation for high academic performance, positive student engagement, and staff satisfaction. As we move into the next year, we will continue to strengthen staffing systems, invest in instructional quality, and ensure our facilities remain conducive to both teaching and learning.

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

Goal 1 Action 1
Budgeted: $12,500.00
Actual: $18,350.00
Explanation. The funds were used as planned to support school safety systems and facility compliance measures, including site inspections, emergency supplies, and wellness resources to ensure a high-quality learning environment.

Goal 1 Action 2
Budgeted: $94,757.13
Actual: $99,322.13
Explanation: The increase in actual expenditures is due to additional facility-related costs incurred under Prop 39. These expenses were not fully anticipated at the time of budgeting but were necessary to fulfill the requirements and final obligations tied to the Prop 39 funding during the 2025–26 school year.

Goal 1 Action 3
Budgeted: $388,280.00
Actual: $490,307.50
Explanation: This action, which supports the cost of providing fully credentialed teachers, experienced a material increase in expenditures due to hiring and salary adjustments required to attract and retain qualified staff. In a competitive labor market, MSA-4 needed to secure credentialed math teachers. Additionally, the school invested in supplemental coaching and onboarding support for new staff, which increased personnel-related costs beyond the initial projection.

Goal 1 Action 4
Budgeted: $3,800.00
Actual: $5,000.00
Explanation: This variance was due to increased investment in the ELD curiculum-two levels were purchased this year.

Goal 1 Action 5
Budgeted: $217,004.00
Actual: $232,084.10
Explanation: The variance in this action is due to changes in staff retention that occurred at the beginning of the year. While the budget had accounted for full staffing for classified support and wellness services, a few positions experienced brief vacancies before being filled (both math positions)

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions implemented under Goal 1 have been largely effective in supporting Magnolia Science Academy-4's commitment to providing a high-quality, safe, and well-resourced learning environment. The school made meaningful progress toward meeting key metrics, with improvements in teacher retention, sustained access to standards-aligned instructional materials, and consistently well-maintained facilities.

Action 1, which supports compliance and school safety systems, was fully implemented and achieved its intended impact. Regular inspections and the alignment of facilities procedures with compliance requirements helped ensure that the campus remained safe, clean, and conducive to learning. No instances were reported where the facilities fell below the "good repair" standard for the second consecutive year, indicating the continued success of this action.

Action 2 showed mixed but generally positive effectiveness. Although expenditures exceeded the original budget due to unanticipated Prop 39-related costs, the school was able to maintain high standards for campus operations and meet reporting obligations. The flexibility to address these facility needs helped prevent disruptions to learning and supported a healthy physical environment, which aligns directly with the goal's intent.

Action 3, which focused on staffing fully credentialed teachers, was highly impactful. The teacher retention rate decreased from 70% to 63%, as we onboarded 2 new positions that are in the process of clearing their credential. However, the overall percentage of teachers with a "clear" assignment outcome is continuing to progress as several returning teachers have been able to clear their credential while working at MSA 4 and at least two others are in process of doing the same.

Action 4, which provided for the acquisition of standards-aligned instructional materials, was fully implemented and effective. With 0% of students lacking access to instructional materials at school or at home, this action successfully ensured that all learners were equipped with the necessary tools for academic success.

Action 5, aimed at staffing support roles and improving wellness and operational systems, also yielded positive results, although slightly under budget. Even with brief staffing vacancies, the school maintained core services and redirected duties as needed to ensure student support was not interrupted. The action contributed to a strong teacher attendance rate of 95.7% and indicates that the staff support infrastructure remains stable and effective.

In conclusion, the specific actions under Goal 1 have been largely effective in advancing MSA-4's commitment to maintaining high-quality basic services. Improvements in staffing, consistent availability of learning materials, and facility upkeep have contributed to a solid foundation for student learning. Continued attention to credentialing, recruitment, and facility funding will be necessary to sustain and build upon these gains in future years.

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

As part of its annual cycle of evaluation and continuous improvement, Magnolia Science Academy-4 reviewed the implementation and effectiveness of Goal 1 during the 2025–26 school year to assess progress and identify opportunities to strengthen the delivery of high-quality basic services. This review considered staffing, instructional materials, facilities, and operational systems during a year marked by significant organizational transition due to the planned closure of the school at the conclusion of the academic year.

The school successfully maintained full student access to standards-aligned instructional materials and continued to provide a safe and functional learning environment throughout the year. As a result, the core goal and associated metrics related to instructional materials and facilities remain unchanged. However, the school strengthened internal monitoring processes through more frequent site inspections, inventory reviews, and compliance checks to ensure that resources remained available and facility needs were addressed promptly during the closure transition process.

A key area of focus during the 2025–26 school year was staffing stability and instructional continuity. While teacher retention improved compared to previous years, the school continued to experience challenges related to teacher credentialing and assignment monitoring. To address these challenges, additional support was provided to teachers holding intern or preliminary credentials through coaching, mentoring, professional development opportunities, and ongoing monitoring of credential progress. These efforts helped maintain instructional quality while supporting teachers in meeting credentialing requirements.

Staff wellness and engagement remained a priority throughout the year. School leadership regularly sought staff feedback regarding professional learning, school operations, and workplace supports in an effort to maintain morale and promote a positive working environment during a period of significant change. These efforts contributed to maintaining stability and continuity for students and families during the school's final year.

Overall, the review of Goal 1 implementation during the 2025–26 school year indicates that MSA-4 successfully maintained access to qualified staff, instructional materials, and safe facilities despite the challenges associated with school closure. The refinements made during the year strengthened monitoring systems, supported staff effectiveness, and ensured that students continued to receive high-quality educational services through the conclusion of the school's operation.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	$17,350.00	No
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based	$92,722.13	No

Action #	Title	Description	Total Funds	Contributing
		resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and copier fees. The following expenditures will be funded by federal Title funds: N/A		
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with educational partners and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.),	$458,807.50	No

Action #	Title	Description	Total Funds	Contributing
		insurance costs (workers compensation, CharterSAFE, etc.) , yearbook, and transportation expenses. The following expenditures will be funded by federal Title funds: N/A		
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	$5,000.00	Yes
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.	$162,476.78	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: 100%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 98%	2024-25: (As of 5/29/25) 97%	2025-26 (As of 6/10/26): 76%	2026-27: >= 85%	-22 percentage points
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 74%	2024-25: (First semester) 77%	2025-26 (First semester): 64%	2026-27: (First semester) >= 80%	-10 percentage points
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 44.44% -English Learners: * -Socioeconomically Disadvantaged: 44.44% -Students with Disabilities: * -Asian: * -Hispanic: 43.75% -White: *	2023-24: -All Students: 47.45% -English Learners: 9.09% -Socioeconomically Disadvantaged: 46.29%	2024-25: -All Students: 56.92% -English Learners: 16.67% -Socioeconomically Disadvantaged: 57.89%	2025-26: -All Students: >= 47.00% -English Learners: * -Socioeconomically Disadvantaged: >= 47.00% -Students with	-All Students: +12.48 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: +13.45 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Students with Disabilities: 45.45% -Hispanic: 44.68% -White: *	-Students with Disabilities: 47.06% -Hispanic: 54.72% -White: *	Disabilities: * -Hispanic: >= 47.00% -White: *	-Students with Disabilities: N/A -Asian: N/A -Hispanic: +10.97 percentage points -White: N/A
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 15.4 points below standard -English Learners: * -Socioeconomically Disadvantaged: 15.4 points below standard -Students with Disabilities: * -Asian: * -Hispanic: 15.8 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 0.2 points above standard -English Learners: 59.1 points below standard -Socioeconomically Disadvantaged: 1.8 points below standard -Students with Disabilities: 8.6 points below standard -Hispanic: 3.2 points above standard -White: *	2024-25: (2025 Dashboard) -All Students: 13.9 points above standard -English Learners: 31.5 points below standard -Socioeconomically Disadvantaged: 19.5 points above standard -Students with Disabilities: 1.1 points below standard -Hispanic: 7.2 points above standard -White: *	2025-26: (2026 Dashboard) -All Students: 5.0 points below standard -English Learners: * -Socioeconomically Disadvantaged: 5.0 points below standard -Students with Disabilities: * -Hispanic: 5.0 points below standard -White: *	-All Students: +29.3 points -English Learners: N/A -Socioeconomically Disadvantaged: +34.9 points -Students with Disabilities: N/A -Asian: N/A -Hispanic: +23.0 points -White: N/A
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 80.2% -English Learners: 78.9% -Socioeconomically Disadvantaged: 78.8% -Students with Disabilities: * -Hispanic: 79.5%	2024-25: (Fall to Spring) -All Students: 70.5% -English Learners: 75.0% -Socioeconomically Disadvantaged: 71.4%	2025-26: (Fall to Spring) -All Students: 68.7% -English Learners: 71.4% -Socioeconomically Disadvantaged: 64.7%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50%	-All Students: -11.5 percentage points -English Learners: -7.5 percentage points -Socioeconomically Disadvantaged: -14.1 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: *	-Students with Disabilities: 68.0% -Hispanic: 70.5% -White: 80%	-Students with Disabilities: 81.3% -Hispanic: 68.9% -White: 50.0%	-Students with Disabilities: >= 50% -Hispanic: >= 50% -White: *	-Students with Disabilities: N/A -Hispanic: -10.6 percentage points -White: N/A
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 3.89 (CGP: 100th percentile) -English Learners: CGI: 0.00 (CGP: 79th percentile) -Socioeconomically Disadvantaged: CGI: 3.81 (CGP: 100th percentile) -Students with Disabilities: * -Hispanic: CGI: 3.86 (CGP: 100th percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: 1.62 (CGP: 95th percentile) -English Learners: CGI: 2.34 (CGP: 99th percentile) -Socioeconomically Disadvantaged: CGI: 1.60 (CGP: 95th percentile) -Students with Disabilities: CGI: 1.53 (CGP: 94th percentile) -Hispanic: CGI: 1.66 (CGP: 95th percentile) -White: CGI: 1.64 (CGP: 95th percentile)	2025-26: (Fall to Spring) -All Students: CGI: 1.49 (CGP: 93rd percentile) -English Learners: CGI: 3.21 (CGP: 100th percentile) -Socioeconomically Disadvantaged: CGI: 1.17 (CGP: 88th percentile) -Students with Disabilities: CGI: 1.89 (CGP: 97th percentile) -Hispanic: CGI: 1.60 (CGP: 95th percentile) -White: CGI: 0.32 (CGP: 63rd percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *	-All Students: -2.40 -English Learners: +3.21 -Socioeconomically Disadvantaged: -2.64 -Students with Disabilities: N/A -Hispanic: -2.26 -White: N/A
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 11.11% -English Learners: * -Socioeconomically Disadvantaged: 11.11% -Students with Disabilities: * -Asian: * -Hispanic: 31.5%	2023-24: -All Students: 15.25% -English Learners: 0.00% -Socioeconomically Disadvantaged: 14.81%	2024-25: -All Students: 18.46% -English Learners: 25.00% -Socioeconomically Disadvantaged: 19.30%	2025-26: -All Students: >= 20.00% -English Learners: * -Socioeconomically Disadvantaged: >= 20.00%	-All Students: +7.35 percentage points -English Learners: N/A -Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: *	-Students with Disabilities: 18.18% -Hispanic: 17.03% -White: *	-Students with Disabilities: 23.53% -Hispanic: 47.42% -White: 54.54%	-Students with Disabilities: * -Hispanic: >= 33.00% -White: *	+8.19 percentage points -Students with Disabilities: N/A -Asian: N/A -Hispanic: +15.92 percentage points -White: N/A
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 136.1 points below standard -English Learners: * -Socioeconomically Disadvantaged: 136.1 points below standard -Students with Disabilities: * -Asian: * -Hispanic: 138.4 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 93.6 points below standard -English Learners: 129.5 points below standard -Socioeconomically Disadvantaged: 97.9 points below standard -Students with Disabilities: 90.8 points below standard -Hispanic: 90.8 points below standard -White: *	2024-25 (2025 Dashboard): -All Students: 66.2 points below standard -English Learners: 94.3 points below standard -Socioeconomically Disadvantaged: 67.0 points below standard -Students with Disabilities: 6.0 points below standard -Hispanic: 65.0 points below standard -White: *	2025-26: (2026 Dashboard) -All Students: 95.0 points below standard -English Learners: * -Socioeconomically Disadvantaged: 95.0 points below standard -Students with Disabilities: * -Hispanic: 95.0 points below standard -White: *	-All Students: +69.9 points -English Learners: N/A -Socioeconomically Disadvantaged: +69.1 points -Students with Disabilities: N/A -Hispanic: +73.4 points -White: N/A
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to	2023-24: (Fall to Spring) -All Students: 74.7% -English Learners: 73.7% -Socioeconomically Disadvantaged: 73.3%	2024-25: (Fall to Spring) -All Students: 56.8% -English Learners: 46.2% -Socioeconomically	2025-26: (Fall to Spring) -All Students: 68.1% -English Learners: 75.0% -Socioeconomically	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically	-All Students: -6.6 percentage points -English Learners: +1.3 percentage points -Socioeconomically Disadvantaged: -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	spring (Source: NWEA MAP)	-Students with Disabilities: * -Hispanic: 73.8% -White: *	Disadvantaged: 58.7% -Students with Disabilities: 66.7% -Hispanic: 60.5% -White: 33.3%	Disadvantaged: 71.8% -Students with Disabilities: 72.2% -Hispanic: 70.8% -White: 100.0%	Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: *	1.5 percentage points -Students with Disabilities: N/A -Hispanic: -3.0 percentage points -White: N/A
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 4.58 (CGP: 100th percentile) -English Learners: CGI: 0.00 (CGP: 50th percentile) -Socioeconomically Disadvantaged: CGI: 4.07 (CGP: 100th percentile) -Students with Disabilities: * -Hispanic: CGI: 4.66 (CGP: 100th percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: 1.73 (CGP: 96th percentile) -English Learners: CGI: 1.33 (CGP: 91st percentile) -Socioeconomically Disadvantaged: CGI: 1.74 (CGP: 96th percentile) -Students with Disabilities: CGI: 1.72 (CGP: 96th percentile) -Hispanic: CGI: 2.04 (CGP: 98th percentile) -White: CGI: -2.71 (CGP: 0 percentile)	2025-26: (Fall to Spring) -All Students: CGI: 1.31 (CGP: 90th percentile) -English Learners: CGI: 3.63 (CGP: 100th percentile) -Socioeconomically Disadvantaged: CGI: 1.41 (CGP: 92nd percentile) -Students with Disabilities: CGI: 2.21 (CGP: 99th percentile) -Hispanic: CGI: 1.55 (CGP: 94th percentile) -White: CGI: 0.55 (CGP: 71st percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *	-All Students: -3.27 -English Learners: +3.63 -Socioeconomically Disadvantaged: -2.66 -Students with Disabilities: N/A -Hispanic: -3.11 -White: N/A
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4	2022-23: (2023 Dashboard) 61.1%	2023-24: (2024 Dashboard) 63.6%	2024-25 (2025 Dashboard): -All Students: 50.0%	2025-26: (2026 Dashboard) >= 50.0%	-11.1 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(ELP) between prior and current year (Source: CA School Dashboard)					
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 27.8%	2023-24: (Internal) 26.3%	2024-25 (Internal): 22.7% 2025-26 (As of 6.10.26): 4.3%	2025-26: (CDE DataQuest) >= 10.0%	-5.1 percentage points
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 11.11% -English Learners: * -Socioeconomically Disadvantaged: 11.11% -Students with Disabilities: * -Hispanic: 12.5%	2023-24: -All Students: 28.13% -English Learners: 0.00% -Socioeconomically Disadvantaged: 30.00% -Students with Disabilities: 0.00% -Hispanic: 28.57% -White: *	2024-25: -All Students: 21.05% -English Learners: * -Socioeconomically Disadvantaged: 20.00% -Students with Disabilities: * -Hispanic: 19.45% -White: *	2025-26: -All Students: >= 30.00% -English Learners: * -Socioeconomically Disadvantaged: >= 30.00% -Students with Disabilities: * -Hispanic: >= 30.00% -White: *	-All Students: +9.94 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: +8.89 percentage points -Students with Disabilities: N/A -Hispanic: +6.95 percentage points -White: N/A

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

MSA-4 substantially implemented the actions outlined in Goal 2 to ensure all students had access to a high-quality instructional program and opportunities for academic growth. The school successfully maintained 100% access to all programs and services for students, consistent with prior years, ensuring that English Learners, students with disabilities, and other student groups received the supports and interventions described in the LCAP. Planned actions related to standards-aligned instruction, intervention programs, progress monitoring, English Language Development, and data analysis cycles were implemented throughout the year. However, one substantive difference between planned and actual implementation occurred with classroom observations. While administrators continued conducting formal and informal

observations and providing instructional feedback, observation completion declined from 97% in 2024-25 to 76% in 2025-26 due to competing administrative priorities and operational demands, resulting in the school falling short of its target for this metric.

Several metrics highlighted areas requiring continued improvement. The percentage of students earning a grade of "C" or better declined from 77% to 64%, indicating that classroom performance and course completion outcomes did not improve at the same rate as standardized assessment results. Additionally, while English Learner services were implemented as planned, the English Learner Progress Indicator declined from 63.6% to 50.0%, and the reclassification rate decreased from 22.7% to 4.3%. Growth indicators in both reading and mathematics remained exceptionally strong compared to national norms, but Conditional Growth Index scores declined slightly from the prior year, suggesting an opportunity to further strengthen instructional acceleration efforts. Overall, MSA-4 successfully implemented the majority of Goal 2 actions and experienced notable gains in academic achievement and student growth; however, challenges related to observation completion, course performance, and English Learner outcomes will inform future refinements and continuous improvement efforts during the 2026-27 school year.

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

Goal 2 Action 1
Budgeted: $747,640.89
Actual: $839,378.07
Explanation: Budgeted amount was exceeded by ~10% as a result of increased expenditures for substitute personnel.

Goal 2 Action 2
Budgeted: $28,484.00
Actual: $12,631.00
Explanation: The funds were used for instructional software licenses and academic subscriptions that supported standards-based instruction were not as high an expense for site this year.

Goal 2 Action 3
Budgeted: $236,719.80
Actual: $265,540.60
Explanation: The difference in actual versus budgeted spending is minimal, which does not constitute a material variance under LCAP reporting thresholds. Slight underspending was due to efficiencies in instructional supply procurement and reductions in training travel expenses as more sessions were conducted virtually or locally. Since the difference does not exceed 10%, it is not considered material under state reporting criteria.

Goal 2 Action 4
Budgeted: $0.00
Actual: $0.00
Explanation: There were no planned or actual expenditures for this action and no variance occurred.

Goal 2 Action 5
Budgeted: $186,579.06
Actual: $236,231.90
Explanation: The actual expenditures were above the budget amounts due to higher costs for SPED related services and IEP case management.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

During the 2025–26 school year, the actions implemented under Goal 2 were generally effective in supporting student access to rigorous, standards-aligned instruction and maintaining academic progress despite the challenges associated with the school's final year of operation. The actions collectively contributed to sustaining high-quality learning opportunities for all students, including English Learners, socioeconomically disadvantaged students, and students with disabilities, while ensuring continuity of instruction during a period of organizational transition.

Action 1, which supported the core instructional program through staffing, teacher coaching, and classroom observations, played a critical role in maintaining instructional consistency and academic expectations. School leadership conducted regular classroom observations, instructional walkthroughs, and coaching cycles focused on effective instructional practices, differentiation, and student engagement. These efforts helped strengthen instructional quality across grade levels and supported teachers in meeting the diverse academic needs of students.

Action 2, which funded academic enrichment resources and instructional materials, continued to provide students with access to standards-aligned digital programs and supplemental learning tools. Resources such as IXL, benchmark IAB assessments, and literacy supports (Study Sync) were utilized to reinforce classroom instruction and provide targeted practice opportunities. These resources were particularly valuable in supporting intervention efforts and providing students with additional opportunities to engage with grade-level content.

Action 3, which focused on professional learning and instructional development, remained an important component of the school's academic program. Professional development activities emphasized data-driven instruction, differentiation, assessment practices, and strategies to support multilingual learners and students with disabilities. Ongoing coaching and collaborative planning opportunities allowed teachers to refine instructional practices and respond to emerging student needs throughout the year.

Action 4 was not funded during the 2025–26 school year and therefore was not implemented. Existing instructional programs and resources were sufficient to support the school's academic priorities, and the absence of this action did not adversely affect student access to instruction or academic supports.

Action 5, which provided intervention services and supplemental academic support opportunities, continued to serve students requiring additional assistance in meeting grade-level expectations. Study Hour, tutoring opportunities, targeted intervention classes, academic monitoring, and credit recovery supports were utilized to address learning gaps and support student success. While these interventions provided meaningful assistance for many students, achievement data indicate that additional supports will continue to be needed, particularly in mathematics and for historically underperforming student groups.

Overall, the actions associated with Goal 2 were effective in maintaining instructional continuity, supporting student learning, and promoting academic growth during a year of significant transition. Continued strengths included strong instructional monitoring systems, ongoing teacher development, access to standards-aligned instructional resources, and targeted interventions for struggling students. Future efforts should continue to focus on strengthening mathematics achievement, expanding differentiated supports for English Learners and students with disabilities, and utilizing student performance data to refine intervention practices and accelerate learning outcomes.

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

Following a thorough review of academic outcomes, subgroup performance data, implementation evidence, and stakeholder feedback from the 2025–26 school year, Magnolia Science Academy-4 identified several refinements to Goal 2 that will inform future implementation efforts. While the core goal remains unchanged—ensuring equitable access to rigorous, standards-aligned instruction for all students—the school's reflection process highlighted opportunities to strengthen instructional practices, intervention systems, and supports for student groups that continue to experience achievement gaps.

Analysis of student achievement data revealed continued areas of need in mathematics, particularly among English Learners, students with disabilities, and socioeconomically disadvantaged students. Although students benefited from intervention services and supplemental academic supports throughout the year, subgroup performance data indicate that additional targeted supports and differentiated instructional strategies will be necessary to accelerate learning and close persistent achievement gaps. As a result, the school plans to strengthen mathematics intervention structures through increased opportunities for small-group instruction, more intentional progress monitoring, and expanded use of scaffolding strategies within core content areas.

The school will continue utilizing its current academic metrics, including CAASPP performance, IAB data, MAP Growth data, and course completion rates ("Fail List"), as these measures provide a comprehensive picture of both achievement and student growth. However, greater emphasis will be placed on the regular analysis of subgroup growth data to ensure that intervention efforts are effectively supporting students furthest from meeting grade-level standards. Leadership teams and PLCs will continue to review student performance data throughout the year to inform instructional decisions and resource allocation.

Professional development will remain a key component of Goal 2 implementation. Based on feedback from classroom observations and teacher input, future professional learning opportunities will focus on differentiated instruction, academic discourse, vocabulary development, data-driven instruction, and effective strategies for supporting English Learners and students with disabilities. Increased collaboration through coaching cycles, lesson study, and professional learning communities will further support instructional consistency across classrooms.

The school also identified opportunities to strengthen family engagement in academic support programs. While parent communication remained a priority throughout the year, staff recognized the value of providing families with more frequent updates regarding student progress, intervention participation, and academic goals. Increased communication and collaboration with families will help reinforce academic expectations and support student success both at school and at home.

Finally, reflections from the 2025–26 school year reinforced the importance of student ownership of learning. The school will continue to expand opportunities for students to engage in academic goal-setting, progress monitoring, and self-reflection activities that help students understand their performance data and take an active role in their academic growth.

These reflections and planned refinements are intended to strengthen the impact of existing instructional systems while ensuring that students who require additional support receive timely, targeted interventions. By using implementation data and student outcomes to guide decision-making, Magnolia Science Academy-4 remains committed to advancing academic achievement and promoting equitable outcomes for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A	$873,362.42	No
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS,	$11,131.00	Yes

Action #	Title	Description	Total Funds	Contributing
		NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -Prof Developmnt: Title II; Amount: $5,000.00 -Prof Dev-Other: Title II; Amount: $5,131.00		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study	$266,887.48	Yes

Action #	Title	Description	Total Funds	Contributing
		Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Assistant Principal salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, IXL, and myON.) The following expenditures will be funded by federal Title funds: -Educat Software: Title I; Amount: $18.644.00 -TeacherSalaries: Title I; Amount: $43,732.00 -Cert Adminis: Title I; Amount: $5,000.00 -STRS: Title I; Amount: $9,407.81 -OASDI/Medicare: Title I; Amount: $706.61 -Health & Welfare Benefits: Title I; Amount: $2,442.47 -Unemployment Insurance: Title I; Amount: $243.66		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator stipend. The following expenditures will be funded by federal Title funds: N/A		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.	$214,131.86	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: -SpEd Ctrct Inst: IDEA SPED; Amount: $120,000.00		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 13%	2024-25: (As of 6/5/25) 2.0%	2025-26 (As of 5/22/26): 15%	2026-27: >= 10%	+2 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 90%	0 percentage points
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 90%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 80%	+10 percentage points
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 72.0%	2023-24 (2024 Dashboard): 68.8%	2024-25 (2025 Dashboard): 90.6% 2025-26 (As of 5/22/26): 96.2%	2025-26: (2026 Dashboard) >= 55.0%	+18.6 percentage points
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 44.44%	2023-24: 48.39%	2024-25: 62.96% 2025-26 (As of 5/22/26): 65.63%	2025-26: >= 55.00%	+18.52 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 11.11%	2023-24: 16.13%	2024-25: 18.52% 2025-26 (As of 5/22/26): 48.48%	2025-26: >= 35.00%	+7.41 percentage points
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 58.3%	2023-24: 35.7%	2024-25: 57.1%	2025-26: >= 55.0%	-1.2 percentage points
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 16.0%	2023-24: 12.5%	2024-25: 18.8%	2025-26: >= 55.0%	+2.8 percentage points
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 36.0%	2023-24: (2024 Dashboard) 50.0%	2024-25 (2025 Dashboard): 86.2% 2025-26 (As of 5/22/26): 84.6%	2025-26: (2026 Dashboard) >= 35.0%	+50.2 percentage points
3.10	Percentage of cohort graduates who have successfully completed	2022-23 (2023 Dashboard): 96.0%	2023-24 (2024 Dashboard): 93.8%	2024-25 (2025 Dashboard): 100.0%	2025-26: (2026 Dashboard) >= 90.0%	+4.0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 96.2%		
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.0%	2023-24 (2024 Dashboard): 0.0%	2024-25 (2025 Dashboard): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (2026 Dashboard) >= 10.0%	0 percentage points
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.0%	2023-24 (2024 Dashboard): 0.00%	2024-25 (2025 Dashboard): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (2026 Dashboard) >= 10.0%	0 percentage points
3.13	Percentage of cohort graduates who have earned a Seal of	2022-23 (CDE DataQuest): 0.0%	2023-24 (CDE DataQuest): 13.3%	2024-25 (CDE DataQuest): 15.6%	2025-26: (CDE DataQuest) >= 20.0%	+15.6 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy (Source: CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 19.2%		
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 47.8%	2023-24 (CDE DataQuest): 46.7%	2024-25 (CDE DataQuest): 21.9% 2025-26 (As of 5/22/26): 36.4%	2025-26: (CDE DataQuest) >= 30.0%	-25.9 percentage points
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 46.7%	2024-25: (As of 5/23/25) 48.4%	2025-26 (As of 5/22/26): 46.2%	2026-27: >= 50.0%	-0.5 percentage points
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 100%	2024-25: (As of 5/23/25) 97.0%	2025-26 (As of 5/22/26): 96%	2026-27: >= 90%	-4.0 percentage points
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 100%	2024-25: (As of 5/23/25) 68.0%	2025-26 (As of 5/22/26): 64%	2026-27: >= 60%	-36.0 percentage points
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 52.2%	Class of 2022: 73.1%	Class of 2023: 70.8%	Class of 2024: >= 60%	+18.6 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Based on the 2025–26 (Year 3) data, Goal 3 demonstrated strong implementation success in preparing students for college and career readiness while expanding access to advanced coursework and STEAM learning opportunities. Several indicators substantially exceeded their targets and showed notable improvement over prior years.

The strongest area of performance was the College and Career Indicator (CCI), which increased to 96.2% of students earning Prepared status, representing a significant improvement from 90.6% the previous year and far exceeding the goal of 55%. This indicates that nearly all graduates met one or more rigorous college and career readiness measures.

The school also demonstrated substantial growth in college preparedness as measured by the Early Assessment Program (EAP). Grade 11 students meeting or exceeding standards on CAASPP-ELA increased to 65.63%, while CAASPP-Mathematics college readiness increased dramatically to 48.48%, nearly tripling from 18.52% the previous year. These gains suggest that instructional supports and academic programming effectively prepared students for postsecondary expectations.

STEAM implementation remained a clear strength. One hundred percent of students participated in a STEAM-focused project, experiment, model, or demonstration, maintaining the strong performance established in the prior year. Additionally, 100% of graduating students completed a Computer Science, Technology, or blended learning experience, demonstrating sustained access to technology-rich learning opportunities.

College access outcomes remained exceptionally strong. Ninety-six percent of graduates were accepted to a two- or four-year college, while 64% were accepted to a four-year institution, both exceeding established targets. The percentage of graduates completing UC/CSU A-G requirements remained high at 96.2%, demonstrating continued success in maintaining rigorous graduation pathways.

Additional successes included growth in recognition programs. The percentage of graduates earning the Seal of Biliteracy increased to 19.2%, nearly meeting the 20% target, while the percentage earning a Golden State Seal Merit Diploma increased to 36.4%, exceeding the goal of 30%.

Several indicators suggest opportunities for continued growth. Participation in Advanced Math courses or clubs increased to 15%, exceeding the target, but overall participation remains relatively low, indicating that more students could benefit from access to advanced mathematics opportunities earlier in their academic career

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

Goal 3 Action 1
Budgeted: $129,008.78

Actual: $148,795.08
Explanation: There was no material difference between budgeted and actual expenditures for this action. The minor variance was due to routine adjustments in technology procurement and service contract renewals. All planned innovation-related instructional supports and digital tools were implemented as intended.

Goal 3 Action 2
Budgeted: $0.00
Actual: $0.00
Explanation: No expenditures were planned or incurred for this action in 2024–25. As such, no variance or adjustment was necessary.

Goal 3 Action 3
Budgeted: $0.00
Actual: $0.00
Explanation: This action was not activated during the reporting year, and no funds were allocated or expended. No change or variance occurred.

Goal 3 Action 4
Budgeted: $18,980.00
Actual: $30,085.00
Explanation: During the 2025–26 school year, over 30% of students at MSA-4 were identified with IEPs or 504 Plans. To meet service requirements, an additional case manager and substitutes were hired. These costs were not initially budgeted, resulting in a variance. The staffing adjustments ensured all students had equitable access to the school's innovation-focused academic programs.

Goal 3 Action 5
Budgeted: $293,943.04
Actual: $216,274.28
Explanation: The variance between budgeted and actual expenditures is due to lower-than-anticipated costs associated with programs and services under this action. While all planned supports were implemented, actual spending was less than projected, due to adjusted service levels, participation rates, or staffing configurations during the year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 3 during the 2025–26 school year were largely effective in increasing college and career readiness, expanding access to rigorous coursework, and providing students with meaningful STEAM learning experiences. The evidence suggests that the academic supports, and enrichment opportunities contributed positively to student outcomes across multiple indicators.

Actions focused on college readiness and academic rigor were particularly effective. The percentage of students earning a "Prepared" status on the College and Career Indicator (CCI) increased to 96.2%, substantially exceeding the established target and demonstrating that students were successfully completing rigorous academic pathways. Similarly, college preparedness as measured by the Early Assessment Program (EAP) improved in both English Language Arts and Mathematics, with Grade 11 proficiency increasing to 65.63% in ELA and

48.48% in Mathematics. These outcomes indicate that instructional supports, advanced coursework opportunities, and college readiness initiatives successfully prepared students for postsecondary expectations.

STEAM-related actions were also highly effective. One hundred percent of students participated in a STEAM-focused project, experiment, model, or demonstration, and all graduating students completed a technology or blended-learning experience as part of their educational program. These results demonstrate successful implementation of opportunities that promote problem solving, critical thinking, and application of real-world skills.

Actions supporting college access and postsecondary planning produced strong outcomes as well. Ninety-six percent of graduates were accepted to a two- or four-year college, while 64% were accepted to a four-year institution. In addition, 96.2% of graduates completed UC/CSU A-G requirements, reflecting the effectiveness of academic counseling, course planning, and student support systems.

While the overall effectiveness of Goal 3 actions was strong, several areas indicate opportunities for improvement. Participation in Advanced Mathematics coursework increased to 15%, exceeding the target; however, the overall percentage of students participating in advanced mathematics opportunities remains relatively low. Additionally, the percentage of students completing Career Technical Education (CTE) pathways remained at 0%, indicating that actions designed to expand career pathway opportunities were not effective in producing measurable outcomes. The percentage of students completing both A-G and CTE pathways also remained at 0%, highlighting a continued need to strengthen career readiness programming.

Overall, the actions associated with Goal 3 have been effective in advancing college readiness, increasing access to rigorous coursework, and promoting STEAM learning opportunities. The strongest outcomes were observed in college preparedness, college acceptance, and College and Career Indicator performance. Future efforts should focus on expanding CTE opportunities and increasing participation in advanced academic pathways to ensure students are prepared for both college and career options after graduation.

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

Based on a review of outcomes and implementation data from the 2025–26 school year, several refinements will be incorporated into Goal 3 to strengthen college and career readiness opportunities for all students. While the overall goal remains unchanged, the school has identified specific areas where additional focus and resources are needed to build upon current successes and address areas of limited growth.

One area of emphasis will be expanding access to advanced academic opportunities. Although participation in Advanced Mathematics courses and clubs increased to 15%, the school recognizes the need to increase participation among a broader group of students. Efforts will focus on identifying students earlier, providing academic supports to ensure readiness for advanced coursework, and increasing awareness of available opportunities.

The school will also prioritize the expansion of Career Technical Education (CTE) opportunities. While college readiness indicators, A-G completion rates, and college acceptance rates remained strong, no students completed an approved CTE pathway during the 2025–26 school year. As a result, the school will explore opportunities to strengthen career pathway programming, increase student awareness of

available options, and provide greater access to career-connected learning experiences that complement existing college-preparatory programs.

Finally, the school will maintain its commitment to providing inclusive access to STEAM, technology, and college-preparatory experiences for all students, including English Learners, students with disabilities, and other student groups requiring additional support. Through continued collaboration among general education teachers, specialized staff, counselors, and intervention personnel, the school will work to ensure that all students can fully participate in innovative learning experiences and rigorous academic pathways.

These refinements are informed by student outcome data and stakeholder feedback and are intended to strengthen the implementation of Goal 3 while preserving its core purpose: preparing all students for success in college, career, and civic life through rigorous, innovative, and equitable educational opportunities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.	$163,160.84	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: -Certified Pupil Support Salaries: Title IV, Part A ESEA (ESSA); Amount: $11,088.00 -PERS: Title IV, Part A ESEA (ESSA); Amount: $2,972.69		
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A	$0.00	Yes
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A		
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.	$17,105.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A		
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A	$246,509.62	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 8	2024-25: (As of 6/5/25) 8	2025-26 (As of 5/15/26): 5	2026-27: >= 8	-3
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 8	2024-25: (As of 6/5/25) 4	2025-26 (As of 5/15/26): 4	2026-27: >= 4	-4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 22	2024-25: (As of 6/5/25) 30	2025-26 (As of 5/15/26): 33	2026-27: >= 10	+11
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 29.3%	2024-25: (As of 6/5/25) 8.9%	2025-26 (As of 6/9/26): 9.4%	2026-27: >= 15.0%	-19.9 percentage points
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 89.60%	2024-25 P-2 ADA: 91.41%	2025-26 P-2 ADA: 92.19%	2026-27: (P-2 ADA) >= 92.00%	+2.59 percentage points
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) N/A	2023-24: (2024 Dashboard) 38.0%	2024-25 (2025 Dashboard): 30.0% 2025-26 (As of 5/22/26): 34.6%	2025-26: (2026 Dashboard) <= 20.0%	N/A
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: N/A	2024-25: (As of 6/5/25) 0.0%	2025-26 (As of 6/10/26): 0.0%	2026-27: <= 2.0%	N/A
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 4.2%	2023-24: (CDE DataQuest) 6.7%	2024-25 (CDE DataQuest): 0.0% 2025-26 (As of 6/10/26): 3.8%	2025-26: (CDE DataQuest) <= 2.0%	-4.2 percentage points
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 96.0%	2023-24: (2024 Dashboard) 93.8%	2024-25 (2025 Dashboard): 96.9%	2025-26: (2026 Dashboard) >= 95.0%	+0.9 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2025-26 (As of 5/22/26): 100.0%		
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 4.9%	2023-24: (2024 Dashboard) 0.7%	2024-25 (2025 Dashboard): 0.6% 2025-26 (As of 5/22/26): 4.2%	2025-26: (2026 Dashboard) <= 2.5%	-4.3 percentage points
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00%	2024-25 (2025 Dashboard): 0.00% 2025-26 (As of 5/22/26): 0.00%	2025-26: (CDE DataQuest) <= 0.50%	0 percentage points
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 100.0% -Families: 100.0% -Staff: 100.0%	2024-25: -Students: 100.0% -Families: 94.1% -Staff: 94.1%	2025-26: -Students: 100.0% -Families: 74.5% -Staff: 75.0%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	-Students: 0.0 percentage points -Families: -25.5 percentage points -Staff: -25.0 percentage points
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline,	2023-24: -Students: 70.0% -Families: 96.0% -Staff: 94.0%	2024-25: -Students: 70% -Families: 98% -Staff: 84%	2025-26: -Students: 65% -Families: 91% -Staff: 77%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	-Students: -5 percentage points -Families: -5 percentage points -Staff: -17 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 75% -Families: 95% -Staff: 100%	2024-25: -Students: 82% -Families: 97% -Staff: 81%	2025-26: -Students: 66% -Families: 76% -Staff: 69%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	-Students: -9 percentage points -Families: -19 percentage points -Staff: -31 percentage points
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 89.16%	2024-25: (Spring 2024 to Fall 2024) 89%	2025-26 (Spring 2025 to Fall 2025): 88%	2026-27: (Spring 2026 to Fall 2026) >= 85%	-1.16 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The strongest area of performance during Year 3 was student completion and graduation outcomes. The school achieved a 100% graduation rate, exceeding the target of 95% and representing the highest performance level in the reporting period. Additionally, the expulsion rate remained at 0%, demonstrating the school's continued commitment to maintaining safe learning environments while utilizing alternatives to exclusionary discipline practices.

Attendance outcomes also showed positive progress. Average Daily Attendance (ADA) increased to 92.19%, surpassing the school's target of 92% and continuing an upward trend from previous years. Parent engagement activities remained a significant strength, with the school hosting 33 parent engagement events, the highest number in the three-year period and well above the established target. The school also

maintained required parent advisory structures by conducting five PAC meetings and four ELAC meetings, ensuring opportunities for stakeholder participation in school decision-making.

Student retention remained stable at 88%, exceeding the target of 85%, while student survey participation remained strong at 100%, indicating continued student engagement in providing school climate feedback.

Several indicators suggest areas requiring targeted attention. The most significant concern is the increase in student disengagement measures. The high school dropout was 3.8%, substantially above the target of 2%, indicating a need for stronger student retention and intervention systems. Although graduation outcomes remained strong for students who persisted to completion, these dropout data suggest that some students may require earlier identification and support.

Attendance remains another area for continued improvement. While ADA improved, the chronic absenteeism rate increased to 34.6%, reversing gains made in the previous year and remaining significantly above the target of 20%. This indicates that a subset of students continues to miss substantial amounts of instructional time despite overall attendance gains.

School climate indicators also warrant attention. The student suspension rate increased to 4.2%, exceeding the target of 2.5% and representing a notable increase from the prior year. Additionally, stakeholder perception data declined across several measures. Overall satisfaction rates fell to 66% for students, 76% for families, and 69% for staff, while approval ratings related to school climate, safety, belonging, and support also declined for all stakeholder groups. Family and staff survey participation rates decreased as well, suggesting an opportunity to strengthen stakeholder engagement and communication efforts.

Home visitation efforts remained limited, with only 9.4% of students receiving a home visit, falling below the target of 15%. Given the increases in absenteeism, dropout rates, and declining satisfaction measures, expanding personalized outreach strategies may help strengthen school-family partnerships and improve student engagement.

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

Goal 4 Action 1
Budgeted: $275.00
Actual: $0.00
Explanation: Anticipated expenditures did not take place.The full scope of activities was implemented as planned.

Goal 4 Action 2
Budgeted: $130,556.27
Actual: $85,227.96
Explanation: Actual expenditures were slightly lower than budgeted due to minor cost savings in materials, services, or scheduling efficiency. The full scope of activities was implemented as planned.

Goal 4 Action 3

Budgeted: $153,332.71
Actual: $150,004.14
Explanation: Actual expenditures were slightly lower than budgeted due to minor cost savings in materials, services, or scheduling efficiency. The full scope of activities was implemented as planned.

Goal 4 Action 4
Budgeted: $500.00
Actual: $500.00
Explanation: Spending met the original allocation with no variance.

Goal 4 Action 5
Budgeted: $113,237.32
Actual: $109,202.45
Explanation: Actual expenditures were slightly lower than budgeted due to minor cost savings in materials, services, or scheduling efficiency. The full scope of activities was implemented as planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 4 during the 2025–26 school year demonstrated mixed effectiveness in promoting student engagement, family involvement, school connectedness, and positive school culture. While several actions resulted in strong outcomes related to parent engagement, graduation, attendance, and student retention, other indicators suggest that additional efforts are needed to improve school climate, reduce absenteeism, and strengthen stakeholder satisfaction.

Actions designed to increase family engagement were generally effective. The school hosted 33 parent engagement activities during the year, exceeding both prior-year performance and the established target. Parent advisory structures remained active, with five Parent Advisory Committee (PAC) meetings and four English Learner Advisory Committee (ELAC) meetings conducted throughout the year. These efforts provided families with opportunities to participate in school decision-making and remain informed about school programs and student supports.

Attendance-focused actions demonstrated partial effectiveness. Average Daily Attendance (ADA) increased to 92.19%, surpassing the school's target and continuing a positive trend from previous years. However, chronic absenteeism remained a significant challenge, increasing to 34.6% and remaining substantially above the target of 20%. While attendance initiatives successfully improved overall attendance rates, additional interventions are needed to address the needs of students experiencing persistent absenteeism.

Actions intended to support student success and school completion were effective for students who remained enrolled. The school achieved a 100% graduation rate, exceeding the established goal and reflecting successful academic counseling, credit monitoring, and graduation support systems. Student retention also remained strong at 88%, exceeding the target of 85%. However, an increase in high school dropout rates indicates that additional strategies are needed to identify and support students at risk of disengagement before they leave school.

School climate and behavior support actions demonstrated mixed results. The school maintained a 0% expulsion rate, reflecting successful use of restorative practices and alternative disciplinary approaches. However, the suspension rate increased to 4.2%, exceeding the target and indicating a need for additional proactive behavior supports and interventions. Survey results also suggest that stakeholder perceptions of school climate declined during the year. Student, family, and staff satisfaction rates all decreased compared to prior years, and approval ratings related to safety, belonging, academic support, and school culture showed similar declines.

Home visitation and personalized outreach efforts showed limited effectiveness. Only 9.4% of students received a home visit during the year, falling below the established target. Expanding individualized outreach strategies may help strengthen family partnerships, improve attendance, and increase student engagement.

Overall, the actions associated with Goal 4 were effective in promoting family involvement, supporting graduation outcomes, maintaining student retention, and increasing overall attendance. However, the increases in chronic absenteeism, dropout rates, suspension rates, and declines in stakeholder satisfaction indicate that additional attention is needed to strengthen school connectedness, improve school climate, and ensure students remain engaged and supported throughout their educational experience.

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

Based on a review of implementation outcomes and stakeholder feedback from the 2025–26 school year, several refinements will be made to Goal 4 to strengthen student engagement, improve school climate, and increase family participation. While the overall goal remains unchanged, the school has identified specific areas requiring additional focus to address persistent challenges related to absenteeism, student connectedness, and stakeholder satisfaction.

One significant area of focus will be attendance improvement. Although Average Daily Attendance exceeded the school's target, chronic absenteeism remained elevated. As a result, the school will strengthen attendance monitoring systems, increase individualized outreach to families of chronically absent students, and expand interventions designed to improve student attendance and engagement. Greater emphasis will be placed on early identification of attendance concerns and timely implementation of support strategies.

The school will also refine efforts to improve student retention and reduce dropout rates. Given the increase in both middle school and high school dropout rates during the 2025–26 school year, school staff will implement more proactive monitoring of at-risk students, strengthen academic and social-emotional supports, and increase communication with families when early warning indicators are identified. These efforts are intended to improve student persistence and ensure students remain connected to school.

Additionally, stakeholder survey results indicate a need to strengthen school climate and community engagement efforts. Future actions will focus on increasing opportunities for meaningful student voice, enhancing communication with families and staff, and expanding activities that promote school connectedness and belonging. The school will also continue to evaluate feedback from students, families, and staff to inform decision-making and improve the overall educational experience.

Family engagement remains a priority, and the school will continue to provide Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), and parent education opportunities while expanding outreach efforts to increase participation among families who may

be less connected to the school community. Increased emphasis will also be placed on personalized outreach strategies, including conferences, home visits, and targeted family engagement activities.

Finally, the school will continue implementing restorative practices and positive behavior supports to strengthen school culture and reduce disciplinary incidents. Additional professional development and student support systems will be utilized to address behavioral concerns proactively and promote positive relationships among students, staff, and families.

These refinements are informed by implementation data, student outcomes, and stakeholder feedback and are intended to strengthen the effectiveness of Goal 4 while maintaining the school's commitment to fostering a safe, supportive, and engaging learning environment for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In		Yes

Action #	Title	Description	Total Funds	Contributing
		addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A		
4.2	Building relationships and partnerships with families for student outcomes	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.	$143,191.05	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -TeacherSalaries: Title I; Amount: $3,500 -STRS: Title I; Amount: $668.50 -OASDI/Medicare: Title I; Amount: $50.75 -Unemployment Insurance: Title I; Amount: $17.50		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and	$82,765.27	Yes

Action #	Title	Description	Total Funds	Contributing
		support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $1,145.00		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: N/A		Yes
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school.	$84,830.14	Yes

Action #	Title	Description	Total Funds	Contributing
		School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$402,643	$28,435

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.252%	0.000%	$0.00	22.252%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials,	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers	Goal 2: For all students, but particularly for the EL and LTEL student groups: • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students.	have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP	Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3.	years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• College-Going Rate (Source: CDE DataQuest)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. **Scope:** LEA-wide	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning.	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. **Scope:**	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy,	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:** LEA-wide	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math,	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning;

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. **Scope:** LEA-wide	Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision	Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout	teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			"Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental,	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased	• High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:** It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP,	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school	Goal 4: • School experience survey "participation rates" by students, families, and staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	(Source: Local Indicator Priority 6, Panorama Education) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of seniors who have

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

Similar to the current academic year, MSA-4 will utilize the concentration grant add-on funds ($28,435) in the following manner:

MSA-4 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,809,478	402,643	22.252%	0.000%	22.252%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,073,307.29	$532,631.64	$0.00	$233,492.16	$2,839,431.09	$1,719,041.68	$1,120,389.41

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$17,350.00	$17,350.00				$17,350.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$0.00	$92,722.13	$85,722.13	$7,000.00			$92,722.13	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$16,129.00	$442,678.50	$458,807.50				$458,807.50	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$0.00	$162,476.78	$162,476.78				$162,476.78	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$768,572.42	$104,790.00	$835,982.85	$37,379.57			$873,362.42	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$11,131.00	$1,000.00			$10,131.00	$11,131.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$248,243.48	$18,644.00	$161,390.43	$25,420.50		$80,076.55	$266,887.48	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$64,131.86	$150,000.00		$94,131.86		$120,000.00	$214,131.86	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$149,160.84	$14,000.00	$48,313.82	$96,944.16		$17,902.86	$163,160.84	
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$12,105.00	$5,000.00	$17,105.00				$17,105.00	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$194,509.62	$52,000.00	$102,939.88	$143,569.74			$246,509.62	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$130,991.05	$12,200.00	$138,954.30			$4,236.75	$143,191.05	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$69,368.27	$13,397.00	$19,264.60	$62,355.67		$1,145.00	$82,765.27	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$65,830.14	$19,000.00	$19,000.00	$65,830.14			$84,830.14	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,809,478	402,643	22.252%	0.000%	22.252%	$512,968.03	0.000%	28.349 %	**Total:**	$512,968.03
								LEA-wide Total:	$512,968.03
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$5,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$161,390.43	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	$0.00	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,313.82	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$17,105.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$102,939.88	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$138,954.30	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,264.60	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,755,598.00	$2,938,934.21

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$12,500.00	$18,350.00
1	**1.2**	Instructional materials and technology	No	$94,757.13	$99,322.13
1	**1.3**	Clean and safe facilities that support learning	No	$388,280.00	$490,307.50
1	**1.4**	Healthy and nutritious meals	Yes	$3,800.00	$5,000.00
1	**1.5**	Well-orchestrated Home Office support services	No	$217,004.00	$232,084.10
2	**2.1**	Broad course of study and standards based curriculum	No	$747,640.89	$839,378.07
2	**2.2**	Professional development for high-quality instruction	Yes	$28,484.00	$12,631.00
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$236,719.80	$265,540.60
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$0.00	
2	**2.5**	Support for students with disabilities	No	$186,579.06	$236,231.90
3	**3.1**	College/Career readiness programs and activities	Yes	$129,008.78	$148,795.08

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$0.00	
3	3.3	Digital literacy and citizenship programs	Yes	$0.00	
3	3.4	Physical education, activity, and fitness	Yes	$18,980.00	$30,085.00
3	3.5	Additional programs and activities that support well-rounded education	Yes	$293,943.04	$216,274.28
4	4.1	Seeking family input for decision-making	Yes	$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$130,556.27	$85,227.96
4	4.3	MTSS - PBIS and SEL support	Yes	$153,332.71	$150,004.14
4	4.4	Annual educational partner surveys	Yes	$500.00	$500.00
4	4.5	Community outreach and partnerships	Yes	$113,237.32	$109,202.45

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
493,051	$702,978.80	$1,023,260.51	($320,281.71)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$3,800.00	$5,000.00		
2	2.2	Professional development for high-quality instruction	Yes	$2,000.00	$12,631.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$157,872.32	$265,540.60		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	$0.00			
3	3.1	College/Career readiness programs and activities	Yes	$113,631.07	$148,795.08		
3	3.2	STEM and GATE programs	Yes	$0.00			
3	3.3	Digital literacy and citizenship programs	Yes	$0.00			
3	3.4	Physical education, activity, and fitness	Yes	$18,980.00	$30,085.00		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$181,760.89	$216,274.28		
4	4.1	Seeking family input for decision-making	Yes	$275.00			
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$122,099.52	$85,227.96		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$88,560.00	$150,004.14		
4	4.4	Annual educational partner surveys	Yes		$500.00		
4	4.5	Community outreach and partnerships	Yes	$14,000.00	$109,202.45		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,839,169	493,051	0.0%	26.808%	$1,023,260.51	0.000%	55.637%	$0.00	0.000%

Powered by BoardOnTrack

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

Powered by BoardOnTrack

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

Powered by BoardOnTrack

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

Powered by BoardOnTrack

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

Powered by BoardOnTrack

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

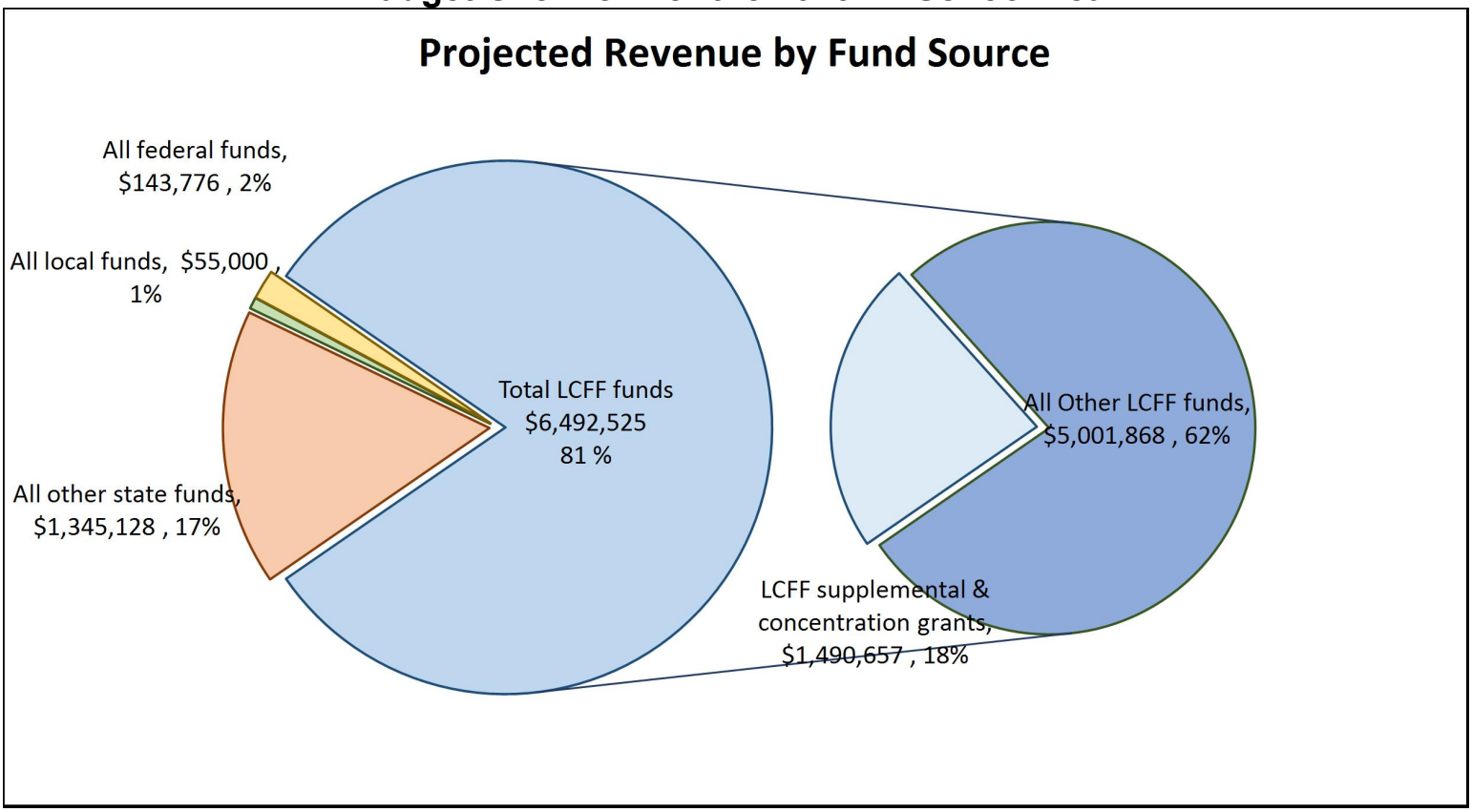
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 5
CDS Code: 19-10199-0137679
School Year: 2026-27
LEA contact information:
Ali Kaplan
Principal
akaplan@magnoliapublicschools.org
(818) 705-5676

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

Budget Overview for the 2026-27 School Year

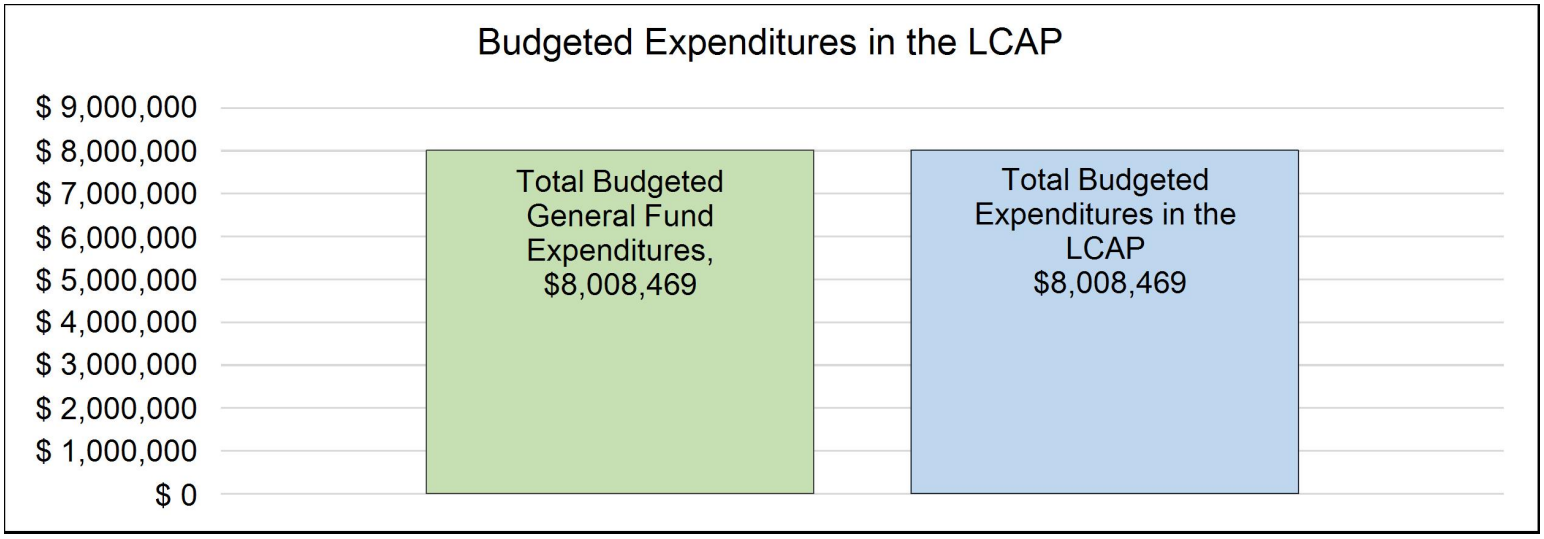


This chart shows the total general purpose revenue Magnolia Science Academy 5 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 5 is $8,036,429, of which $6,492,525 is Local Control Funding Formula (LCFF), $1,345,128 is other state funds, $55,000 is local funds, and $143,776 is federal funds. Of the $6,492,525 in LCFF Funds, $1,490,657 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy 5 plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy 5 plans to spend $8,008,469 for the 2026-27 school year. Of that amount, $8,008,469 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

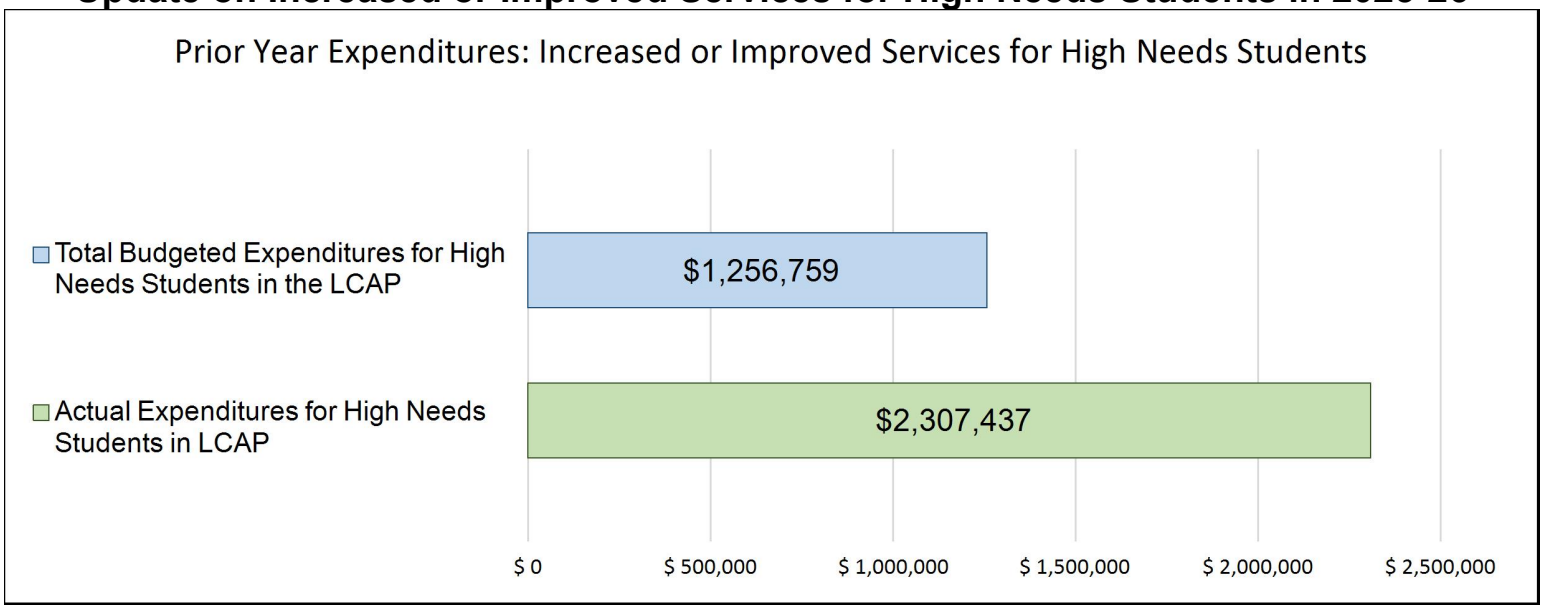
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Magnolia Science Academy 5 is projecting it will receive $1,490,657 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy 5 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy 5 plans to spend $1,520,559 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy 5's LCAP budgeted $1,256,759 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 5 actually spent $2,307,437 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Magnolia Science Academy-5 (MSA-5) is a CA Distinguished School award-winning, tuition-free public charter school serving students in grades 6–12 since 2008. A Los Angeles County–authorized school and proud member of the Magnolia Public Schools network, MSA-5 was honored in 2024 with the California Charter Schools Association's Hart Vision Equity & Innovation Award. Families choose MSA-5 the Lobos for its safe, college-preparatory STEAM program, small class sizes, and hands-on learning that builds real skills; students enjoy leadership opportunities, frequent local and overnight field trips, and targeted supports that drive strong academic outcomes, including recognition from U.S. News & World Report.

The Lobos consistently demonstrated strong SBAC results in both math and language arts outperforming many San Fernando Valley schools while our campus culture has earned California PBIS Gold recognition for exemplary school-wide behavior systems.

As a true community school, MSA-5 offers extensive family resources, shared decision-making with families and staff, and many community partnerships and events that support student success. Thanks to state Charter School Facilities Program (CSFP) funding, we will open a new state-of-the-art campus at 7111 Winnetka Ave, Winnetka, CA 91306 in Summer 2026 and welcome students for the 2026–27 school year; bringing expanded instructional space, science labs, arts studios, and more opportunities for our students and families.

If you're looking for a welcoming, rigorous school that prepares young people for college, careers, and civic life, MSA-5 is ready to partner with your family.

Magnolia Science Academy 5 (2025-26)
Address: 18238 Sherman Way, Reseda, CA, 91335
Phone: 818-705-5676
Email: akaplan@magnoliapublicschools.org

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

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

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

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

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

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Magnolia Science Academy 5 serves students in grades 6–12. The 2025 California School Dashboard and local indicator data show that the school made strong academic progress, especially in English Language Arts, Mathematics growth, and English Learner progress. At the same time, the data identify important areas for continued improvement, especially chronic absenteeism, student sense of belonging, staff climate, suspension trends, and subgroup outcomes for students with disabilities, English learners, and socioeconomically disadvantaged students.

Magnolia Science Academy 5 enrolled 218 students. Based on a review of the California School Dashboard and local data, Magnolia Science Academy 5 demonstrated strong academic progress during the most recent reporting year while also identifying clear areas for continued improvement. The school serves 218 students in grades 6–12, including a high percentage of socioeconomically disadvantaged students at 83.0% and English learners at 28.4%. This context is important because the school's results reflect both academic growth and the ongoing need for targeted supports for students with greater needs.

Overall academic performance was a strength. In English Language Arts, the school earned a Green performance level, with students performing 9.7 points above standard and improving by 37.6 points from the prior year. This reflects significant progress in literacy and indicates that instructional efforts, standards-aligned curriculum, and academic supports are having a positive impact. ELA growth was also strong, with 88.6% of students improving their score from the prior year. However, the data also show that English learners and students with disabilities continue to need additional support, as English learners performed 12.6 points below standard and students with disabilities performed 33.1 points below standard in ELA.

Mathematics also showed major improvement. The school earned a Green performance level in Mathematics, with students improving by 70.9 points from the prior year. Although students remained 8.6 points below standard overall, the size of the improvement shows meaningful academic recovery and growth. Mathematics growth data further supports this positive trend, with 82.3% of students improving their score from the prior year. At the same time, math remains an area for continued focus, especially for students with disabilities, who were 43.2 points below standard, socioeconomically disadvantaged students, who were 19.3 points below standard, and English learners, who were 14.6 points below standard.

English Learner progress was one of the strongest areas in the Dashboard results. The school earned a Blue performance level, with 79.6% of English learners making progress toward English language proficiency. This was an increase of 26.6 percentage points from the prior year. ELPAC data also show that 67.3% of English learners progressed at least one ELPI level, 12.2% maintained ELPI Level 4, and 0.0% decreased at least one ELPI level. These results show that English learners are making strong language development progress. The next step is to ensure that this language growth leads to stronger academic outcomes in ELA, Mathematics, and Science.

High school outcomes were also strong. The graduation rate was 94.7%, which remains high despite a small decline from the prior year. The school's college and career readiness data were especially positive, with 89.5% of graduates identified as Prepared. This represents continued improvement from 80.8% in 2024 and 60.5% in 2023. These results suggest that the school's college-preparatory program, counseling supports, dual enrollment opportunities, AP coursework, four-year academic planning, and graduation monitoring are supporting students effectively as they prepare for postsecondary options.

Chronic absenteeism remains a significant area for improvement. The school's chronic absenteeism rate was 24.5%, placing the school in Orange. While this was an improvement from 26.1% in 2024 and 30.8% in 2023, the rate remains much higher than the 2019 rate of 7.4%. Subgroup data show that students with disabilities had the highest chronic absenteeism rate at 34.6%, followed by English learners at 27.8%, socioeconomically disadvantaged students at 26.7%, and Hispanic students at 25.6%. These data show the need for continued family outreach, early attendance interventions, case management, student engagement strategies, and supports that address barriers to regular attendance.

The suspension rate also requires continued attention. The school's suspension rate was 2.4%, placing the school in Yellow and reflecting an increase of 1.2 percentage points from the prior year. Students with disabilities had the highest suspension rate at 6.1%, followed by Hispanic students at 3.0% and socioeconomically disadvantaged students at 2.9%. These results suggest the need to strengthen restorative practices, behavior intervention systems, classroom management supports, and proactive social-emotional learning. Reducing suspensions, especially for students with disabilities, should remain a priority.

Science performance was generally positive but still identified as an area for improvement. Students scored 54.0 points above standard in Science, which was slightly above the statewide result of 52.6 points above standard. However, the school's Science indicator was Yellow, and subgroup data show the need to continue strengthening NGSS-aligned instruction, hands-on learning, academic vocabulary, and supports for English learners and socioeconomically disadvantaged students.

Local indicator data show that the school met the standards for implementation of academic standards, parent and family engagement, local climate survey, access to a broad course of study, and basics such as instructional materials and facilities. The school reported that students have access to a broad course of study that includes core academic classes, intervention supports, ELD instruction, electives, AP courses, dual enrollment opportunities with Los Angeles Pierce College, advisory, counseling, four-year academic plans, and graduation tracking. These are important strengths that support both academic achievement and college/career readiness.

At the same time, local data identify several challenges. The school operates on a shared campus, which creates facility constraints and limits the expansion of electives, lab-based courses, and career technical education opportunities. Career Technical Education was reported at the initial implementation level, showing that this is an area for future growth. Teacher assignment data also show a need for continued staffing attention, with 61.8% of teaching FTE reported as clear, below the statewide average of 82.5%. Strengthening staffing stability and instructional capacity will be important for sustaining academic gains.

The local climate survey provides important insight into the experiences of students, families, and staff. Participation was strong, with 96.4% student participation, 79.8% family participation, and 75.0% staff participation. Families reported very high levels of satisfaction, with favorable ratings of 99% for climate of support, 86% for safety, 96% for discipline, rules, and norms, and 99% for sense of belonging. Student responses were more mixed, with 82% favorable for academic support, 65% for safety, 76% for discipline, and 78% for sense of belonging. Staff responses also showed concern, with 92% favorable for academic support, 77% for safety, 87% for discipline, and 79% for sense of belonging. These results show that while families feel highly connected to the school, student and staff belonging must be strengthened.

In summary, Magnolia Science Academy 5 is showing strong academic growth and positive high school outcomes. The school made significant gains in ELA and Mathematics, achieved exceptional growth results, demonstrated strong English Learner progress, maintained a high graduation rate, and showed strong college and career readiness. These results reflect the school's commitment to standards-based instruction, intervention, English learner support, college preparation, and family engagement.

The major areas for continued improvement are chronic absenteeism, suspension rates, student and staff sense of belonging, mathematics proficiency, subgroup gaps, staffing stability, and expansion of career and enrichment opportunities. Moving forward, the school will continue to use Dashboard and local data to strengthen instruction, improve attendance, support English learners and students with disabilities, expand restorative and social-emotional supports, increase student connectedness, and ensure that all students are prepared for graduation, college, career, and lifelong success.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	MSA-5 actively involves parents in the development of the LCAP through multiple engagement channels. These include Parent Task Force (PTF) meetings, Parent Advisory Committee (PAC) meetings, and Coffee with the Principal meetings. Parents provide valuable feedback during these sessions, which helps shape the LCAP. Additionally, parent surveys are conducted to gather their perspectives on school improvement and ensure their voices are considered in decision-making processes. Regular updates and information sessions are held to keep parents informed and engaged in the school's planning and improvement efforts .
Students	Students are engaged through surveys and participation in school committees. Their feedback on school culture, safety, and academic programs is crucial for developing a student-centered LCAP. Student input is gathered through regular meetings and surveys, ensuring their needs and preferences are reflected in the LCAP goals and actions. This engagement helps in creating a supportive and inclusive learning environment .
Teachers	Teachers are consulted through staff meetings and professional development sessions. Their insights on instructional practices, curriculum, and student needs are integral to the LCAP development process. Teachers participate in regular meetings, providing feedback on existing programs and suggesting improvements. This collaboration ensures that the LCAP includes effective strategies for enhancing teaching and learning outcomes .

Educational Partner(s)	Process for Engagement
School administrators	School administrators play a key role in the LCAP development by coordinating the engagement process and integrating feedback from all educational partners. They facilitate meetings, analyze data, and ensure that the LCAP aligns with both state priorities and local needs. Administrators work closely with the Parent Advisory Committee, English Learner Advisory Committee (ELAC), and other school committees to incorporate diverse perspectives into the LCAP .
Other school personnel	Other school personnel, including support staff and paraprofessionals, are involved in the LCAP development through regular staff meetings and surveys. Their feedback on operational and support aspects of the school environment is essential for addressing the holistic needs of students. These personnel contribute to discussions on improving school safety, student support services, and extracurricular activities .
SELPA	SELPA representatives are engaged to ensure the needs of students with disabilities are adequately addressed in the LCAP. Regular consultations and feedback sessions are held to discuss the effectiveness of special education programs and identify areas for improvement. This collaboration helps in developing targeted actions to support students with disabilities, ensuring they receive equitable and effective education . By actively seeking input from these educational partners, MSA-5 ensures that the LCAP is a comprehensive plan that reflects the community's needs and priorities. This collaborative approach not only enhances the quality of the LCAP but also fosters a sense of ownership and commitment among all stakeholders.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Magnolia Science Academy 5’s adopted LCAP was directly influenced by feedback gathered from educational partners, including students, families, staff, school leadership, advisory committees, and community partners. Throughout the year, MSA-5 used multiple opportunities to gather input, including Parent Advisory Committee meetings, English Learner Advisory Committee meetings, Parent Task Force meetings, Community Engagement Initiative Sessions, Coffee with the Principal sessions, schoolwide events, family workshops, home visits, staff meetings, student forums, and school climate surveys. These engagement opportunities allowed educational partners to review school data, discuss student needs, identify barriers, and recommend priorities for the upcoming year.

Feedback from educational partners confirmed that families continue to value MSA-5’s academic program, college-going culture, communication efforts, and student support systems. Family survey results were especially strong, with families reporting high levels of

satisfaction in school support, safety, discipline, and sense of belonging. This feedback influenced the LCAP by continuing investments in family communication, parent workshops, advisory committees, home-school partnerships, and the Family Success Coordinator role. The LCAP also continues to support multilingual outreach, parent portal access, and flexible opportunities for families to participate in decision-making.

Student and staff feedback also had a significant impact on the adopted LCAP. Local climate survey data showed that while students recognized academic support at the school, student sense of belonging remained an area of need, with only 53% favorable responses. Staff feedback also showed concerns related to sense of belonging, communication, workload, morale, and school culture, with staff sense of belonging at 51% favorable. As a result, the LCAP was influenced to include stronger actions related to student connectedness, social-emotional learning, restorative practices, staff collaboration, staff wellness, recognition, and improved communication systems. These actions are intended to create a more positive, inclusive, and supportive school climate for both students and adults.

Educational partner feedback also aligned with Dashboard data showing that chronic absenteeism and suspension rates remain areas for improvement. The school's chronic absenteeism rate was 24.5%, with higher rates among students with disabilities, English learners, Hispanic students, and socioeconomically disadvantaged students. The suspension rate increased to 2.4%, with students with disabilities experiencing the highest suspension rate. In response, the adopted LCAP prioritizes attendance intervention, early outreach to families, case management, positive behavior supports, restorative practices, and targeted supports for student groups with the greatest needs. These actions reflect feedback from families and staff about the need for stronger engagement, safety, belonging, and consistent behavior systems.

Academic feedback also influenced the LCAP. Dashboard results showed strong growth in English Language Arts and Mathematics, with ELA performance at 9.7 points above standard and Mathematics improving by 70.9 points from the prior year. However, educational partners also reviewed data showing continued academic gaps for English learners, current English learners, students with disabilities, and socioeconomically disadvantaged students. Based on this feedback, the LCAP continues to emphasize data-driven instruction, targeted intervention, English learner support, math acceleration, special education support, professional development, and progress monitoring. The LCAP also maintains a focus on standards-aligned curriculum, PLC collaboration, formative assessment practices, and differentiated instruction to ensure that academic growth continues and that subgroup gaps are reduced.

Feedback from students, families, and staff also influenced actions related to college and career readiness. Educational partners expressed the importance of maintaining a strong college-preparatory program while expanding opportunities for real-world learning, electives, career exploration, AP courses, and dual enrollment. This was supported by Dashboard data showing that 89.5% of graduates were prepared on the College/Career Indicator and that the graduation rate remained high at 94.7%. As a result, the adopted LCAP continues support for four-year academic planning, counseling, dual enrollment with Los Angeles Pierce College, AP access, college and career advising, and expanded enrichment opportunities. The plan also reflects the need to further develop career technical education and experiential learning opportunities.

Educational partner feedback regarding facilities and course access also shaped the LCAP. Stakeholders identified that the shared-campus setting limits the school's ability to expand electives, lab-based science opportunities, career technical education, visual and performing arts, and other enrichment programs. In response, the LCAP includes continued planning for expanded course access, creative scheduling, community partnerships, and long-term facility solutions. These actions are intended to ensure that all students, including English learners, socioeconomically disadvantaged students, and students with disabilities, continue to have access to a broad course of study.

Overall, the adopted LCAP reflects the priorities identified through educational partner engagement and data review. Feedback from families reinforced the importance of strong communication, parent involvement, and college readiness. Feedback from students elevated the need to improve belonging, safety, and student voice. Feedback from staff highlighted the need for stronger collaboration, morale, consistency, and support. Dashboard and local data confirmed the need to address chronic absenteeism, suspension rates, subgroup achievement gaps, math proficiency, English learner academic progress, and school climate. As a result, the adopted LCAP was shaped to focus on academic achievement, equitable student supports, attendance improvement, positive school climate, family engagement, staff capacity, and expanded college and career opportunities for all students.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 62.7%	2022-23: 59.3%	2023-24: 61.8%	2024-25: > 85%	-0.9 percentage points
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25):	2025-26 (As of 5/22/26):	2026-27: 0%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0	2025-26 (As of 5/22/26): 0	2026-27: 0	0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 60%	2024-25: (Fall 2023 to Fall 2024) 71%	2025-26 (Fall 2024 to Fall 2025): 86%	2026-27: (Fall 2025 to Fall 2026) >= 80%	+26 percentage points
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 93.1%	2024-25: (As of 5/31/25) 95.4%	2025-26 (As of 5/15/26): 95.6%	2026-27: >= 95.0%	+2.5 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Implementation Overview

Goal 1 focused on ensuring access to a safe, secure, and high-quality learning environment with essential services such as credentialed teachers, aligned instructional materials, and well-maintained facilities. The implementation largely adhered to the original plan, with all five designated actions (credential verification, instructional materials and technology, facilities maintenance, school meal programs, and Home Office support) being carried out. We are able to coordinate the physical relocation to the new campus facility at 7111 Winnetka Ave, including moving logistics, procurement of classroom/office furniture, and the setup of essential technology infrastructure (Wi-Fi, smartboards, security systems) to ensure the site is fully operational and safe for the first day of school

Substantive Differences and Challenges

There were minimal deviations from planned actions. The expenditures across most actions closely mirrored budgeted amounts, indicating accurate forecasting and consistent execution. A few minor discrepancies in spending (e.g., Action 2 was slightly over budget, while Action 5 was under) were not explained in the document, suggesting they were not materially significant.

The primary challenge noted was the improvement of teacher assignment accuracy, which still fell below the 85% target in 2024-25, although it did improve compared to the prior year.

Successes: The school saw significant successes in staff stability and basic conditions. Teacher attendance rose to 95.6% (surpassing the 95% target), and teacher retention improved significantly to 86% (surpassing the 80% target). Additionally, 100% of students had access to standards-aligned instructional materials, and no deficiencies were identified in facilities inspections.
Challenges: The primary challenge continues to be teacher assignment accuracy. The percentage of teaching assignments with a "clear" monitoring outcome was 61.8%, which falls short of the target of >85%

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

Goal 1 Action 1
Budgeted: $18,439.00
Actual: $21,927.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 2
Budgeted: $179,499.72
Actual: $166,127.72
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 3
Budgeted: $365,848.08
Actual: $360,089.08
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 4
Budgeted: $24,096.00
Actual: $27,000.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 5
Budgeted: $261,113.00
Actual: $536,546.99
Explanation: The actual expenditures significantly exceeded the budget by over 100%. This material difference is primarily driven by an unbudgeted interest expense of $250,000 related to a $17M bond for the new site construction. Additionally, there were minor unbudgeted costs for professional services (Adaptive Insights, Data Works), legal fees (YMC), and Audit & CPA fees, while standard CMO and oversight fees remained relatively close to their initial projections.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effective Actions: Action 1.2 (Instructional Materials & Technology) and Action 1.3 (Facilities) were highly effective, resulting in 100% material access and consistently "good repair" standard facilities. The actions aimed at teacher support were also effective in boosting morale and stability, evidenced by the 86% teacher retention rate and 95.6% attendance rate. For 2025-26 SY, we are working on conducting facility preparation, deep cleaning, safety compliance inspections, and aesthetic branding/signage installation to create an inviting, high-quality learning environment that meets all state 'good repair' standards for the new school site.

Mixed Results: Action 1.1 (Teacher assignments and credentials) has shown mixed results. While retention improved, the percentage of appropriately credentialed teacher assignments is at 61.8%, indicating that the action was less effective than intended in reaching the >85% target outcome.

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

The broad objectives, metrics, and targets for Goal 1 will remain consistent for the coming year, as maintaining basic services and high standards for facilities and materials continues to be a priority. However, based on the persistent challenge of reaching our target for "clear" teacher assignment monitoring outcomes, we will place a heavier emphasis on refining the implementation of Action 1.1. This will include tighter verification processes and increased credentialing support for current staff to ensure we close the gap toward our 85% target. All other actions will continue as planned.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are	$21,927.00	No

Action #	Title	Description	Total Funds	Contributing
		properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A		
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology	$2,259,034.00	No

Action #	Title	Description	Total Funds	Contributing
		equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A		
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A	$558,751.39	No
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious	$27,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A		
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: -Clerical & Tech: Federal CSP; Amount: $25,431.21 -STRS: Federal CSP; Amount: $4,859.04 -OASDI/Medicare: Federal CSP; Amount: $368.88	$397,485.21	No

Action #	Title	Description	Total Funds	Contributing
		-Health & Welfare Benefits: Federal CSP; Amount: $4,652.63 -Unemployment Insurance: Federal CSP; Amount: $127.20		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: 100%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 88%	2024-25: (As of 5/29/25) 108%	2025-26 (As of 6/10/26): 98%	2026-27: >= 85%	+10 percentage points
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 62%	2024-25: (First semester) 71%	2025-26 (First semester): 73%	2026-27: (First semester) >= 80%	+11 percentage points
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 45.04% -English Learners: 12.0% -Socioeconomically Disadvantaged: 42.86% -Students with Disabilities: 23.53% -Asian: * -Hispanic: 43.36%	2023-24: -All Students: 37.98% -English Learners: 2.70% - Socioeconomically Disadvantaged: 38.60%	2024-25: -All Students: 53.39% -English Learners: 20.83% - Socioeconomically Disadvantaged: 51.51%	2025-26: -All Students: >= 40.00% -English Learners: >= 10.00% - Socioeconomically Disadvantaged: >= 40.00% -Students with	-All Students: +8.35 percentage points -English Learners: +8.83 percentage points - Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: *	-Students with Disabilities: 39.13% -Hispanic: 34.51% -White: *	-Students with Disabilities: 28.00% -Hispanic: 52.58% -White: 63.64%	Disabilities: >= 20.00% -Hispanic: >= 40.00% -White: *	+8.65 percentage points -Students with Disabilities: +4.47 percentage points -Asian: N/A -Hispanic: +9.22 percentage points -White: N/A
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 0.5 points above standard -English Learners: 54.2 points below standard -Socioeconomically Disadvantaged: 3.4 points below standard -Students with Disabilities: 35.9 points below standard -Asian: * -Hispanic: 2.7 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 27.9 points below standard -English Learners: 66.0 points below standard -Socioeconomically Disadvantaged: 28.3 points below standard -Students with Disabilities: 46.8 points below standard -Hispanic: 31.2 points below standard -White: *	2024-25: (2025 Dashboard) -All Students: 9.7 points above standard -English Learners: 12.6 points below standard -Socioeconomically Disadvantaged: 7.5 points above standard -Students with Disabilities: 33.1 points below standard -Hispanic: 9.9 points above standard -White: *	2025-26: (2026 Dashboard) -All Students: 4.0 points above standard -English Learners: 45.0 points below standard -Socioeconomically Disadvantaged: 1.0 points above standard -Students with Disabilities: 26.0 points below standard -Hispanic: 1.0 points above standard -White: *	-All Students: +9.2 points -English Learners: +41.6 points -Socioeconomically Disadvantaged: +10.9 points -Students with Disabilities: +2.8 points -Asian: N/A -Hispanic: +12.6 points -White: N/A
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment	2023-24: (Fall to Spring) -All Students: 85.5% -English Learners: 86.0% -Socioeconomically Disadvantaged: 79.3%	2024-25: (Fall to Spring) -All Students: 71.4% -English Learners: 78.4%	2025-26 (Fall to Spring): -All Students: 73.1% -English Learners: 71.9%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -	-All Students: -14.1 percentage points -English Learners: -7.6 percentage points - Socioeconomically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	from fall to spring (Source: NWEA MAP)	-Students with Disabilities: 93.1% -Hispanic: 85.3% -White: *	- Socioeconomically Disadvantaged: 72.7% -Students with Disabilities: 69.7% -Hispanic: 72.4% -White: 70.0%	- Socioeconomically Disadvantaged: 74.3% -Students with Disabilities: 68.2% -Hispanic: 71.2% -White: 81.8%	Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%	Disadvantaged: -6.6 percentage points -Students with Disabilities: -23.4 percentage points -Hispanic: -12.9 percentage points -White: N/A
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 4.41 (CGP: 100th percentile) -English Learners: CGI: 5.60 (CGP: 100th percentile) -Socioeconomically Disadvantaged: CGI: 4.63 (CGP: 100th percentile) -Students with Disabilities: * -Hispanic: CGI: 4.33 (CGP: 100th percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: 2.34 (CGP: 99th percentile) -English Learners: CGI: 3.99 (CGP: 100th percentile) -Socioeconomically Disadvantaged: CGI: 2.61 (CGP: 100th percentile) -Students with Disabilities: CGI: 1.17 (CGP: 88th percentile) -Hispanic: CGI: 2.30 (CGP: 99th percentile) -White: CGI: 2.57 (CGP: 99th percentile)	2025-26 (Fall to Spring): -All Students: CGI: 1.02 (CGP: 85th percentile) -English Learners: CGI: 0.97 (CGP: 83rd percentile) -Socioeconomically Disadvantaged: CGI: 0.98 (CGP: 84th percentile) -Students with Disabilities: CGI: 0.81 (CGP: 79th percentile) -Hispanic: CGI: 1.53 (CGP: 94th percentile) -White: CGI: 0.93 (CGP: 83rd percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)	-All Students: -2.07 -English Learners: -1.61 -Socioeconomically Disadvantaged: -2.02 -Students with Disabilities: N/A -Hispanic: -2.03 -White: N/A
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics	2022-23: -All Students: 34.29% -English Learners: 26.47%	2023-24: -All Students: 22.83% -English Learners: 5.56%	2024-25: -All Students: 49.15% -English Learners: 33.34%	2025-26: -All Students: >= 28.00% -English Learners: >= 25.00%	-All Students: +14.86 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessments (Source: CDE DataQuest)	-Socioeconomically Disadvantaged: 35.20% -Students with Disabilities: 23.53% -Asian: * -Hispanic: 34.17% -White: *	-Socioeconomically Disadvantaged: 23.43% -Students with Disabilities: 22.32% -Hispanic: 20.29% -White: *	-Socioeconomically Disadvantaged: 44.44% -Students with Disabilities: 28.00% -Hispanic: 47.42% -White: 54.54%	-Socioeconomically Disadvantaged: >= 28.00% -Students with Disabilities: >= 25.00% -Hispanic: >= 28.00% -White: *	-English Learners: +6.87 percentage points -Socioeconomically Disadvantaged: +9.24 percentage points -Students with Disabilities: +4.47 percentage points -Asian: N/A -Hispanic: +13.25 percentage points -White: N/A
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 49.4 points below standard -English Learners: 52.1 points below standard -Socioeconomically Disadvantaged: 49.4 points below standard -Students with Disabilities: 69.8 points below standard -Asian: * -Hispanic: 53.3 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 79.6 points below standard -English Learners: 92.4 points below standard -Socioeconomically Disadvantaged: 81.6 points below standard -Students with Disabilities: 97.7 points below standard -Hispanic: 82.6 points below standard -White: *	2024-25: (2025 Dashboard) -All Students: 8.6 points below standard -English Learners: 14.6 points below standard -Socioeconomically Disadvantaged: 19.3 points below standard -Students with Disabilities: 43.2 points below standard -Hispanic: 12.6 points below standard -White: *	2025-26: (2026 Dashboard) -All Students: 40.0 points below standard -English Learners: 43.0 points below standard -Socioeconomically Disadvantaged: 40.0 points below standard -Students with Disabilities: 60.0 points below standard -Hispanic: 44.0 points below standard -White: *	-All Students: +40.8 points -English Learners: +37.5 points -Socioeconomically Disadvantaged: +30.1 points -Students with Disabilities: +26.6 points -Asian: N/A -Hispanic: +40.7 points -White: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 86.6% -English Learners: 86.2% -Socioeconomically Disadvantaged: 87.4% -Students with Disabilities: 82.8% -Hispanic: 85.3% -White: *	2024-25: (Fall to Spring) -All Students: 73.9% -English Learners: 84.2% -Socioeconomically Disadvantaged: 76.9% -Students with Disabilities: 59.4% -Hispanic: 72.9% -White: 70.0%	2025-26 (Fall to Spring): -All Students: 77.1% -English Learners: 83.9% -Socioeconomically Disadvantaged: 74.5% -Students with Disabilities: 77.3% -Hispanic: 79.0% -White: 90.9%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%	-All Students: -12.7 percentage points -English Learners: -2.0 percentage points -Socioeconomically Disadvantaged: -10.5 percentage points -Students with Disabilities: -23.4 percentage points -Hispanic: -12.4 percentage points -White: N/A
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 5.72 (CGP: 100th percentile) -English Learners: CGI: 6.81 (CGP: 100th percentile) -Socioeconomically Disadvantaged: CGI: 6.08 (CGP: 100th percentile) -Students with Disabilities: * -Hispanic: CGI: 5.48 (CGP: 100th percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: 2.40 (CGP: 99th percentile) -English Learners: CGI: 4.71 (CGP: 100th percentile) -Socioeconomically Disadvantaged: CGI: 2.73 (CGP: 100th percentile) -Students with Disabilities: CGI: 1.59 (CGP: 94th percentile) -Hispanic: CGI: 2.26 (CGP: 99th percentile)	2025-26 (Fall to Spring): -All Students: CGI: 1.36 (CGP: 91st percentile) -English Learners: CGI: 1.21 (CGP: 89th percentile) -Socioeconomically Disadvantaged: CGI: 1.17 (CGP: 88th percentile) -Students with Disabilities: CGI: 1.06 (CGP: 86th percentile) -Hispanic: CGI: 1.43 (CGP: 92nd percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0	-All Students: -3.32 -English Learners: -5.60 -Socioeconomically Disadvantaged: -3.35 -Students with Disabilities: N/A -Hispanic: -3.22 -White: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-White: CGI: 2.62 (CGP: 100th percentile)	-White: CGI: 2.12 (CGP: 98th percentile)	(CGP >= 50th percentile)	
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 63.2%	2023-24: (2024 Dashboard) 53.0%	2024-25 (2025 Dashboard): 79.6%	2025-26: (2026 Dashboard) >= 50.0%	+16.4 percentage points
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 21.5%	2023-24: (Internal) 20.3%	2024-25 (Internal): 25.8% 2025-26 (As of 6.10.26): 30.4%	2025-26: (CDE DataQuest) >= 10.0%	+4.3 percentage points
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 13.73% -English Learners: * -Socioeconomically Disadvantaged: 11.63% -Students with Disabilities: * -Hispanic: 13.33%	2023-24: -All Students: 30.88% -English Learners: 16.67% -Socioeconomically Disadvantaged: 31.67% -Students with Disabilities: * -Hispanic: 30.35% -White: *	2024-25: -All Students: 27.50% -English Learners: * -Socioeconomically Disadvantaged: 27.77% -Students with Disabilities: * -Hispanic: 25.71% -White: *	2025-26: -All Students: >= 25.00% -English Learners: * -Socioeconomically Disadvantaged: >= 25.00% -Students with Disabilities: * -Hispanic: >= 25.00% -White: *	-All Students: +13.77 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: +16.14 percentage points -Students with Disabilities: N/A -Hispanic: +12.38 percentage points -White: N/A

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 2 showed significant progress in student academic achievement based on CAASPP results from the 2023–24 to 2024–25 school year. The California School Dashboard data indicate that Magnolia Science Academy 5 made strong gains in both English Language Arts and Mathematics, demonstrating that the school's instructional focus, intervention systems, data-driven planning, and standards-aligned supports had a positive impact on student outcomes.

In English Language Arts, students improved from 27.9 points below standard in 2023–24 to 9.7 points above standard in 2024–25. This represents an increase of 37.6 points and moved the school's ELA performance to the Green level on the Dashboard. This improvement reflects meaningful growth in literacy and suggests that the school's focus on standards-based instruction, academic intervention, progress monitoring, and support for reading and writing skills contributed to stronger student performance. ELA growth data also showed that 88.6% of students improved their score from the prior year, which was rated as Exceptional.

Mathematics showed even greater year-to-year improvement. Students improved from 79.6 points below standard in 2023–24 to 8.6 points below standard in 2024–25, an increase of 70.9 points. This moved Mathematics performance to the Green level on the Dashboard. Although students remain slightly below standard overall in Mathematics, the level of growth demonstrates substantial academic recovery and progress. Math growth data further confirms this progress, with 82.3% of students improving their score from the prior year, also rated as Exceptional.

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

Goal 2 Action 1
Budgeted: $1,029,876.73
Actual: $986,198.68
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 2
Budgeted: $32,976.00
Actual: $43,525.00
Explanation: Expanded staff participation in external standard-alignment workshops and unexpected induction program costs

Goal 2 Action 3
Budgeted: $441,352.89
Actual: $424,727.34

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 4
Budgeted: $90,197.48
Actual: $91,424.19
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 5
Budgeted: $418,701.10
Actual: $537,541.76
Explanation: Unbudgeted contractual Special Education staffing costs or expanded legal/CPA oversight associated with program delivery

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The specific actions implemented under Goal 2 have been effective in making progress toward improving student academic achievement. Current CAASPP data show strong growth from 2023–24 to 2024–25 in both English Language Arts and Mathematics. In ELA, the percentage of students who met or exceeded standard increased from 37.98% to 53.39%, exceeding the 2024–25 target of 39%. ELA Distance from Standard also improved from 27.9 points below standard to 9.7 points above standard, exceeding the Year 2 desired outcome.

Mathematics also showed significant improvement. The percentage of students who met or exceeded standard increased from 22.83% to 49.15%, exceeding the 2024–25 target of 26.5%. Math Distance from Standard improved from 79.6 points below standard to 8.6 points below standard. Although students remain slightly below standard overall in Mathematics, the growth shows that intervention, data-driven instruction, teacher collaboration, and differentiated supports are having a positive impact.

Science results were mixed. The percentage of students meeting or exceeding standard was 27.5%, which exceeded the 2024–25 target of 20%; however, this was a decrease from 30.88% in 2023–24. This indicates that Science will need additional focus through stronger NGSS-aligned instruction, hands-on learning, and targeted academic support.

Overall, Goal 2 actions have been effective, especially in ELA and Mathematics. Moving forward, MSA-5 will continue the strategies that led to growth while strengthening supports in Mathematics, Science, and targeted intervention for students with the greatest academic needs.

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

Based on reflections on prior practice and current Goal 2 data, MSA-5 will keep the planned goal and core metrics in place because they continue to align with the school’s focus on academic excellence, standards-based instruction, and equitable student access to a high-quality instructional program. Current results show that the existing goal remains appropriate, as students made strong progress in both English Language Arts and Mathematics.

No major changes will be made to the overall goal or metrics for the coming year. However, planned actions will be refined based on current outcomes. Since ELA performance exceeded the target and improved substantially, MSA-5 will continue the instructional strategies that supported this growth, including standards-aligned instruction, data-driven planning, differentiated support, academic intervention, and progress monitoring.

Mathematics will remain a priority area for continued action. Although Math performance improved significantly and exceeded the proficiency target, students are still slightly below standard overall based on Distance from Standard data. As a result, MSA-5 will strengthen math actions by increasing targeted intervention, small-group instruction, conceptual understanding, problem-solving practice, academic vocabulary support, and regular review of assessment data.

Science actions will also be strengthened for the coming year. Although the school met the Science target, the percentage of students meeting or exceeding standard declined from the prior year. In response, MSA-5 will increase focus on NGSS-aligned instruction, hands-on and lab-based learning, science vocabulary development, and targeted support for students who need additional help applying scientific concepts.

In addition, MSA-5 will continue to refine supports for English learners, socioeconomically disadvantaged students, and students with disabilities to address remaining achievement gaps. Actions will include targeted intervention, teacher collaboration, progress monitoring, and professional development focused on differentiated instruction and access to grade-level standards.

Overall, the goal, metrics, and target outcomes will remain consistent, while actions will be adjusted to sustain strong ELA growth, continue accelerating Math achievement, improve Science outcomes, and provide more targeted academic support for student groups with the greatest needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and	$1,540,889.38	No

Action #	Title	Description	Total Funds	Contributing
		career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal funds: -Prof Developmnt: Federal CSP; Amount: $13,000.00 -Prof Dev-Other: Federal CSP; Amount: $9,000.00	$35,386.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal funds: -Educat Software: Title I; Amount: $14,571.00 -TeacherSalaries: Title I; Amount: $52,998.00 -STRS: Title I; Amount: $10,122.62 -OASDI/Medicare: Title I; Amount: $768.47 -Health & Welfare Benefits: Title I; Amount: $12,232.84 -Unemployment Insurance: Title I; Amount: $264.99	$399,016.91	Yes

Action #	Title	Description	Total Funds	Contributing
		-Educat Software: Title IV, Part A ESEA (ESSA); Amount: $17.674.05		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees. The following expenditures will be funded by federal Title funds: N/A	$184,750.83	Yes
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement	$898,379.93	No

Action #	Title	Description	Total Funds	Contributing
		gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: -SpEd Ctrct Inst: IDEA SPED; Amount: $170,000.00		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 11%	2024-25: (As of 6/5/25) 7.0%	2025-26 (As of 5/22/26): 20%	2026-27: >= 10%	+9 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 90%	0 percentage points
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 97%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 80%	+3 percentage points
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 60.5%	2023-24 (2024 Dashboard): 80.8%	2024-25 (2025 Dashboard): 89.5% 2025-26 (As of 5/22/26): 73.1%	2025-26: (2026 Dashboard) >= 55.0%	+29.0 percentage points
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 73.08%	2023-24: 59.09%	2024-25: 62.50% 2025-26 (As of 5/22/26): 66.25%	2025-26: >= 55.00%	-10.58 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 62.96%	2023-24: 18.18%	2024-25: 20.83% 2025-26 (As of 5/22/26): 76.88%	2025-26: >= 35.00%	-42.13 percentage points
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 35.6%	2023-24: 52.0%	2024-25: 58.8%	2025-26: >= 55.0%	+23.2 percentage points
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 11.1%	2023-24: 36.0%	2024-25: 33.3%	2025-26: >= 55.0%	+22.2 percentage points
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 26.3%	2023-24: (2024 Dashboard) 61.5%	2024-25 (2005 Dashboard): 64.7% 2025-26 (As of 5/22/26): 39.1%	2025-26: (2026 Dashboard) >= 35.0%	+38.4 percentage points
3.10	Percentage of cohort graduates who have successfully completed	2022-23 (2023 Dashboard): 87.2%	2023-24 (2024 Dashboard): 96.2%	2024-25 (2005 Dashboard): 100.0%	2025-26: (2026 Dashboard) >= 90.0%	+12.8 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 95.7%		
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2023-24 (2024 Dashboard): 0.00%	2024-25 (2005 Dashboard): 0.0% 2025-26 (As of 5/22/26): 0.00%	2025-26: (2026 Dashboard) >= 10.0%	0 percentage points
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2023-24 (2024 Dashboard): 0.00%	2024-25 (2005 Dashboard): 0.0% 2025-26 (As of 5/22/26): 0.00%	2025-26: (2026 Dashboard) >= 10.0%	0 percentage points
3.13	Percentage of cohort graduates who have earned a Seal of	2022-23 (CDE DataQuest): 28.6%	2023-24 (CDE DataQuest): 68.0%	2024-25 (CDE DataQuest): 15.8%	2025-26: (CDE DataQuest) >= 20.0%	-12.8 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy (Source: CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 21.7%		
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 48.6%	2023-24 (CDE DataQuest): 40.0%	2024-25 (CDE DataQuest): 26.3% 2025-26 (As of 6/12/26): 30.4%	2025-26: (CDE DataQuest) >= 30.0%	-22.3 percentage points
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 56.0%	2024-25: (As of 5/23/25) 25.0%	2025-26 (As of 5/22/26): 26.1%	2026-27: >= 50.0%	-29.9 percentage points
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 100%	2024-25: (As of 5/23/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 90%	0 percentage points
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 100%	2024-25: (As of 5/23/25) 89.0%	2025-26 (As of 5/22/26): 83%	2026-27: >= 60%	-17.0 percentage points
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 34.8%	Class of 2022: 48.1%	Class of 2023: 50.0%	Class of 2024: >= 60%	+15.2 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 3 focused on providing a well-rounded, 21st-century education with a heavy emphasis on innovation, STEAM integration, and college/career readiness. The implementation spanned five distinct core areas: College/Career Readiness Programs (3.1), STEM and GATE Programs (3.2), Digital Literacy and Citizenship (3.3), Physical Education and Fitness (3.4), and Additional Well-Rounded Enrichment Programs (3.5).

Successes: The 2025-26 school year saw massive rebounds in academic rigor and college preparedness. Enrollment in Accelerated/Advanced Math courses surged to 20% (surpassing the 10% target). Furthermore, 11th-grade EAP CAASPP performance saw extraordinary growth, with Math proficiency skyrocketing from 18.1% to 76.8%, and ELA improving to 66.2%. The AP pass rate also increased to 58.8%, and A-G completion remained exceptionally strong at 95.7%. 100% of students continued to participate in STEAM and technology-focused courses.

Challenges: Despite academic successes, there were sharp declines in specific alternative college-readiness markers. Dual enrollment completion dropped significantly from 61.5% to 39.1%. Additionally, the attainment of state diploma seals fell drastically: the Golden State Seal Merit Diploma dropped to 0%, and the Seal of Biliteracy dropped to 21.7%. CTE pathway completion remains an ongoing systemic challenge, stagnating at 0%.

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

Goal 3 Action 1
Budgeted: $141,646.16
Actual: $124,976.21
Explanation: Lower than anticipated costs for field trips.

Goal 3 Action 2
Budgeted: $1.00
Actual: $0.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 3
Budgeted: $153,201.90
Actual: $124,976.21
Explanation: Cost savings from consolidated educational software licenses.

Goal 3 Action 4
Budgeted: $152,147.86
Actual: $136,356.48
Explanation: Unused physical education equipment budgets due to lower enrollment and long term staffing vacancies.

Goal 3 Action 5
Budgeted: $232,980.86
Actual: $229,351.75
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effective Actions: Action 3.2 (STEM & GATE Programs) proved highly effective this year, directly correlating with the massive spike in EAP Math proficiency (76.8%) and the successful recruitment of students into Accelerated Math (20%). Action 3.1 (College/Career Readiness) was highly effective in supporting core academic indicators, resulting in high AP exam pass rates (58.8%) and sustained A-G completion (95.7%).

Ineffective Actions / Areas of Concern: Certain elements of Action 3.1 require reevaluation. The mechanisms supporting Dual Enrollment and State Diploma Seals (Golden State Seal and Seal of Biliteracy) were ineffective this year, resulting in sharp participation and attainment drop-offs. Furthermore, the CTE exploration aspect of Action 3.1 continues to be ineffective at producing measurable pathway completions.

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

The core metrics and overarching goals will remain intact, but specific operational pivots will be made for the coming year based on our data:

Revitalizing Dual Enrollment and Diploma Seals: We will restructure the counseling and advisory components of Action 3.1 to aggressively track and promote dual enrollment opportunities earlier in the semester. We will also audit our transcript evaluation process to ensure students are being properly identified and supported to earn the Golden State Seal and Seal of Biliteracy.

CTE Strategy: Recognizing the ongoing limitations of establishing full standalone CTE pathways for our student demographic, we will shift our focus toward integrating career-technical elements into our successful STEAM/PLTW courses (Action 3.2).

Sustaining Math Growth: Given the massive success in EAP Math and Advanced Math enrollment, we will maintain and protect our current funding and instructional models for Action 3.2 to ensure these gains are permanent.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal funds: -Clerical & Tech: Federal CSP; Amount: $33,145.28 -STRS: Federal CSP; Amount: $6,335.09 -OASDI/Medicare: Federal CSP; Amount: $480.94 -Health & Welfare Benefits: Federal CSP; Amount: $2,686.71 -Unemployment Insurance: Federal CSP; Amount: $165.84	$196,075.59	Yes
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design,	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A		
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.	$143,301.65	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: -Educat Software: Title IV, Part A ESEA (ESSA); Amount: $5,000.00		
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal title funds: -PE Supplies: Title IV, Part A ESEA (ESSA); Amount: $25,000.00	$165,154.80	Yes
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential	$244,951.84	Yes

Action #	Title	Description	Total Funds	Contributing
		learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: -ProfessServices: Title IV, Part A ESEA (ESSA); Amount: $15,900.00		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 6	2024-25: (As of 6/5/25) 7	2025-26 (As of 5/15/26): 8	2026-27: >= 8	+2
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 3	2024-25: (As of 6/5/25) 4	2025-26 (As of 5/15/26): 4	2026-27: >= 4	+1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 18	2024-25: (As of 6/5/25) 18	2025-26 (As of 5/15/26): 41	2026-27: >= 10	+23
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 29.2%	2024-25: (As of 6/5/25) 47.0%	2025-26 (As of 6/9/26): 20.8%	2026-27: >= 15.0%	-8.4 percentage points
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 91.93%	2024-25 P-2 ADA: 92.01%	2025-26 P-2 ADA: 93.91%	2026-27: (P-2 ADA) >= 92.00%	+1.98 percentage points
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 30.8%	2023-24: (2024 Dashboard) 30.1%	2024-25 (2025 Dashboard): 24.5% 2025-26 (As of 5/22/26): 20.7%	2025-26: (2026 Dashboard) <= 20.0%	-6.3 percentage points
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 5.1%	2024-25: (As of 6/5/25) 4.2%	2025-26 (As of 6/10/26): 0.0%	2026-27: <= 2.0%	-5.1 percentage points
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 7.9%	2023-24: (CDE DataQuest) 4.0%	2024-25 (CDE DataQuest): 0.0% 2025-26 (As of 6/10/26): 0.0%	2025-26: (CDE DataQuest) <= 2.0%	-7.9 percentage points
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 92.3%	2023-24: (2024 Dashboard) 96.2%	2024-25 (2025 Dashboard): 96.1%	2025-26: (2026 Dashboard) >= 95.0%	+3.8 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2025-26 (As of 5/22/26): 88.5%		
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 2.3%	2023-24: (2024 Dashboard) 1.3%	2024-25 (2025 Dashboard): 2.4% 2025-26 (As of 5/22/26): 1.8%	2025-26: (2026 Dashboard) <= 2.5%	+0.1 percentage points
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00%	2024-25 (CDE DataQuest): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (CDE DataQuest) <= 0.50%	0 percentage points
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 99.0% -Families: 88.4% -Staff: 96.3%	2024-25: -Students: 99.5% -Families: 76.3% -Staff: 93.8%	2025-26: -Students: 96.4% -Families: 79.8% -Staff: 75%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	-Students: -2.6 percentage points -Families: -8.6 percentage points -Staff: -21.3 percentage points
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline,	2023-24: -Students: 67.0% -Families: 96.0% -Staff: 80.0%	2024-25: -Students: 65% -Families: 96% -Staff: 61%	2025-26: -Students: 73% -Families: 96% -Staff: 78%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	-Students: +6 percentage points -Families: 0 percentage points -Staff: -2 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 78% -Families: 96% -Staff: 75%	2024-25: -Students: 76% -Families: 95% -Staff: 53%	2025-26: -Students: 76% -Families: 94% -Staff: 82%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	-Students: -2 percentage points -Families: -2 percentage points -Staff: +7 percentage points
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 83.25%	2024-25: (Spring 2024 to Fall 2024) 84%	2025-26 (Spring 2025 to Fall 2025): 85%	2026-27: (Spring 2026 to Fall 2026) >= 85%	+1.75 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 4 focused on cultivating a strong sense of connection among students, families, staff, and community partners. The goal was carried out through five major actions: Seeking Family Input (4.1), Building Relationships (4.2), MTSS/PBIS and SEL Support (4.3), Educational Partner Surveys (4.4), and Community Outreach (4.5). All actions were implemented to foster effective communication and a nurturing, safe school environment.

Successes: The 2025-26 school year saw massive improvements in school climate and family engagement. The number of parent engagement events surged to 41 (shattering the target of 10). Furthermore, targeted MTSS and attendance interventions were highly successful: Average Daily Attendance (ADA) increased to 93.91%, Chronic Absenteeism plummeted to 20.7% (nearly hitting the 20% target), and the student suspension rate fell to just 1.8%. Student retention also successfully met the 85% target.

Challenges: Despite a stronger overall campus climate, high school completion metrics suffered. The graduation rate dropped significantly from 96.1% to 88.5%, missing our targets, though the high school dropout rate remained steady at 0.0%. Additionally, staff survey participation dropped to 75% (missing the 95% target), indicating a need to improve staff engagement. Lastly, while home visits (20.8%) remained above the 15% target, this was a sharp decline from the prior year's 47% rate.

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

Goal 4 Action 1
Budgeted: $275.00
Actual: $275.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 2
Budgeted: $223,525.27
Actual: $202,338.49
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 3
Budgeted: $355,768.90
Actual: $389,710.49
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 4
Budgeted: $1,233.84
Actual: $1,233.84
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5
Budgeted: $523,423.72
Actual: $440,158.05
Explanation: Delayed hiring of community liaisons, open staff vacancies, or lower-than-expected costs for community outreach materials

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effective Actions: Action 4.1 (Family Input) and Action 4.2 (Building Relationships) were highly effective at mobilizing our community, resulting in an unprecedented 41 parent engagement events and sustained PAC/ELAC participation. Action 4.3 (MTSS/PBIS) was incredibly effective at stabilizing school climate, serving as the primary driver for our drops in chronic absenteeism (20.7%) and suspensions (1.8%), while boosting ADA (93.91%).

Ineffective Actions / Areas of Concern: The supports implemented under Action 4.3 and 4.5 for older students were ineffective at curbing high school dropout rates and maintaining graduation rates, as both metrics slipped heavily this year. Furthermore, internal communication and relationship-building strategies (Action 4.2) were ineffective regarding staff engagement, as reflected by the drop in staff survey participation and satisfaction.

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

The broad objectives and metrics for Goal 4 will remain in place, but we will make targeted operational changes to address the gaps revealed in this year's data:

High School Retention Focus: We will refocus elements of our MTSS/PBIS framework (Action 4.3) and Community Outreach (Action 4.5) to specifically target at-risk high school seniors. This will include targeted mentorship and wraparound services to reverse the decline in the graduation rate.

Staff Engagement Initiatives: To address the decline in staff survey participation and morale, we will utilize components of Action 4.2 to establish more robust internal feedback loops and collaborative decision-making opportunities for teachers and classified staff.
To execute a targeted student recruitment and marketing campaign for the new school site at 7111 Winnetka Ave. This includes local neighborhood outreach, distributing multi-lingual informational flyers, digital marketing, and hosting community information sessions to boost enrollment.

Revitalizing Home Visits: We will re-evaluate our home-visit scheduling and teacher compensation structures to boost the home visit rate back toward the 40%+ range we achieved in Year 1.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making.		Yes

Action #	Title	Description	Total Funds	Contributing
		Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A		
4.2	Building relationships and partnerships with families for student outcomes	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to	$196,417.51	Yes

Action #	Title	Description	Total Funds	Contributing
		support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -TeacherSalaries: Title I; Amount: $12,000.00 -STRS: Title I; Amount: $2,292.00 -OASDI/Medicare: Title I; Amount: $174.00 -Unemployment Insurance: Title I; Amount: $60.00		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our	$490,371.15	Yes

Action #	Title	Description	Total Funds	Contributing
		supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $4,134.00 -Non-Instructional Student Support: Title III - Immigrant Education; Amount: $4,317.38 -Teacher Salaries: Title I; Amount: $6710.00 -STRS: Title I; Amount: $1,281.61 -OASDI/Medicare: Title I; Amount: $97.30		

Action #	Title	Description	Total Funds	Contributing
		-Unemployment Insurance: Title I; Amount: $33.55		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Kelvin survey fees. The following expenditures will be funded by federal Title funds: N/A		Yes
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.	$244,576.19	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal funds: -Clerical & Tech: Federal CSP; Amount: $21,755.28 -OASDI/Medicare: Federal CSP; Amount: $1,665.25 -Health & Welfare Benefits: Federal CSP; Amount: $1,628.31 -Other Benefits: Federal CSP; Amount: $2,176.80		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,490,657	$107,875

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.960%	0.000%	$0.00	22.960%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials,	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers	Goal 2: For all students, but particularly for the EL and LTEL student groups: • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students.	have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP	Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3.	years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• College-Going Rate (Source: CDE DataQuest)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. **Scope:** LEA-wide	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning.	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. **Scope:**	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy,	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:** LEA-wide	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math,	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning;

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. **Scope:** LEA-wide	Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision	Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout	teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			"Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental,	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased	• High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:** It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP,	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school	Goal 4: • School experience survey "participation rates" by students, families, and staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	(Source: Local Indicator Priority 6, Panorama Education) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of seniors who have

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

Similar to the current academic year, MSA-5 will utilize the concentration grant add-on funds ($107,875) in the following manner:

MSA-5 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,492,525	1,490,657	22.960%	0.000%	22.960%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,058,982.09	$1,500,833.98	$982.00	$447,671.31	$8,008,469.38	$4,267,641.70	$3,740,827.68

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$21,927.00	$21,927.00				$21,927.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$0.00	$2,259,034.00	$2,179,034.00	$80,000.00			$2,259,034.00	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$203,791.39	$354,960.00	$555,751.39	$3,000.00			$558,751.39	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$27,000.00	$27,000.00				$27,000.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$35,438.96	$362,046.25	$397,485.21				$397,485.21	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$1,387,199.38	$153,690.00	$1,200,405.74	$340,483.64			$1,540,889.38	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$35,386.00	$13,386.00			$22,000.00	$35,386.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$366,771.86	$32,245.05	$173,147.24	$117,237.70		$108,631.97	$399,016.91	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$184,750.83	$0.00	$184,750.83				$184,750.83	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$728,379.93	$170,000.00	$183,820.19	$544,559.74		$170,000.00	$898,379.93	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$196,075.59	$0.00	$63,854.63	$89,407.10		$42,813.86	$196,075.59	
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$138,301.65	$5,000.00	$96,809.64	$41,492.01		$5,000.00	$143,301.65	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$115,914.80	$49,240.00	$140,154.80			$25,000.00	$165,154.80	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$132,502.84	$112,449.00	$188,666.84	$40,385.00		$15,900.00	$244,951.84	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$188,667.51	$7,750.00	$181,891.51			$14,526.00	$196,417.51	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$440,270.77	$50,100.38	$350,897.07	$121,918.24	$982.00	$16,573.84	$490,371.15	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$149,576.19	$95,000.00	$95,000.00	$122,350.55		$27,225.64	$244,576.19	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,492,525	1,490,657	22.960%	0.000%	22.960%	$1,520,558.56	0.000%	23.420 %	**Total:**	$1,520,558.56
								LEA-wide Total:	$1,520,558.56
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$27,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,386.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$173,147.24	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	$184,750.83	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,854.63	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,809.64	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$140,154.80	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$188,666.84	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$181,891.51	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$350,897.07	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,646,303.51	$4,915,867.84

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$18,439.00	$21,927.00
1	**1.2**	Instructional materials and technology	No	$179,499.72	$166,127.72
1	**1.3**	Clean and safe facilities that support learning	No	$365,848.08	$360,089.08
1	**1.4**	Healthy and nutritious meals	Yes	$24,096.00	$27,000.00
1	**1.5**	Well-orchestrated Home Office support services	No	$261,113.00	$536,546.99
2	**2.1**	Broad course of study and standards based curriculum	No	$1,029,876.73	$986,198.68
2	**2.2**	Professional development for high-quality instruction	Yes	$32,976.00	$43,525.00
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$441,352.89	$424,727.34
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$90,197.48	$91,424.19
2	**2.5**	Support for students with disabilities	No	$418,701.10	$537,541.76
3	**3.1**	College/Career readiness programs and activities	Yes	$141,646.16	$196,359.77

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$0.00	
3	3.3	Digital literacy and citizenship programs	Yes	$153,201.90	$124,976.21
3	3.4	Physical education, activity, and fitness	Yes	$152,147.86	$136,356.48
3	3.5	Additional programs and activities that support well-rounded education	Yes	$232,980.86	$229,351.75
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$223,525.27	$202,338.49
4	4.3	MTSS - PBIS and SEL support	Yes	$355,768.90	$389,710.49
4	4.4	Annual educational partner surveys	Yes	$1,233.84	$1,233.84
4	4.5	Community outreach and partnerships	Yes	$523,423.72	$440,158.05

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
755,229	$1,256,759.17	$2,307,436.61	($1,050,677.44)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$24,096.00	$27,000.00		
2	2.2	Professional development for high-quality instruction	Yes	$14,976.00	$43,525.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$182,000.44	$424,727.34		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	$90,197.48	$91,424.19		
3	3.1	College/Career readiness programs and activities	Yes	$58,861.00	$196,359.77		
3	3.2	STEM and GATE programs	Yes	$1.00	$0.00		
3	3.3	Digital literacy and citizenship programs	Yes	$43,085.86	$124,976.21		
3	3.4	Physical education, activity, and fitness	Yes	$109,224.86	$136,356.48		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$133,272.50	$229,351.75		
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$200,146.27	$202,338.49		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$251,135.40	$389,710.49		
4	4.4	Annual educational partner surveys	Yes		$1,233.84		
4	4.5	Community outreach and partnerships	Yes	$149,487.36	$440,158.05		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,823,868	755,229	0.000%	26.744%	$2,307,436.61	0.000%	81.712%	$0.00	0.000%

Powered by BoardOnTrack

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Powered by BoardOnTrack

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

Powered by BoardOnTrack

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

Powered by BoardOnTrack

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

Powered by BoardOnTrack

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

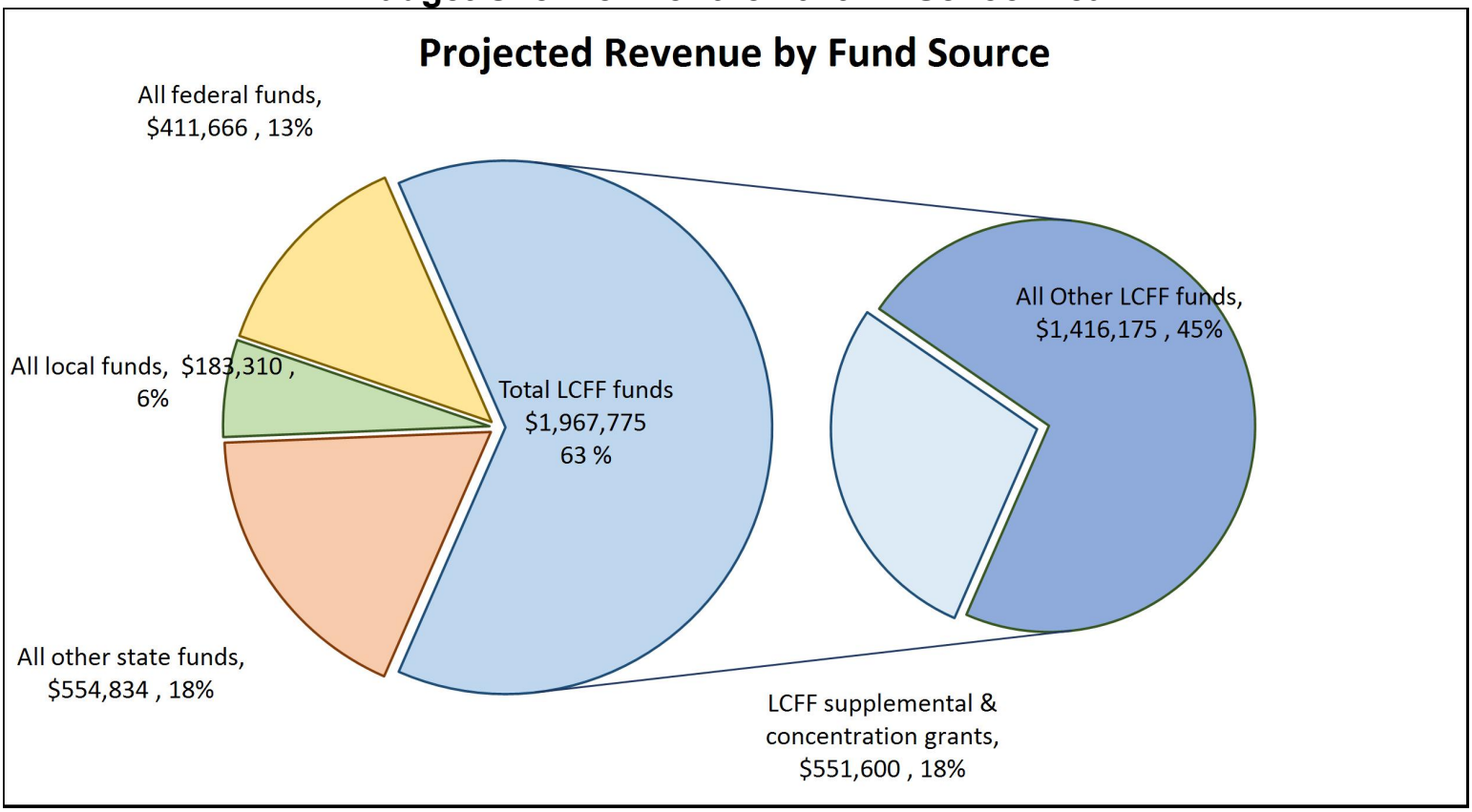
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 6
CDS Code: 19-64733-0117648
School Year: 2026-27
LEA contact information:
James Choe
Principal
jchoe@magnoliapublicschools.org
(310) 842-8555

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

Budget Overview for the 2026-27 School Year

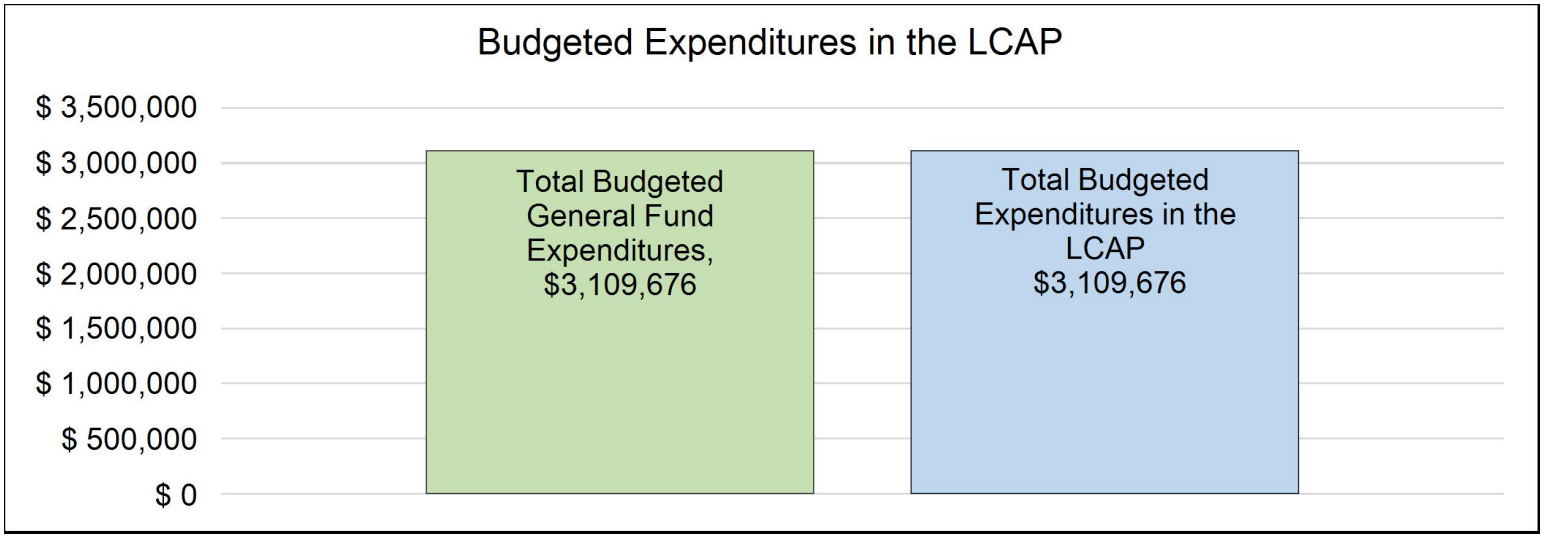


This chart shows the total general purpose revenue Magnolia Science Academy 6 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 6 is $3,117,585, of which $1,967,775 is Local Control Funding Formula (LCFF), $554,834 is other state funds, $183,310 is local funds, and $411,666 is federal funds. Of the $1,967,775 in LCFF Funds, $551,600 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy 6 plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy 6 plans to spend $3,109,676 for the 2026-27 school year. Of that amount, $3,109,676 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

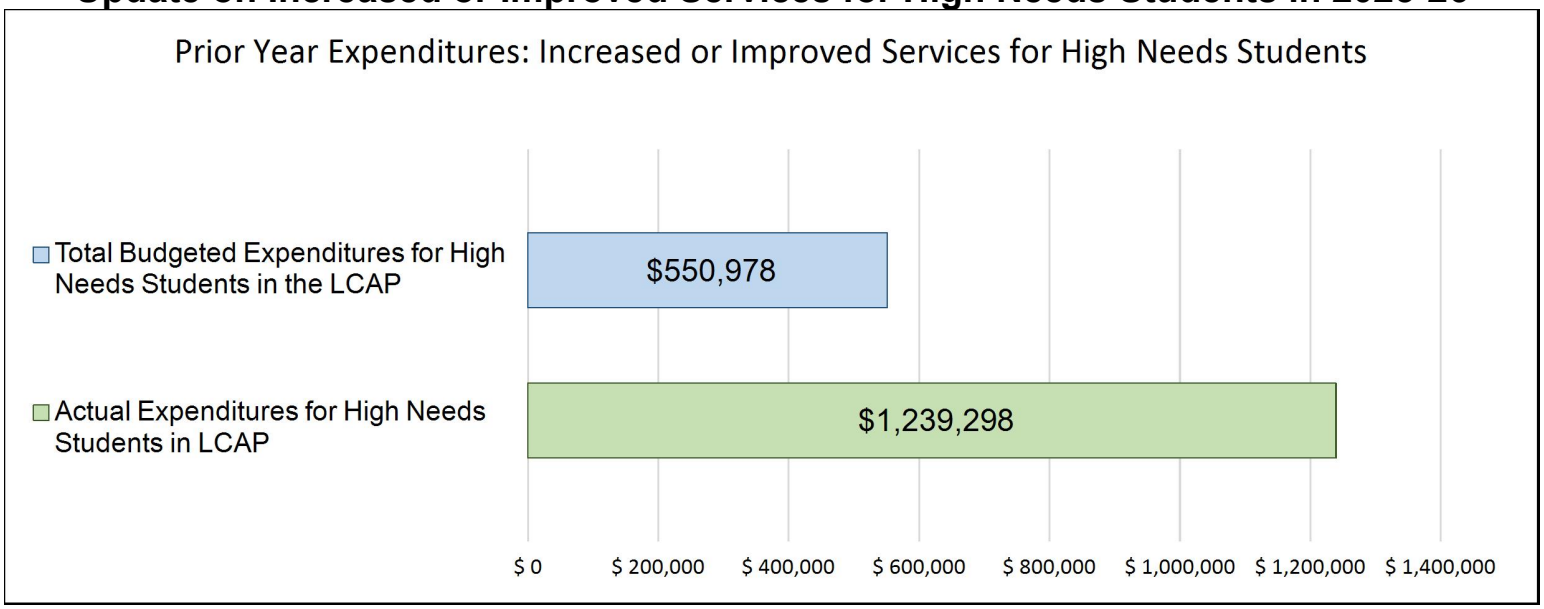
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Magnolia Science Academy 6 is projecting it will receive $551,600 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy 6 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy 6 plans to spend $558,003 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy 6's LCAP budgeted $550,978 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 6 actually spent $1,239,298 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Magnolia Science Academy (MSA-6 or Charter School), is a classroom-based charter school serving grades 6-8 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2009, MSA-6's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-6 currently has 160 students in grades 6-8, and mainly draws enrollment from Palms, Koreatown, and Mid-city, CA and its neighboring communities. The neighborhoods that MSA-6 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-6 serves faces economic challenges. MSA-6 has a diverse enrollment, including around 86% Hispanic/Latino, around 9% African American, and around 5% White. We are around 92% Socioeconomically Disadvantaged, 20% Special Education, and 20% English Learner population.

MSA-6 strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-6 is supplemented by its clubs and after-school programs and with its ASES program with Think Together that runs until 6 pm.

Magnolia Science Academy 6
Address: 4049 W. 8th St., Los Angeles, CA, 90005

Phone: 310-842-8555
Email: jchoe@magnoliapublicschools.org

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

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

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

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

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

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

Magnolia Science Academy 6 demonstrated strong overall performance on the 2025 California School Dashboard and continued to make progress in several key areas connected to academic achievement, student engagement, school climate, and local indicators.

A major success was academic performance. The school earned a Green performance level in both English Language Arts and Mathematics. In English Language Arts, all students performed 16.2 points above standard and increased by 11.6 points from the prior year. In Mathematics, all students performed 17.0 points below standard but increased by 31.5 points, showing significant growth from the prior year. Student growth data were also very strong. English Language Arts Growth was rated Exceptional, with 80.0% of students improving

their score from the prior year. Mathematics Growth was also rated Exceptional, with 78.8% of students improving their score from the prior year.

Science performance was another area of strength. The school earned a Blue performance level in Science, with all students performing 60.3 points above standard and increasing by 7.5 points. Socioeconomically disadvantaged students also earned a Blue performance level in Science, performing 59.2 points above standard.

The school also showed positive progress in English Learner Progress. Although the Dashboard did not assign a color performance level for this indicator, 57.1% of English Learners made progress toward English language proficiency, which was higher than the statewide rate of 46.4%. In addition, 52.4% of English Learners progressed at least one ELPI level on the Summative ELPAC.

Attendance and school climate also showed improvement. Chronic absenteeism declined to 15.9%, a decrease of 4.6 percentage points from the prior year. The suspension rate declined to 3.7%, a decrease of 1.3 percentage points, and the school earned a Green performance level for Suspension Rate. Socioeconomically disadvantaged students had a suspension rate of 2.4%, which was also Green and declined by 2.9 percentage points. Students with disabilities had a 0.0% suspension rate, reflecting positive progress in behavior support and school climate.

All local indicators were marked Standard Met, including Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; and Access to a Broad Course of Study. The school reported 89.5% clear teaching assignments, 0% of students without access to standards-aligned instructional materials, and 0 instances where facilities did not meet the good repair standard.

These results reflect the school’s continued use of data-driven instruction, intervention, MAP data, ICA/IAB data, afterschool tutoring, Saturday school, PBIS supports, teacher collaboration, and communication between general education and special education staff to support student progress.

CHALLENGES

While the school demonstrated many areas of strength, the Dashboard and local data also identify areas needing continued focus.

The lowest schoolwide performance level on state indicators was Yellow for Chronic Absenteeism. Although chronic absenteeism improved from the prior year, 15.9% of students were still chronically absent. Student groups with Yellow performance in Chronic Absenteeism included Hispanic students at 16.1% and socioeconomically disadvantaged students at 16.1%. Students with disabilities had a chronic absenteeism rate of 26.3%, but the Dashboard displayed this student group as Gray due to student group size or reporting rules. Because attendance directly affects academic achievement, student engagement, and connection to school, chronic absenteeism will remain a major area for continued monitoring and support.

English Learners also require targeted academic support. English Learners were Yellow in English Language Arts, performing 33.2 points below standard, and Yellow in Mathematics, performing 57.9 points below standard. Although English Learners improved in both ELA and

Math, they continue to perform below standard and need continued support in designated ELD, integrated ELD, academic vocabulary, reading comprehension, writing, and access to grade-level content.

Long-Term English Learners also require close attention. Long-Term English Learners performed 88.7 points below standard in ELA and 112.2 points below standard in Mathematics. Although the Dashboard displayed this group as Gray rather than assigning a performance color, the data show that LTELs need targeted intervention, language development, and academic supports.

Students with disabilities also remain an area for improvement. Students with disabilities performed 47.8 points below standard in ELA and 92.5 points below standard in Mathematics. Although this student group showed growth from the prior year and had a 0.0% suspension rate, academic performance data indicate the need for continued targeted instruction, accommodations, modifications, progress monitoring, and collaboration between general education and special education staff.

Mathematics remains an area for continued focus even though the school earned a Green performance level and made strong growth. All students were still 17.0 points below standard in Mathematics, and several student groups remained below standard, including English Learners, socioeconomically disadvantaged students, Hispanic students, Long-Term English Learners, and students with disabilities. The school will continue strengthening math instruction, intervention, data analysis, academic vocabulary, and foundational skills support.

Local climate survey data also indicate areas for growth. Students reported lower approval in sense of belonging and discipline, rules, and norms. The school will continue strengthening PBIS implementation, classroom expectations, restorative practices, student voice, and communication around behavior systems so students experience school discipline as fair, clear, and consistent.

As part of this reflection, Magnolia Science Academy 6 reviewed whether the school or any student group received the lowest performance level on one or more state indicators. No schoolwide state indicator was Red or Orange on the 2025 Dashboard. The lowest schoolwide color was Yellow for Chronic Absenteeism. No student group shown with a color performance level was Red or Orange. Student groups receiving Yellow performance levels included English Learners in English Language Arts and Mathematics, and Hispanic and socioeconomically disadvantaged students in Chronic Absenteeism. These areas will remain priorities in the LCAP through targeted academic intervention, English Learner supports, attendance monitoring, family outreach, PBIS/SEL supports, and progress monitoring.

Moving forward, Magnolia Science Academy 6 will continue to use Dashboard data, MAP data, ICA/IAB results, ELPAC data, course grades, attendance data, suspension data, survey results, and teacher input to identify student needs and refine supports. The school will continue strengthening early identification of students who are struggling academically, providing intervention before the end of the semester, expanding academic supports such as tutoring and Saturday school, improving attendance outreach, supporting English Learners and students with disabilities, and using PBIS and SEL strategies to improve school climate and belonging.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	Magnolia Science Academy 6 engaged parents and families throughout the year through multiple opportunities for input, including Parent Advisory Committee meetings, Coffee with the Principal/Cafecito with the Admin, Parent Task Force meetings, ELAC meetings, Title I meetings, parent workshops, Parent College Program sessions, school events, surveys, home visits, and direct communication through ParentSquare, ClassDojo, Infinite Campus, phone calls, emails, and the school website. These engagement opportunities were offered in accessible formats, including virtual and in-person options, and translation support was provided as needed. During parent meetings, school leaders reviewed academic, attendance, school climate, and Dashboard data in a format intended to be understandable and accessible to families. Topics included progress in English Language Arts, Mathematics, Science, English Learner progress, chronic absenteeism, suspension rate, local indicators, school climate survey results, and LCAP goals and actions. Families were invited to ask questions, provide feedback, identify needs, and share priorities related to student learning, attendance, school climate, family communication, enrichment opportunities, and student support. Parent feedback helped the school identify continued priorities, including strengthening academic intervention, improving attendance outreach, supporting English Learners and students with disabilities,

Educational Partner(s)	Process for Engagement
	expanding family engagement opportunities, improving communication, strengthening PBIS and discipline consistency, and increasing students' sense of belonging. Families also provided input on school programs, parent engagement activities, community resources, and ways to make meetings and events more accessible for underrepresented families.
Students	Magnolia Science Academy 6 engaged students through school experience surveys, classroom discussions, student participation in PAC-related discussions when appropriate, advisory activities, informal feedback opportunities, and student input connected to school climate, academic support, extracurricular activities, safety, discipline, and sense of belonging. Student feedback was especially important in reviewing the school climate survey results and identifying areas of strength and areas for improvement. Students provided feedback on academic learning support, discipline rules and norms, safety, and sense of belonging. Student survey data showed strengths in academic support and safety, while also identifying areas for improvement in discipline fairness, belonging, student life, outdoor spaces, lunch options, clubs, and access to academic tools and supports. Students also expressed interest in expanded extracurricular opportunities such as sports, running, gaming, skateboarding, and other clubs. Student feedback was used to inform school priorities related to PBIS implementation, discipline consistency, student belonging, enrichment opportunities, school climate, academic intervention, and facilities/student life improvements. The school will continue to use student voice to guide continuous improvement and ensure that the LCAP reflects student needs and experiences.
Teachers	Teachers were engaged in the LCAP development process through staff meetings, professional development sessions, grade-level and department collaboration, data analysis meetings, instructional planning, MTSS conversations, IEP collaboration, and feedback opportunities related to LCAP goals, actions, and metrics. Teachers reviewed student achievement data, MAP data, ICA/IAB results, CAASPP/Dashboard outcomes, attendance patterns, course grade

Educational Partner(s)	Process for Engagement
	data, English Learner needs, and outcomes for students with disabilities. Teacher input helped the school identify academic and instructional priorities, including the need for earlier identification of students at risk of failing, stronger intervention systems, improved foundational skills support for incoming students, continued use of data-driven instruction, vocabulary and language supports for English Learners, cross-curricular academic strategies, and ongoing collaboration between general education and special education staff. Teachers also provided feedback on professional development, classroom observation and feedback systems, PBIS practices, school climate, academic interventions, tutoring, Saturday school, and strategies to strengthen student engagement. Their input influenced continued LCAP actions related to standards-aligned instruction, MTSS, professional development, English Learner supports, supports for students with disabilities, PBIS/SEL, and academic intervention.
School administrators	School administrators engaged in ongoing review and development of the LCAP through leadership meetings, data reviews, reflection on Dashboard and local data, budget review, staffing discussions, implementation monitoring, and collaboration with the MPS Home Office. Administrators reviewed academic performance, ELA and math growth, Science results, English Learner progress, chronic absenteeism, suspension data, local indicators, family engagement data, survey results, staffing needs, and progress toward LCAP goals. The administrative team analyzed areas of success, including Green performance in ELA and Mathematics, Blue performance in Science, Exceptional growth in ELA and Mathematics, improved chronic absenteeism, decreased suspension rates, and all local indicators marked Standard Met. Administrators also identified areas requiring continued attention, including chronic absenteeism, English Learner achievement, Long-Term English Learner outcomes, students with disabilities, math performance, staff and student belonging, and discipline consistency.

Educational Partner(s)	Process for Engagement
	Administrator input helped determine which LCAP actions should continue, which areas needed refinement, and how resources should be aligned to student needs. The administrative team also considered feedback from families, students, teachers, other staff, SELPA partners, surveys, and school performance data before finalizing priorities for the LCAP.
SELPA Partners	Magnolia Science Academy 6 engaged SELPA partners and special education support providers to ensure that the needs of students with disabilities were considered in the development of the LCAP. Consultation and collaboration occurred through special education program review, IEP-related discussions, service delivery planning, compliance monitoring, and conversations about how to improve academic access, accommodations, modifications, and support for students with disabilities. SELPA-related feedback helped the school review the effectiveness of supports for students with disabilities, including access to grade-level instruction, collaboration between general education and special education staff, progress monitoring, academic intervention, behavioral supports, and appropriate implementation of IEP services. Dashboard and local data showed that students with disabilities continue to need targeted academic support in ELA and Mathematics, even as suspension outcomes improved. This input informed continued LCAP actions related to services for students with disabilities, MTSS, academic intervention, PBIS/SEL supports, staff collaboration, progress monitoring, and ensuring that students with disabilities receive equitable access to programs and services.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was influenced by feedback from parents, students, teachers, school administrators, other school personnel, SELPA partners, school surveys, Dashboard data, and local performance data. Educational partner input confirmed that Magnolia Science Academy 6 should continue actions that are showing positive results while refining areas that need additional support.

Feedback and data supported continuing the school's focus on basic services, safe and well-maintained facilities, access to standards-aligned instructional materials, appropriately assigned teachers, and Home Office support. Educational partners also supported continued

emphasis on academic excellence, including data-driven instruction, MTSS, intervention, tutoring, Saturday school, English Learner supports, and supports for students with disabilities.

Educational partner feedback also influenced the school's focus on improving chronic absenteeism, increasing family engagement, strengthening home visits, improving student belonging, clarifying discipline expectations, expanding PBIS and SEL supports, and providing more enrichment and extracurricular opportunities. Families and students identified the importance of communication, school climate, safety, belonging, and access to academic and social-emotional support. Teachers and staff emphasized the need for earlier identification of struggling students, stronger intervention systems, and continued collaboration across general education, special education, and support staff.

As a result, the LCAP continues and refines actions related to instructional quality, academic intervention, ELD, special education supports, family engagement, attendance outreach, PBIS/SEL, school climate, student voice, community partnerships, and well-rounded learning opportunities. The final LCAP reflects both the school's performance data and the priorities shared by educational partners throughout the engagement process.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 100.0%	2022-23: 87.0%	2023-24: 89.5%	2024-25: > 85%	-10.5 percentage points
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25):	2025-26 (As of 5/22/26):	2026-27: 0%	1.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0	2025-26 (As of 5/22/26): 0	2026-27: 0	0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 75%	2024-25: (Fall 2023 to Fall 2024) 86%	2025-26 (Fall 2024 to Fall 2025): 75%	2026-27: (Fall 2025 to Fall 2026) >= 80%	0 percentage points
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 95.6%	2024-25: (As of 5/31/25) 94.2%	2025-26 (As of 5/15/26): 95.2%	2026-27: >= 95.0%	-0.4 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, Goal 1 was implemented with fidelity during the 2025–26 school year. Magnolia Science Academy 6 continued to provide students and staff with access to the basic services necessary for a safe, secure, healthy, and high-quality learning and working environment. The school maintained standards-aligned instructional materials for all students, monitored facility conditions, supported teacher credentialing and assignment monitoring, provided access to healthy meals, and received ongoing operational and compliance support from the MPS Home Office.

Implementation of the planned actions was largely consistent with the LCAP. Students continued to have access to their own copies of standards-aligned instructional materials for use at school and at home, with 0% of students lacking access. Facilities were maintained in good repair, with 0 identified instances of deficiencies or extreme deficiencies. Teacher attendance remained strong at 95.2%, meeting the annual target of at least 95.0%.

Teacher retention was an area of continued focus. The 2025–26 teacher retention rate was 75%, which was below the 2024–25 outcome of 86% and below the 2026–27 target of at least 80%. This indicates a need to continue strengthening staff support, onboarding, professional development, and retention strategies. Assignment monitoring and credential compliance also remain important areas for continued oversight to ensure all teachers are appropriately assigned and properly credentialed.

Key successes included full access to standards-aligned instructional materials, facilities maintained in good repair, and strong teacher attendance. Key challenges included improving teacher retention and continuing proactive systems for credential monitoring, assignment monitoring, and staffing stability.

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

Goal 1 Action 1
Budgeted: $12,569.00
Estimated Actual: $18,730.00
Explanation: Estimated actual expenditures were higher than budgeted due to increased costs related to teacher assignments, credentialing, recruitment, and human resources support. The difference did not substantially change implementation of the action.

Goal 1 Action 2
Budgeted: $110,772.43
Estimated Actual: $161,539.46
Explanation: Estimated actual expenditures exceeded the budgeted amount due to additional spending on instructional materials, textbooks, technology, and related resources needed to support student access to standards-aligned instructional materials and technology-based learning resources.

Goal 1 Action 3
Budgeted: $401,070.00
Estimated Actual: $367,974.00
Explanation: Estimated actual expenditures were lower than budgeted. The difference did not substantially affect implementation, as the school continued to maintain clean, safe, and well-maintained facilities with 0 identified instances of facilities not meeting the good repair standard.

Goal 1 Action 4
Budgeted: $4,240.00
Estimated Actual: $6,800.00
Explanation: Estimated actual expenditures were higher than budgeted due to increased costs associated with providing healthy and nutritious meals, water, refreshments, and related student wellness supports. The difference did not substantially change implementation of the action.

Goal 1 Action 5

Budgeted: $232,137.36
Estimated Actual: $236,475.53
Explanation: Estimated actual expenditures were slightly higher than budgeted due to increased Home Office support and back-office service costs. The difference did not substantially change implementation of the action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 1 were generally effective in supporting progress toward a safe, well-maintained, and high-quality learning environment.

Action 1.1, Teacher assignments and credentials, was partially effective. The school continued to work with the MPS Human Resources team to review credentials, background clearances, TB clearances, teacher assignments, and HRIS documentation. These systems supported compliance and appropriate staffing. However, teacher retention declined to 75%, indicating that additional attention is needed to strengthen staff retention and support systems.

Action 1.2, Instructional materials and technology, was effective. The school maintained 0% of students without access to standards-aligned instructional materials for use at school and at home. Additional expenditures for instructional materials, textbooks, technology, and related resources supported implementation and helped ensure students had the tools needed to access instruction.

Action 1.3, Clean and safe facilities that support learning, was effective. The school maintained facilities in good repair, with 0 identified instances of deficiencies or extreme deficiencies. Ongoing inspections, maintenance, cleaning, safety planning, and repairs supported a safe and functional learning environment for students and staff.

Action 1.4, Healthy and nutritious meals, was effective. The school continued to provide access to healthy and nutritious meals, particularly in support of low-income students. This action helped address student wellness, readiness to learn, attendance, and overall engagement.

Action 1.5, Well-orchestrated Home Office support services, was effective. MPS Home Office services supported the school in areas such as academics, accountability, operations, IT, facilities, finance, human resources, external relations, and compliance. These services helped reduce administrative burden and supported the school’s ability to maintain basic services and meet charter and LCAP expectations.

Overall, the actions were effective in maintaining instructional materials, facilities, teacher attendance, meals, and operational support. Teacher retention remains the primary area requiring continued refinement and targeted support.

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

Based on reflection on 2025–26 implementation and outcomes, the school will continue the planned Goal 1 actions with targeted refinements rather than major changes. The overall goal remains appropriate because students and staff continue to need access to basic services, safe facilities, high-quality instructional materials, appropriately assigned and credentialed teachers, healthy meals, and coordinated Home Office support.

For teacher assignments and credentials, the school will continue earlier and more frequent credential reviews, master schedule checks, and coordination with MPS Human Resources. The school will also continue supporting teachers with credentialing requirements and maintaining timely documentation.

For teacher retention, the school will strengthen onboarding, mentorship, professional development, staff recognition, and administrator support in order to improve retention toward the target of at least 80%. Retention will be monitored closely throughout the year so that support can be provided earlier when concerns arise.

For teacher attendance, the school will continue current practices because the 2025–26 outcome of 95.2% met the target of at least 95.0%. The school will continue monitoring attendance and promoting staff wellness to sustain this progress.

No major changes are needed for instructional materials or facilities because the school met expectations in both areas, with 0% of students lacking access to standards-aligned materials and 0 identified facility deficiencies. These areas will continue to be monitored to ensure sustained compliance.

The healthy meals action will continue because it supports student wellness, readiness to learn, and access for low-income students. The school will continue implementing the MPS Wellness Policy and encouraging participation in school meal programs.

The Home Office support action will also continue because it provides essential operational, compliance, fiscal, human resources, facilities, IT, academic, accountability, and external relations support that helps the school maintain effective systems and meet LCAP and charter goals.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Magnolia Science Academy 6 (Charter School) and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Magnolia Science Academy 6 will support our teachers' credentialing needs. Magnolia Science Academy 6 will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Magnolia Science Academy 6 uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides	$14,108.00	No

Action #	Title	Description	Total Funds	Contributing
		administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A		
1.2	Instructional materials and technology	Magnolia Science Academy 6 will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Magnolia Science Academy 6 will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Magnolia Science Academy 6 will annually review budgets and plans to ensure adequate budget for instructional materials. Magnolia Science Academy 6 will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Magnolia Science Academy 6 will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A	$138,053.22	No

Action #	Title	Description	Total Funds	Contributing
1.3	Clean and safe facilities that support learning	Magnolia Science Academy 6 will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Magnolia Science Academy 6will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Magnolia Science Academy 6 will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Magnolia Science Academy 6custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Magnolia Science Academy 6 will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Magnolia Science Academy 6 will procure and maintain necessary safety/emergency supplies, equipment and items. Magnolia Science Academy 6 will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A	$356,616.00	No
1.4	Healthy and nutritious meals	Magnolia Science Academy 6will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Magnolia Science Academy 6will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the	$5,240.00	Yes

Action #	Title	Description	Total Funds	Contributing
		development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Magnolia Science Academy 6 will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A		
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Magnolia Science Academy 6, supports and holds accountable the Magnolia Science Academy 6 for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Magnolia Science Academy 6's administration and enables the Magnolia Science Academy 6 to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: -Clerical & Tech: Federal CSP; Amount: $25,431.21 -STRS: Federal CSP; Amount: $4,859.04 -OASDI/Medicare: Federal CSP; Amount: $368.88 -Health & Welfare Benefits: Federal CSP; Amount: $4,652.63 -Unemployment Insurance: Federal CSP; Amount: $127.20	$328,785.07	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Magnolia Science Academy 6 desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Magnolia Science Academy 6 will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Magnolia Science Academy 6 will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Magnolia Science Academy 6 will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: 100%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 100%	2024-25: (As of 5/29/25) 88%	2025-26 (As of 6/10/26): 60%	2026-27: >= 85%	-40 percentage points
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 90%	2024-25: (First semester) 94%	2025-26 (First semester): 70%	2026-27: (First semester) >= 80%	-20 percentage points
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 60.22% -English Learners: 7.69% -Socioeconomically Disadvantaged: 61.37% -Students with Disabilities: 25.00% -Asian: * -Hispanic: 59.77%	2023-24: -All Students: 55.35% -English Learners: 0.00% -Socioeconomically Disadvantaged: 56.08%	2024-25: -All Students: 53.17% -English Learners: 0.00% -Socioeconomically Disadvantaged: 53.88%	2025-26: -All Students: >= 55.00% -English Learners: >= 10.00% -Socioeconomically Disadvantaged: >= 55.00% -Students with	-All Students: -7.05 percentage points -English Learners: -7.69 percentage points -Socioeconomically Disadvantaged: -7.49 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: *	-Students with Disabilities: 22.23% -Hispanic: 54.26% -White: *	-Students with Disabilities: 25.00% -Hispanic: 50.00% -White: *	Disabilities: >= 25.00% -Hispanic: >= 55.00% -White: *	-Students with Disabilities: 0.00 percentage points -Asian: N/A -Hispanic: -9.77 percentage points -White: N/A
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 29.3 points above standard -English Learners: 22.2 points below standard -Socioeconomically Disadvantaged: 31.1 points above standard -Students with Disabilities: 29.8 points below standard -Asian: * -Hispanic: 30.2 points above standard -White: *	2023-24: (2024 Dashboard) -All Students: 4.5 points above standard -English Learners: 40.3 points below standard -Socioeconomically Disadvantaged: 4.5 points above standard -Students with Disabilities: 83.6 points below standard -Hispanic: 1.1 points below standard -White: *	2024-25: (2025 Dashboard) -All Students: 16.2 points above standard -English Learners: 33.2 points below standard -Socioeconomically Disadvantaged: 15.9 points above standard -Students with Disabilities: 47.8 points below standard -Hispanic: 9.4 points above standard -White: *	2025-26: (2026 Dashboard) -All Students: 30.0 points above standard -English Learners: 13.0 points below standard -Socioeconomically Disadvantaged: 32.0 points above standard -Students with Disabilities: 20.0 points below standard -Hispanic: *	-All Students: -13.1 points -English Learners: -11.0 points -Socioeconomically Disadvantaged: -15.2 points -Students with Disabilities: -18.0 points -Asian: N/A -Hispanic: -20.8 points -White: N/A
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 57.0% -English Learners: 17.6% -Socioeconomically Disadvantaged: 56.9% -Students with Disabilities: 42.1%	2024-25: (Fall to Spring) -All Students: 64.4% -English Learners: 63.2% -Socioeconomically	2025-26 (Fall to Spring): -All Students: 64.9% -English Learners: 59.1% -Socioeconomically	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >=	-All Students: +7.9 percentage points -English Learners: +41.5 percentage points -Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Hispanic: 56.5% -White: *	Disadvantaged: 65.2% -Students with Disabilities: 50.0% -Hispanic: 62.5% -White: *	Disadvantaged: 64.7% -Students with Disabilities: 60.0% -Hispanic: 63.5% -White: 100.0%	50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: *	+7.8 percentage points -Students with Disabilities: +17.9 percentage points -Hispanic: +7.0 percentage points -White: N/A
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 0.11 (CGP: 55th percentile) -English Learners: CGI: 0.00 (CGP: 50th percentile) -Socioeconomically Disadvantaged: CGI: 0.19 (CGP: 57th percentile) -Students with Disabilities: * -Hispanic: CGI: 0.07 (CGP: 53rd percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: 0.75 (CGP: 77th percentile) -English Learners: CGI: 1.82 (CGP: 97th percentile) -Socioeconomically Disadvantaged: CGI: 0.78 (CGP: 78th percentile) -Students with Disabilities: CGI: 0.35 (CGP: 64th percentile) -Hispanic: CGI: 0.65 (CGP: 74th percentile) -White: *	2025-26 (Fall to Spring): -All Students: CGI: 0.95 (CGP: 83rd percentile) -English Learners: CGI: 1.25 (CGP: 89th percentile) -Socioeconomically Disadvantaged: CGI: 0.99 (CGP: 84th percentile) -Students with Disabilities: CGI: 0.67 (CGP: 75th percentile) -Hispanic: CGI: 0.90 (CGP: 82nd percentile) -White: CGI: 4.63 (CGP: 100th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *	-All Students: +0.84 -English Learners: +1.25 -Socioeconomically Disadvantaged: +0.80 -Students with Disabilities: N/A -Hispanic: +0.83 -White: N/A
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics	2022-23: -All Students: 35.87% -English Learners: 0.00% -Socioeconomically Disadvantaged: 35.63%	2023-24: -All Students: 31.30% -English Learners: 13.64%	2024-25: -All Students: 42.40% -English Learners: 26.32%	2025-26: -All Students: >= 37.00% -English Learners: >= 10.00% -	-All Students: +6.53 percentage points -English Learners: +26.32 percentage points

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessments (Source: CDE DataQuest)	-Students with Disabilities: 25.0% -Asian: * -Hispanic: 34.89% -White: *	-Socioeconomically Disadvantaged: 31.19% -Students with Disabilities: 11.11% -Hispanic: 28.12% -White: *	-Socioeconomically Disadvantaged: 42.24% -Students with Disabilities: 18.75% -Hispanic: 39.64% -White: *	Socioeconomically Disadvantaged: >= 37.00% -Students with Disabilities: >= 25.00% -Hispanic: >= 37.00% -White: *	-Socioeconomically Disadvantaged: +6.61 percentage points -Students with Disabilities: -6.25 percentage points -Asian: N/A -Hispanic: +4.75 percentage points -White: N/A
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 15.3 points below standard -English Learners: 81.6 points below standard -Socioeconomically Disadvantaged: 13.2 points below standard -Students with Disabilities: 56.4 points below standard -Asian: * -Hispanic: 15.8 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 48.5 points below standard -English Learners: 76.0 points below standard -Socioeconomically Disadvantaged: 46.3 points below standard -Students with Disabilities: 128.7 points below standard -Hispanic: 51.1 points below standard -White: *	2024-25 (2025 Dashboard): -All Students: 17.0 points below standard -English Learners: 57.9 points below standard -Socioeconomically Disadvantaged: 18.9 points below standard -Students with Disabilities: 92.5 points below standard -Hispanic: 21.8 points below standard -White: *	2025-26: (2026 Dashboard) -All Students: 13.0 points below standard -English Learners: 72.0 points below standard -Socioeconomically Disadvantaged: 11.0 points below standard -Students with Disabilities: 47.0 points below standard -Hispanic: 13.0 points below standard -White: *	-All Students: +1.7 points -English Learners: +23.7 points -Socioeconomically Disadvantaged: -5.7 points -Students with Disabilities: -36.1 points -Asian: N/A -Hispanic: -6.0 points -White: N/A
2.10	Percentage of students who have met their growth targets on the Measures of Academic	2023-24: (Fall to Spring) -All Students: 57.9%	2024-25: (Fall to Spring) -All Students: 71.2%	2025-26 (Fall to Spring): -All Students: 55.7%	2026-27: (Fall to Spring) -All Students: >= 50%	-All Students: -2.2 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	-English Learners: 58.8% -Socioeconomically Disadvantaged: 56.9% -Students with Disabilities: * -Hispanic: 58.7% -White: *	-English Learners: 57.9% -Socioeconomically Disadvantaged: 71.4% -Students with Disabilities: 62.5% -Hispanic: 69.2% -White: *	-English Learners: 59.1% -Socioeconomically Disadvantaged: 56.9% -Students with Disabilities: 64.0% -Asian: * -Hispanic: 52.0% -White: 100.0%	-English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: *	-English Learners: +0.3 percentage points -Socioeconomically Disadvantaged: 0.0 percentage points -Students with Disabilities: N/A -Hispanic: -6.7 percentage points -White: N/A
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 0.03 (CGP: 62nd percentile) -English Learners: CGI: 0.00 (CGP: 50th percentile) -Socioeconomically Disadvantaged: CGI: 0.18 (CGP: 57th percentile) -Students with Disabilities: * -Hispanic: CGI: 0.41 (CGP: 66th percentile) -White: *	2024-25: (Fall to Spring)y -All Students: CGI: 1.70 (CGP: 96th percentile) -English Learners: CGI: 1.57 (CGP: 94th percentile) -Socioeconomically Disadvantaged: CGI: 1.75 (CGP: 96th percentile) -Students with Disabilities: CGI: 1.52 (CGP: 94th percentile) -Hispanic: CGI: 1.27 (CGP: 90th percentile) -White: *	2025-26 (Fall to Spring): -All Students: CGI: 0.48 (CGP: 68th percentile) -English Learners: CGI:1.31 (CGP: 90th percentile) -Socioeconomically Disadvantaged: CGI: 0.47 (CGP: 68th percentile) -Students with Disabilities: CGI: 0.96 (CGP: 83rd percentile) -Hispanic: CGI: 0.21 (CGP: 58th percentile) -White: CGI: 5.48 (CGP: 100th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *	-All Students: +0.45 -English Learners: +1.31 -Socioeconomically Disadvantaged: +0.29 -Students with Disabilities: N/A -Hispanic: -0.20 -White: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 50.0%	2023-24: (2024 Dashboard) 52.6%	2024-25 (2025 Dashboard): 57.1%	2025-26: (2026 Dashboard) >= 50.0%	+7.1 percentage points
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 17.6%	2023-24: (Internal) 7.1%	2024-25 (Internal): 9.5% 2025-26 (As of 6.10.26): 7.4%	2025-26: (CDE DataQuest) >= 10.0%	-8.1 percentage points
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 33.33% -English Learners: * -Socioeconomically Disadvantaged: 32.35% -Students with Disabilities: * -Hispanic: 34.28%	2023-24: -All Students: 23.53% -English Learners: * -Socioeconomically Disadvantaged: 21.88% -Students with Disabilities: *% -Hispanic: 19.23 -White: *	2024-25: -All Students: 44.74% -English Learners:* -Socioeconomically Disadvantaged: 42.86% -Students with Disabilities: 3.57% -Hispanic: 44.45%	2025-26: -All Students: >= 30.00% -English Learners: * -Socioeconomically Disadvantaged: >= 30.00% -Students with Disabilities: * -Hispanic: >= 30.00% -White: *	-All Students: +11.41 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: +10.51 percentage points -Students with Disabilities: N/A -Hispanic: +10.17 percentage points -White: N/A

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, Goal 2 was implemented with a continued focus on academic excellence, equitable access to a broad course of study, standards-aligned instruction, professional development, MTSS academic supports, English Learner services, and supports for students with disabilities. Magnolia Science Academy 6 continued to provide students with access to a high-quality core curricular and instructional program aligned to California content standards and the school's Graduate Profile competencies, including literacy, a learner's mindset, and critical thinking.

The school maintained strong implementation in access-related areas. The percentage of students with sufficient access to all programs and services, including services for unduplicated students and students with exceptional needs, remained at 100%. This indicates that the school continued to provide equitable access to the academic program and related supports.

Several academic and instructional implementation indicators show areas of strength and areas needing improvement. Classroom observation completion was 60%, below the 2026–27 target of at least 85%. This indicates a need to strengthen systems for completing formal and informal classroom observations and ensuring that teachers receive timely instructional feedback. The percentage of students earning a grade of "C" or better in core subjects and electives was 70%, below the target of at least 80%, indicating a need for earlier academic monitoring and intervention for students at risk of earning D or F grades.

ELA outcomes were mixed. The percentage of all students meeting or exceeding standards in ELA/Literacy was 53.17%, which was slightly below the target of at least 55.00%. English Learners remained at 0.00% meeting or exceeding standard in ELA, indicating a continued need for targeted language development, literacy intervention, designated ELD, and integrated ELD supports. At the same time, ELA Distance from Standard improved for all students to 16.2 points above standard and improved for several student groups. English Learners improved but remained 33.2 points below standard, and students with disabilities improved but remained 47.8 points below standard.

Mathematics outcomes showed stronger progress. The percentage of all students meeting or exceeding standards in Mathematics increased to 42.40%, exceeding the target of at least 37.00%. English Learners also exceeded the target in Mathematics, with 26.32% meeting or exceeding standards. Mathematics Distance from Standard improved for all students to 17.0 points below standard, reflecting significant progress from the prior year, though continued support is needed because all students and several student groups remain below standard.

MAP Reading results showed positive growth from fall to spring. Across grades 6–8, 96 of 148 students met their MAP Reading growth projection, or approximately 64.9%. Grade 6 had 67% of students meet growth, Grade 7 had 53%, and Grade 8 had 75%. Student group results also showed progress: English Learners had approximately 59.1% meet Reading growth, socioeconomically disadvantaged students had approximately 64.7%, students with disabilities had 60.0%, Hispanic students had approximately 63.5%, and Asian students had approximately 71.4%. Reading Conditional Growth results were also strong, with the overall weighted CGI above 0 and the weighted CGP above the 50th percentile.

MAP Mathematics results also showed positive growth, though results varied by grade and subgroup. Across grades 6–8, 83 of 149 students met their MAP Mathematics growth projection, or approximately 55.7%. Grade 6 had 63% of students meet growth, Grade 7 had 40%, and Grade 8 had 65%. Student group results included approximately 59.1% of English Learners meeting Mathematics growth, approximately 56.9% of socioeconomically disadvantaged students, 64.0% of students with disabilities, approximately 52.0% of Hispanic students, and approximately 85.7% of Asian students. The overall Mathematics weighted CGI was above 0 and the weighted CGP was above the 50th percentile, indicating growth above national growth norms overall.

Key successes included maintaining 100% access to academic programs and services, improving Mathematics achievement and Distance from Standard, demonstrating positive MAP Reading and Mathematics growth overall, and showing strong MAP Reading and Mathematics growth in several student groups. Key challenges included classroom observation completion, course grade performance, ELA proficiency for English Learners, continued Mathematics performance below standard for several groups, and ensuring that academic interventions are targeted early enough to improve course grades and standards-based outcomes.

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

Goal 2 Action 1
Budgeted: $705,694.24
Estimated Actual: $747,208.41
Explanation: This increase was primarily due to final staffing and instructional costs coming in higher than originally projected. The action was implemented as planned to support standards-aligned instruction, core academic programming, curriculum, instructional materials, and related staffing. The higher estimated actual expenditures did not change the purpose of the action and continued to support improved student academic outcomes.

Goal 2 Action 2
Budgeted: $25,696.00
Estimated Actual: $37,914.00
Explanation: This increase was due to greater-than-budgeted costs associated with professional development, training, coaching, and staff learning opportunities. The additional expenditures supported continued implementation of professional learning aligned to instructional improvement, student achievement, and effective classroom practices.

Goal 2 Action 3
Budgeted: $222,090.17
Estimated Actual: $191,005.27
Explanation: This decrease was primarily due to final costs for MTSS, academic intervention, academic enrichment, and student support services coming in below the original projection. The action was still implemented to support students through targeted academic supports, intervention, enrichment opportunities, and monitoring of student progress. The lower estimated actual expenditure did not prevent implementation of the planned supports.

Goal 2 Action 4

Budgeted: $116,507.62
Estimated Actual: $82,233.26
Explanation: This decrease was related to final costs for designated and integrated ELD supports coming in lower than originally projected. The action continued to support English Learners through ELD instruction, language development supports, instructional strategies, and related services. The lower estimated actual expenditure did not significantly change the implementation of the action.

Goal 2 Action 5
Budgeted: $287,112.62
Estimated Actual: $394,319.28
Explanation: This increase was due to higher-than-budgeted costs associated with supports and services for students with disabilities, including specialized staffing, services, accommodations, and related student support needs. The increased expenditures supported the school's ability to provide required and appropriate services to students with disabilities and maintain access to academic programs and supports.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 2 were partially effective in making progress toward academic excellence. The school maintained strong access to programs and services and continued to provide core academic instruction, professional development, academic interventions, English Learner supports, and services for students with disabilities. MAP Reading and Mathematics growth results show that many students made measurable academic growth from fall to spring, while course grades, classroom observation completion, and CAASPP ELA outcomes indicate that several actions still need refinement.

Action 2.1, Broad course of study and standards, was generally effective in maintaining equitable access. The school maintained 100% student access to applicable programs and services, including services for unduplicated students and students with exceptional needs. This action supported access to a broad, standards-aligned instructional program. However, the percentage of students earning C or better in core subjects and electives was 70%, below the target of at least 80%, indicating a need to strengthen academic progress monitoring and course-based interventions.

Action 2.2, Professional development for high-quality instruction, was partially effective. Professional development continued to support standards-aligned instruction, differentiation, and instructional improvement. However, classroom observation completion was 60%, below the target of at least 85%. This suggests that the instructional coaching and observation cycle should be strengthened so teachers receive more consistent feedback and support throughout the year. Continued professional development should also focus on using MAP, CAASPP, course grade, and classroom assessment data to adjust instruction and provide targeted support.

Action 2.3, MTSS academic enrichment and intervention, was partially effective. MAP data show that MTSS and intervention supports contributed to academic growth for many students. Approximately 64.9% of students met MAP Reading growth projections, and approximately 55.7% met MAP Mathematics growth projections. English Learners, socioeconomically disadvantaged students, students with disabilities, and Hispanic students also showed measurable MAP growth in both Reading and Mathematics. However, course grade outcomes and CAASPP ELA proficiency results indicate that MTSS should be refined to identify students earlier, provide targeted interventions more consistently, monitor response to intervention, and adjust supports when progress is limited.

Action 2.4, Designated and integrated ELD, was partially effective but remains an area of significant need. English Learners demonstrated positive MAP growth, with approximately 59.1% meeting MAP Reading growth projections and approximately 59.1% meeting MAP Mathematics growth projections. English Learners also showed a positive Reading CGI and Mathematics CGI. However, English Learners remained at 0.00% meeting or exceeding standard on CAASPP ELA/Literacy and continued to perform below standard on both ELA and Mathematics Distance from Standard. This indicates that designated and integrated ELD should continue and be strengthened, with an emphasis on academic vocabulary, language production, reading comprehension, writing, and access to grade-level content.

Action 2.5, Support for students with disabilities, was partially effective. Students with disabilities demonstrated MAP growth, with 60.0% meeting MAP Reading growth projections and 64.0% meeting MAP Mathematics growth projections. However, students with disabilities continued to perform below standard on CAASPP ELA and Mathematics Distance from Standard. This indicates a continued need for targeted academic support, progress monitoring, collaboration between general education and special education staff, accommodations, modifications, and interventions aligned to IEP goals.

Overall, Goal 2 actions supported continued access and academic growth, particularly as reflected in MAP Reading and Mathematics growth data. Additional refinement is needed to improve classroom observation completion, course pass rates, ELA achievement, English Learner outcomes, Mathematics performance for students below standard, and outcomes for students with disabilities.

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

For action 2.1, the school will continue providing a broad course of study and standards-aligned instruction for all students. The school will strengthen academic monitoring systems to improve the percentage of students earning a C or better in core subjects and electives. Staff will identify students at risk of earning D or F grades earlier in the semester and provide targeted support through tutoring, intervention, teacher communication, family outreach, and progress monitoring.

For Action 2.2, the school will strengthen the classroom observation and feedback cycle. Since observation completion was 60%, administrators will use a clearer observation calendar, monitor completion regularly, and ensure that formal and informal observations are completed throughout the year. Feedback from observations will be connected to professional development, coaching, instructional priorities, and student performance data, including MAP Reading and Mathematics results.

For Action 2.3, the school will refine MTSS implementation to provide earlier and more targeted academic support. MAP data show that students made growth overall, but results varied by grade level and student group. The school will continue using MAP Reading, MAP Mathematics, CAASPP, course grade, classroom assessment, and teacher referral data to identify students for intervention. Greater attention will be placed on monitoring whether students respond to interventions and adjusting supports when progress is limited.

For Action 2.4, the school will strengthen designated and integrated ELD. English Learners showed positive MAP growth, but CAASPP ELA proficiency and Distance from Standard results indicate the need for continued focus on language development, academic vocabulary, reading comprehension, writing, and structured academic discourse. Teachers will continue to receive support in integrating language

objectives and scaffolds into core instruction, while English Learners will receive targeted support based on proficiency level and assessment data.

For Action 2.5, the school will continue providing services and supports for students with disabilities in alignment with IEPs. Students with disabilities showed positive MAP growth in both Reading and Mathematics, but continued below-standard CAASPP performance indicates the need for ongoing targeted support. The school will strengthen collaboration between special education and general education staff, monitor progress toward IEP goals, and use student performance data to adjust supports. Additional attention will be given to improving access to grade-level instruction while providing accommodations, modifications, and interventions as needed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A	$796,295.84	No
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS,	$25,791.00	Yes

Action #	Title	Description	Total Funds	Contributing
		NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -Professional Development: Title II; Amount: $16,000.00 -Prof Dev-Other: Title II; Amount: $6,000.00		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study	$207,379.58	Yes

Action #	Title	Description	Total Funds	Contributing
		Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Abre data visualization software fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Grammarly, Flocabulary, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $12,195.80 -Educational Software: Title IV, Part A ESEA (ESSA); Amount: $4,554.38 -Teacher Salaries: Title I; Amount: $34,552.00 -STRS: Title I; Amount: $4,689.43 -OASDI/Medicare: Title I; Amount: $356.00 -Health & Wellness Benefits: Title I; Amount: $1,953.97 -Unemployment Insurance: Title I; Amount: $122.76		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable	$82,163.56	Yes

Action #	Title	Description	Total Funds	Contributing
		students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees. The following expenditures will be funded by federal Title funds: N/A		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries	$280,030.92	No

Action #	Title	Description	Total Funds	Contributing
		and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: -SpEd Ctrct Inst: IDEA SPED; Amount: $71,000.00		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 2.0%	2024-25: (As of 6/5/25) 4.0%	2025-26 (As of 5/22/26):3%	2026-27: >= 10%	+1 percentage point

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 90%	0 percentage points
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 92.0%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 98%	2026-27: >= 80%	+6 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, Goal 3 was implemented with a continued focus on innovation, college and career readiness, STEAM learning, digital literacy, physical education, and well-rounded enrichment opportunities. Magnolia Science Academy 6 continued to provide students with access to learning experiences that support creativity, adaptability, technology use, critical thinking, and readiness for college, careers, and the global world.

Implementation was strongest in technology integration and STEAM participation. The percentage of students in the current graduating class who took a Computer/Technology course and/or experienced blended learning remained at 100%, exceeding the 2026–27 target of at least 90%. This indicates that technology and blended learning opportunities continue to be embedded effectively in the instructional program.

STEAM project participation also remained strong. In 2025–26, 98% of students created or demonstrated a STEAM-focused project, experiment, model, or demo. Although this was slightly lower than the 2024–25 outcome of 100%, it remained well above the 2026–27 target of at least 80% and demonstrates continued schoolwide emphasis on STEAM learning, project-based learning, and student demonstration of learning.

The primary area for improvement is participation in Accelerated and/or Advanced Math courses or clubs. In 2025–26, 3% of students were enrolled in an Accelerated/Advanced Math course and/or Advanced Math club. This was slightly lower than the 2024–25 outcome of 4% and remains below the 2026–27 target of at least 10%. This indicates the need to strengthen recruitment, scheduling, student identification, and academic preparation pathways so that more students can access advanced math opportunities.

Key successes included sustained universal access to technology or blended learning experiences and continued high participation in STEAM projects. Key challenges included increasing student participation in advanced math opportunities and ensuring that enrichment programs are accessible, visible, and supported across grade levels.

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

Goal 3 Action 1
Budgeted: $0.00
Estimated Actual: $0.00
Explanation: There were no substantial differences between budgeted and estimated actual expenditures.

Goal 3 Action 2
Budgeted: $1,590.00
Estimated Actual: $1,590.00
Explanation: There were no substantial differences between budgeted and estimated actual expenditures.

Goal 3 Action 3
Budgeted: $318.00
Estimated Actual: $318.00
Explanation: There were no substantial differences between budgeted and estimated actual expenditures.

Goal 3 Action 4
Budgeted: $107,539.65
Estimated Actual: $104,244.91
Explanation: Estimated actual expenditures were slightly lower than budgeted. The difference did not substantially change implementation of the action, and the school continued to provide physical education, activity, and fitness opportunities for students.

Goal 3 Action 5
Budgeted: $99,210.06
Estimated Actual: $120,764.37
Explanation: Estimated actual expenditures were higher than budgeted due to additional costs associated with well-rounded educational programs and activities, including enrichment opportunities, supplemental materials, field trips, clubs, afterschool programming, and related supports. The difference helped enhance implementation of the action. Inflation has been a contributing factor when it comes to all of the programs that we use to help keep a well-rounded school.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 3 were generally effective in supporting innovation, STEAM engagement, technology integration, physical education, and well-rounded student learning opportunities. However, actions related to expanding accelerated and advanced math participation were only partially effective and require additional attention.

Action 3.1, College/Career readiness programs and activities, was generally effective in supporting a college-going culture and exposing students to college and career pathways. While this action does not have a separate stand-alone metric in Goal 3, it supports broader student engagement, academic motivation, and readiness for future opportunities, particularly for unduplicated students who may need additional guidance and exposure to college and career options. That said, we run a few events that help encourage college/career readiness with things like High School fairs, Career fairs, and alumni days.

Action 3.2, STEAM and GATE programs, was partially effective. The action was effective in supporting STEAM project participation, with 98% of students creating or demonstrating a STEAM-focused project, experiment, model, or demo. This indicates strong schoolwide engagement in STEAM activities. However, the advanced math participation rate was 3%, which remains below the target of at least 10%. This suggests that the school should strengthen early identification of students, outreach to families, scheduling options, and academic supports that prepare students to participate in advanced math courses or clubs.

Action 3.3, Digital literacy and citizenship programs, was effective. The school maintained 100% participation among students in the current graduating class who took a Computer/Technology course and/or experienced blended learning. This demonstrates that digital literacy, technology access, and blended learning opportunities are well integrated into the student experience. Continued attention to digital citizenship, responsible technology use, Artificial Intelligence, online safety, privacy, and digital communication will further strengthen this action.

Action 3.4, Physical education, activity, and fitness, was effective in supporting the school’s goal of providing a well-rounded education and promoting healthy, active lifestyles. While the metrics in Goal 3 focus primarily on STEAM, advanced math, and technology, this action remains an important part of the broader innovation goal by supporting student wellness, physical activity, and readiness to learn.

Action 3.5, Additional programs and activities that support well-rounded education, was generally effective in expanding student access to enrichment opportunities beyond the core academic program. Dance, arts, music, clubs, field trips, afterschool programs, and ELO-P enrichment opportunities support creativity, adaptability, student engagement, and the development of well-rounded learners. Continued monitoring of participation and access will help ensure these opportunities benefit all student groups.

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

Based on reflection on 2025–26 implementation and outcomes, Magnolia Science Academy 6 will continue the Goal 3 actions with targeted refinements rather than major changes to the overall goal. The goal remains appropriate because students continue to need access to innovative, well-rounded, STEAM-focused, technology-rich learning experiences that prepare them for college, careers, and the global world.

For Action 3.1, the school will continue promoting a college-going culture through college and career activities, materials, and opportunities for exploration. The school will continue to prioritize access for unduplicated students and students who may be the first in their families to pursue college.

For Action 3.2, the school will strengthen efforts to increase participation in Accelerated and/or Advanced Math courses and clubs. Since the 2025–26 outcome was 3%, below the target of at least 10%, the school will focus on early identification of eligible students, targeted outreach to students and families, expanded promotion of math clubs, and academic supports that help students feel prepared for advanced math opportunities. The school will also review scheduling and staffing barriers that may limit participation.

For Action 3.3, the school will continue digital literacy and citizenship programming because technology and blended learning participation remained at 100%. The school will continue to provide students with opportunities to use technology for research, communication, presentation, problem-solving, data analysis, digital creation, and responsible use of Artificial Intelligence and other emerging technologies.

For Action 3.4, the school will continue providing physical education, physical activity, and fitness opportunities to support student wellness and a well-rounded educational experience. The school will continue aligning physical education with state standards and supporting healthy habits that contribute to readiness to learn.

For Action 3.5, the school will continue offering additional programs and activities such as electives, arts, music, civics, languages other than English, clubs, field trips, afterschool programs, and summer enrichment opportunities. These programs will continue to support creativity, adaptability, student engagement, experiential learning, and the development of well-rounded learners.

No major changes are recommended to the Goal 3 metrics at this time. However, the school should continue monitoring whether the advanced math participation target is realistic based on staffing, student readiness, and scheduling, while still maintaining high expectations for expanding access. The school should also continue sustaining strong technology and STEAM participation outcomes while ensuring equitable access for all student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities. Expenditures associated with this action include the following: college/career-related materials and activities. The following expenditures will be funded by federal Title funds: N/A	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A	$1,590.00	Yes
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital	$318.00	Yes

Action #	Title	Description	Total Funds	Contributing
		rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: Educational Software: Title IV, Part A ESEA (ESSA); Amount: $318.00		
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: PE supplies: Title IV, Part A ESEA (ESSA); Amount: $1,153.00	$120,018.28	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: -Arts & Music Supplies: Title IV, Part A ESEA (ESSA); Amount: $7,615.00	$116,615.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7	2024-25: (As of 6/5/25) 9	2025-26 (As of 5/15/26): 9	2026-27: >= 8	+2
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 2	2024-25: (As of 6/5/25) 4	2025-26 (As of 5/15/26): 3	2026-27: >= 4	+1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 22	2024-25: (As of 6/5/25) 40	2025-26 (As of 5/15/26): 21	2026-27: >= 10	-1
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 26.5%	2024-25: (As of 6/5/25) 16.7%	2025-26 (As of 6/9/26): 13.1%	2026-27: >= 15.0%	-13.4 percentage points
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 92.80%	2024-25 P-2 ADA: 94.67%	2025-26 P-2 ADA: 95.10%	2026-27: (P-2 ADA) >= 92.00%	+2.30 percentage points
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 32.0%	2023-24: (2024 Dashboard) 19.7%	2024-25 (2025 Dashboard): 15.9% 2025-26 (As of 5/22/26): 16.5%	2025-26: (2026 Dashboard) <= 20.0%	-16.1 percentage points
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%	2024-25: (As of 6/5/25) 5.0%	2025-26 (As of 6/10/26): 0.0%	2026-27: <= 2.0%	0 percentage points
4.8	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 3.1%	2023-24: (2024 Dashboard) 5.0%	2024-25 (2025 Dashboard): 3.7% 2025-26 (As of 5/22/26): 2.4%	2025-26: (2026 Dashboard) <= 2.5%	+0.6 percentage points
4.9	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.0%	2024-25 (CDE DataQuest): 0.0%	2025-26: (CDE DataQuest) <= 0.50%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2025-26 (As of 5/22/26): 0.0%		
4.10	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 99.1.0% -Families: 94.2% -Staff: 100.0%	2024-25: -Students: 100.0% -Families: 94.9% -Staff: 68.8%	2025-26: -Students: 100% -Families: 77.1% -Staff: 88.2%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	-Students: +0.9 percentage points -Families: -17.1 percentage points -Staff: -11.8 percentage points
4.11	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 77.0% -Families: 98.0% -Staff: 93.0%	2024-25: -Students: 74% -Families: 99% -Staff: 80%	2025-26: -Students: 73% -Families: 96% -Staff: 69%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	-Students: -4 percentage points -Families: -2 percentage points -Staff: -24 percentage points
4.12	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other	2023-24: -Students: 85% -Families: 99% -Staff: 87%	2024-25: -Students: 82% -Families: 99% -Staff: 64%	2025-26: -Students: 82% -Families: 95% -Staff: 47%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	-Students: -3 percentage points -Families: -4 percentage points -Staff: -40 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)					
4.13	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 91.39%	2024-25: (Spring 2024 to Fall 2024) 90%	2025-26 (Spring 2025 to Fall 2025): 90%	2026-27: (Spring 2026 to Fall 2026) >= 85%	-1.39 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, Goal 4 was implemented with a continued focus on connection, family engagement, attendance, school climate, student support, educational partner feedback, and community partnerships. Magnolia Science Academy 6 continued to provide opportunities for students, families, staff, and other educational partners to feel connected to the school community through advisory meetings, parent engagement events, surveys, home-school communication, MTSS/PBIS supports, SEL supports, and community outreach.

Family engagement remained a strength. The school held 9 Parent Advisory Committee meetings, exceeding the target of at least 8. The school also held 21 parent engagement activities/events, exceeding the target of at least 10. These outcomes indicate that the school continued to provide meaningful opportunities for families to participate, receive information, and provide input.

Attendance outcomes were also strong. The P-2 ADA rate was 95.10%, exceeding the target of at least 92.00%. This suggests that attendance monitoring, family communication, and student support efforts contributed to strong daily attendance.

Some areas require continued attention. ELAC meetings totaled 3, which was below the target of at least 4. Home visits reached 13.8%, slightly below the target of at least 15.0%. These results indicate a need to strengthen outreach to families of English Learners and improve planning, tracking, and completion of home visits.

The 2025–26 results for chronic absenteeism our percentage was at 16.5%, slightly higher than our 15.9% from the previous year. Our dropout rate was at 0% while it was at 5% last year. Our suspension rate was at 2.4% vs last years 3.7%. Our expulsion rate is at 0%, while school experience survey showed satisfaction of 82% from students, 95% from families, and 47% from staff. An area of growth being with the staff, while the students and families are relatively constant.

Key successes included strong PAC participation, parent engagement events, and ADA. Key challenges included increasing ELAC participation, improving home visit completion, and ensuring that all remaining school climate, discipline, survey, and retention data are entered and reviewed for continuous improvement.

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

Goal 4 Action 1
Budgeted: $275.00
Estimated Actual: $275.00
Explanation: Capturing our parents, staff, and students thoughts through programs like parentsquare, meetings, and surveys had a minimal cost on our school with impactful benefits. The estimated actual and the budgeted amount was identical when implementing this action.

Goal 4 Action 2
Budgeted: $141,931.53
Estimated Actual: $135,751.77
Explanation: This difference was not material in relation to the overall action budget. The action was implemented substantially as planned, including family communication systems, parent engagement activities, home-school outreach, parent support, and related staffing. The lower estimated actual cost was primarily due to final personnel and non-personnel costs coming in slightly below the original projection.

Goal 4 Action 3
Budgeted: $138,243.00
Estimated Actual: $150,323.17
Explanation: This increase reflects greater-than-budgeted costs associated with student support, attendance support, school climate, PBIS/SEL implementation, and related staffing or services. The additional expenditures supported the continued implementation of MTSS, PBIS, SEL, attendance monitoring, and student support systems. Although costs exceeded the original budget, the action remained aligned with the intended purpose of improving student engagement, connection, and school climate.

Goal 4 Action 4
Budgeted: $1,060.00
Estimated Actual: $1,060.00
Explanation: The cost of the of the programs that we use, like panorama survey and or GPSN help us roll out surveys to help us build a community driven school. These surveys are done anonymously and gives the school insight on what the school needs based on the communities survey results. The survey does cost money, which gives the administration, and all who are interested, insight and analytics for us to process.

Goal 4 Action 5
Budgeted: $437,277.40
Estimated Actual: $407,019.17
Explanation: This decrease was related to final costs for community outreach, partnerships, staffing, enrollment support, marketing, branding, and related services being lower than originally projected. The action was still implemented to support community connection, outreach, partnerships, family engagement, and student access to resources. The lower estimated actual expenditure did not prevent implementation of the planned action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 4 were generally effective in supporting family engagement, attendance, school connection, and student support. However, results related to ELAC meetings and home visits indicate that additional refinements are needed.

Action 4.1, Seeking family input for decision-making, was effective overall. The school held 9 PAC meetings, exceeding the annual target of at least 8. This indicates that families had regular opportunities to provide input and participate in school decision-making. However, ELAC meetings totaled 3, below the target of at least 4, so the school should strengthen scheduling, outreach, reminders, and participation supports for families of English Learners.

Action 4.2, Building relationships and partnerships with families for student outcomes, was effective overall but needs continued refinement. The school held 21 parent engagement activities/events, exceeding the annual target of at least 10. ADA was also strong at 95.10%, exceeding the target of at least 92.00%. These outcomes suggest that family engagement, communication systems, parent events, and student support efforts contributed positively to attendance and family-school connection. However, home visits reached 13.8%, slightly below the 15.0% target, so the school should strengthen systems for planning, tracking, and completing home visits.

Action 4.3, MTSS, PBIS, and SEL support, was generally effective in supporting student engagement, attendance, and school climate. The P-2 ADA rate increased to 95.10%, exceeding the target of at least 92.00%. Chronic absenteeism was 16.5%, which met the target of 20.0% or lower, although it increased slightly from 15.9% the prior year. The middle school dropout rate improved to 0.0%, meeting the target of 2.0% or lower. The suspension rate decreased to 2.4%, meeting the target of 2.5% or lower, and the expulsion rate remained at 0.0%, meeting the target of 0.50% or lower. These outcomes suggest that MTSS, PBIS, SEL, restorative practices, attendance interventions, and other student support systems contributed positively to student connection, behavior, and attendance. Continued attention should be given to reducing chronic absenteeism further and sustaining low discipline and dropout rates.

Action 4.4, Annual educational partner surveys, was partially effective. Student survey participation was 100%, exceeding the target of at least 95%, and family participation was 77.1%, exceeding the target of at least 75%. Staff participation improved to 88.2%, but remained below the target of at least 95%. Average approval rates met the student target at 73% and the family target at 96%, but staff approval was 69%, below the target of 80%. Overall satisfaction remained strong for students at 82% and families at 95%, meeting their respective targets; however, staff satisfaction was 47%, below the target of 85%. These results indicate that students and families continue to report generally positive experiences, while staff climate, engagement, and satisfaction should be a priority area for improvement.

Action 4.5, Community outreach and partnerships, was generally aligned to the goal of strengthening connection and support for students and families. The action supported attendance, outreach, enrollment, family communication, community partnerships, and access to resources. The strong ADA rate, continued parent engagement opportunities, and sustained student and family satisfaction suggest that outreach and partnership efforts contributed positively to school connection. Moving forward, the school should continue evaluating how community partnerships support attendance, family engagement, student support, and overall school climate.

Overall, Goal 4 actions were effective in sustaining strong family engagement, ADA, student retention, and positive student and family survey outcomes. Key strengths included 9 PAC meetings, 21 parent engagement activities, 95.10% ADA, a 0.0% dropout rate, a 2.4% suspension rate, a 0.0% expulsion rate, and strong student and family satisfaction. The primary areas requiring focused improvement are ELAC participation, home visit completion, chronic absenteeism reduction, staff survey participation, staff approval, and staff satisfaction.

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

Based on reflection on 2025–26 implementation and outcomes, Magnolia Science Academy 6 will continue the Goal 4 actions with targeted refinements rather than major changes to the overall goal. The goal remains appropriate because students, families, staff, and educational partners continue to need meaningful engagement opportunities, strong communication, and a safe and nurturing school environment.

For Action 4.1, the school will continue holding PAC, ELAC, PTF, Coffee with the Principal, and other input sessions. Since ELAC meetings fell below the annual target, the school will strengthen outreach to families of English Learners, provide earlier meeting calendars, increase reminders, and consider additional supports such as translation, flexible meeting times, and personal invitations to improve attendance and participation.

For Action 4.2, the school will continue family engagement events, communication through SIS and parent communication platforms, parent workshops, conferences, and home-school outreach. Since home visits were slightly below target, the school will establish clearer home visit timelines, assign responsibilities, monitor progress throughout the year, and prioritize home visits for students with attendance, academic, social-emotional, or engagement needs.

For Action 4.3, the school will continue MTSS, PBIS, SEL, restorative practices, attendance interventions, and student support systems. The school will continue using attendance, behavior, SEL, and school climate data to identify needs and adjust supports. Once chronic absenteeism, dropout, suspension, and expulsion data are updated, the school will use those outcomes to refine student support strategies for the coming year.

For Action 4.4, the school will continue administering annual educational partner surveys to students, families, and staff. Once survey participation, approval, and satisfaction data are entered, the school will review results and identify follow-up actions. Particular attention should be given to staff voice, student belonging, family satisfaction, and school climate indicators.

For Action 4.5, the school will continue community outreach and partnership efforts to support attendance, enrollment, family outreach, student connection, and access to community resources. The school will monitor the effectiveness of outreach and partnership efforts and refine strategies based on student and family needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making.	$275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A		
4.2	Building relationships and partnerships with families for student outcomes	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to	$136,854.12	Yes

Action #	Title	Description	Total Funds	Contributing
		support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -Professional Services: Title I; Amount: $1,060.00 -Teacher Salaries: Title I; Amount: $1,500.00		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic	$153,073.02	Yes

Action #	Title	Description	Total Funds	Contributing
		excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Ins. Mats and Supplies: Title I; Amount: $716.00		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms;	$1,060.00	Yes

Action #	Title	Description	Total Funds	Contributing
		safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: -Professional Services: Title I; Amount: $1,060.00		
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal funds: -Certified Pupil Support Salaries: Federal CSP; Amount: $82,060.00 -Classified Support: Federal CSP; Amount: $72,177.12 -Clerical & Tech: Federal CSP; Amount: $21,755.28 -STRS: Federal CSP; Amount: $17,378.14 -PERS: Federal CSP; Amount: $19,354.68 -OASDI/Medicare: Federal CSP; Amount: $8,507.22	$345,409.16	Yes

Action #	Title	Description	Total Funds	Contributing
		-Health & Welfare Benefits: Federal CSP; Amount: $17,911.43 -Unemployment Insurance: Federal CSP; Amount: $815.89 -Other Benefits: Federal CSP; Amount: $2,176.80		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$551,600	$43,080

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.032%	0.000%	$0.00	28.032%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Magnolia Science Academy 6 will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Magnolia Science Academy 6 will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Magnolia Science Academy 6 will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			(Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			(Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD	Goal 2: For all students, but particularly for the EL and LTEL student groups:

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated	• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	(Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			PL 4 (ELP) between prior and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. **Scope:**	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	need to learn ways to utilize technology in an effective and responsible way. **Scope:** LEA-wide	data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:**	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts,	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	• School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making.	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in	Goal 4: • Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	• Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for	• Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:**	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their	Goal 4: • School experience survey "participation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will	rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	• Middle School Dropout Rate (Source: CALPADS) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			(Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

Similar to the current academic year, MSA-6 will utilize the concentration grant add-on funds ($43,080) in the following manner:

MSA-6 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,967,775	551,600	28.032%	0.000%	28.032%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,144,594.03	$556,342.84	$1,756.00	$406,982.90	$3,109,675.77	$1,958,787.74	$1,150,888.03

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$14,108.00	$14,108.00				$14,108.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$32,021.79	$106,031.43	$113,053.22	$25,000.00			$138,053.22	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$9,500.00	$347,116.00	$356,616.00				$356,616.00	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$5,240.00	$5,240.00				$5,240.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$35,438.96	$293,346.11	$328,785.07				$328,785.07	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$723,815.84	$72,480.00	$774,028.50	$22,267.34			$796,295.84	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,791.00	$3,791.00			$22,000.00	$25,791.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$179,629.49	$27,750.09	$13,276.26	$135,678.97		$58,424.35	$207,379.58	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$82,163.56	$0.00	$82,163.56				$82,163.56	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$186,676.92	$93,354.00		$209,030.92		$71,000.00	$280,030.92	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,590.00	$0.00	$1,590.00			$1,590.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$318.00				$318.00	$318.00	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$116,737.28	$3,281.00	$117,109.28		$1,756.00	$1,153.00	$120,018.28	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$116,615.00	$19,000.00	$90,000.00		$7,615.00	$116,615.00	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$275.00	$275.00				$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$130,146.72	$6,707.40	$134,294.12			$2,560.00	$136,854.12	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$147,745.02	$5,328.00	$152,357.02			$716.00	$153,073.02	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,060.00				$1,060.00	$1,060.00	
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$314,912.16	$30,497.00	$30,497.00	$72,775.61		$242,136.55	$345,409.16	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,967,775	551,600	28.032%	0.000%	28.032%	$558,003.24	0.000%	28.357 %	**Total:**	$558,003.24
								LEA-wide Total:	$558,003.24
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$5,240.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,791.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,276.26	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	$82,163.56	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$117,109.28	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,000.00	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$134,294.12	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$152,357.02	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,497.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,045,334.08	$3,165,545.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$12,569.00	$18,730.00
1	**1.2**	Instructional materials and technology	No	$110,772.43	$161,539.46
1	**1.3**	Clean and safe facilities that support learning	No	$401,070.00	$367,974.00
1	**1.4**	Healthy and nutritious meals	Yes	$4,240.00	$6,800.00
1	**1.5**	Well-orchestrated Home Office support services	No	$232,137.36	$236,475.53
2	**2.1**	Broad course of study and standards based curriculum	No	$705,694.24	$747,208.41
2	**2.2**	Professional development for high-quality instruction	Yes	$25,696.00	$37,914.00
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$222,090.17	$191,005.27
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$116,507.62	$82,233.26
2	**2.5**	Support for students with disabilities	No	$287,112.62	$394,319.28
3	**3.1**	College/Career readiness programs and activities	Yes	$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$1,590.00	$1,590.00
3	3.3	Digital literacy and citizenship programs	Yes	$318.00	$318.00
3	3.4	Physical education, activity, and fitness	Yes	$107,539.65	$104,244.91
3	3.5	Additional programs and activities that support well-rounded education	Yes	$99,210.06	$120,764.37
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$141,931.53	$135,751.77
4	4.3	MTSS - PBIS and SEL support	Yes	$138,243.00	$150,323.17
4	4.4	Annual educational partner surveys	Yes	$1,060.00	$1,060.00
4	4.5	Community outreach and partnerships	Yes	$437,277.40	$407,019.17

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
606,162	$550,978.71	$1,239,298.92	($688,320.21)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$4,240.00	$6,800.00		
2	2.2	Professional development for high-quality instruction	Yes	$2,791.00	$37,914.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$30,499.91	$191,005.27		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	$116,507.62	$82,233.26		
3	3.1	College/Career readiness programs and activities	Yes	$0.00			
3	3.2	STEM and GATE programs	Yes	$0.00	$1,590.00		
3	3.3	Digital literacy and citizenship programs	Yes		$318.00		
3	3.4	Physical education, activity, and fitness	Yes	$106,386.65	$104,244.91		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$2,306.00	$120,764.37		
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$139,371.53	$135,751.77		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$137,527.00	$150,323.17		
4	4.4	Annual educational partner surveys	Yes		$1,060.00		
4	4.5	Community outreach and partnerships	Yes	$11,074.00	$407,019.17		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,157,165	606,162	0.000%	28.100%	$1,239,298.92	0.000%	57.450%	$0.00	0.000%

Powered by BoardOnTrack

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

Powered by BoardOnTrack

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

Powered by BoardOnTrack

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

Powered by BoardOnTrack

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

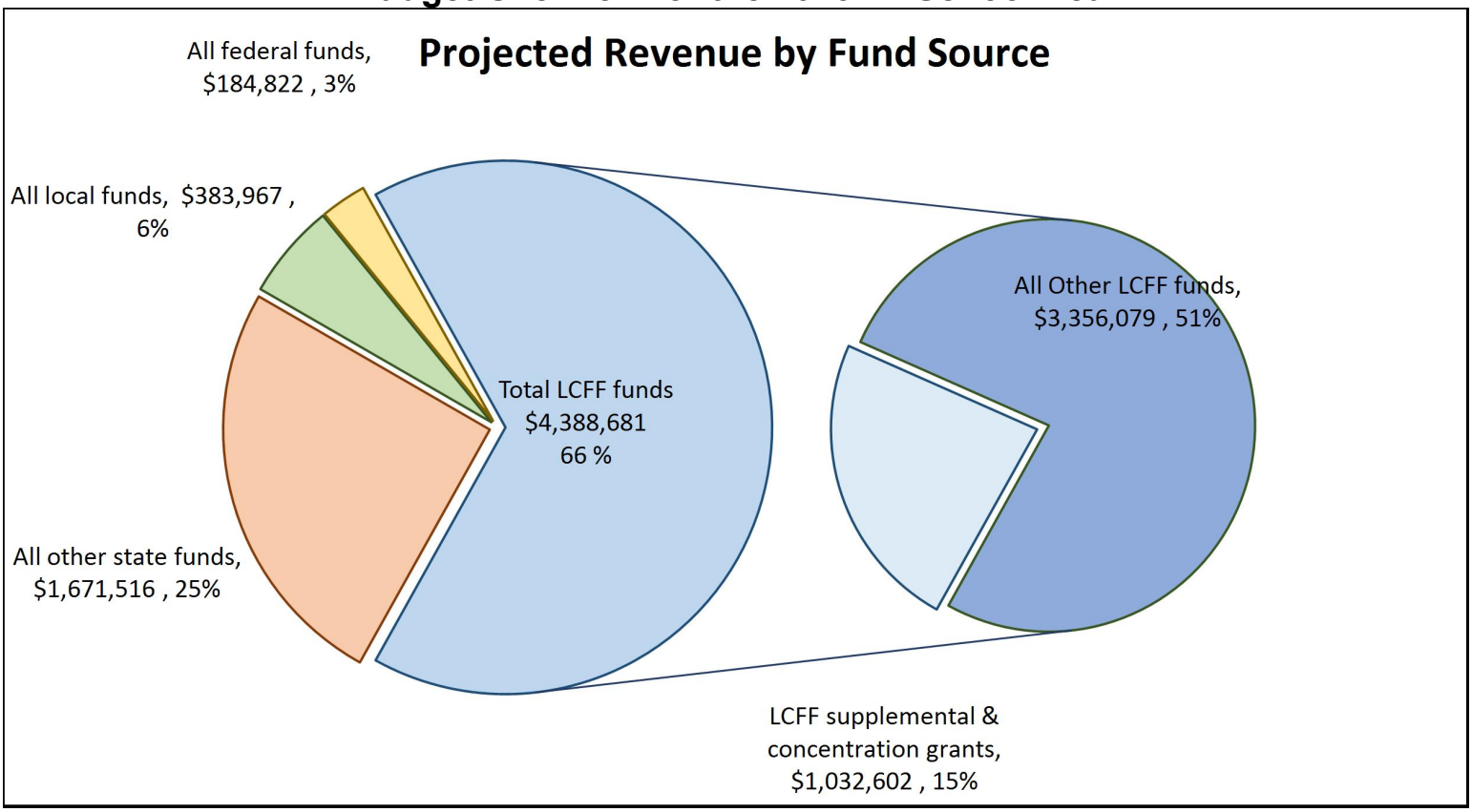
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 7
CDS Code: 19-64733-0117655
School Year: 2026-27
LEA contact information:
Musa Avsar
Principal
mavsar@magnoliapublicschools.org
(818) 886-0585

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

Budget Overview for the 2026-27 School Year

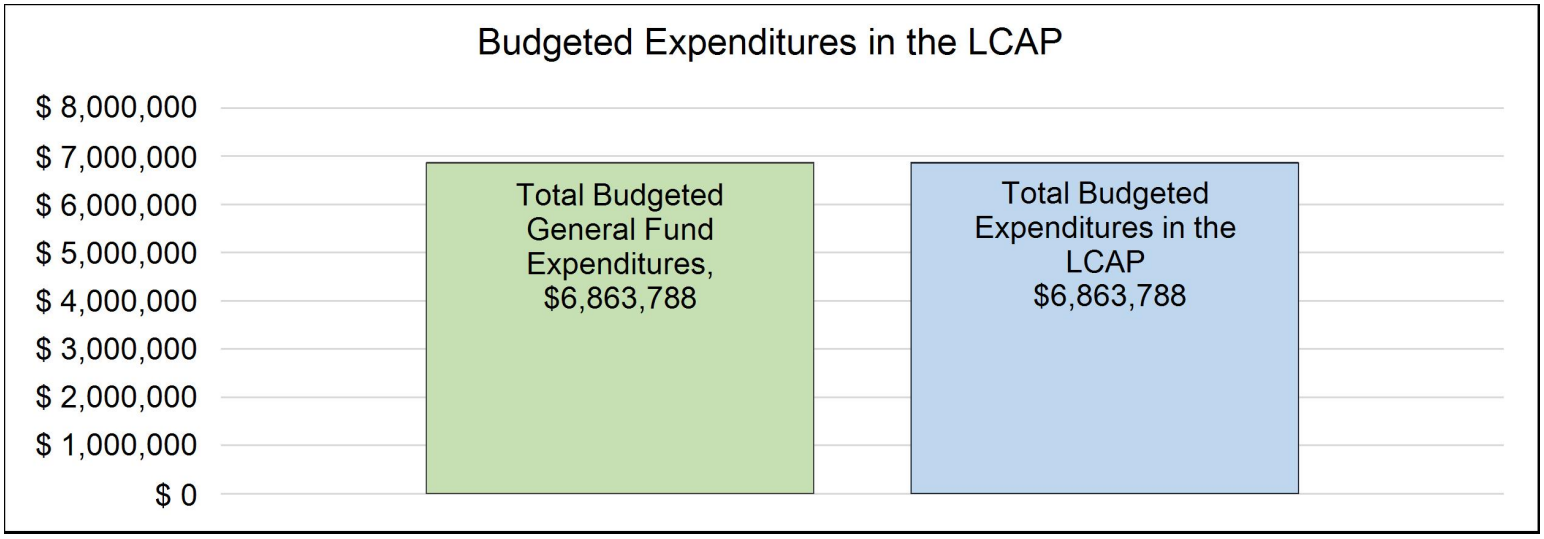


This chart shows the total general purpose revenue Magnolia Science Academy 7 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 7 is $6,628,986, of which $4,388,681 is Local Control Funding Formula (LCFF), $1,671,516 is other state funds, $383,967 is local funds, and $184,822 is federal funds. Of the $4,388,681 in LCFF Funds, $1,032,602 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy 7 plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy 7 plans to spend $6,863,788 for the 2026-27 school year. Of that amount, $6,863,788 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

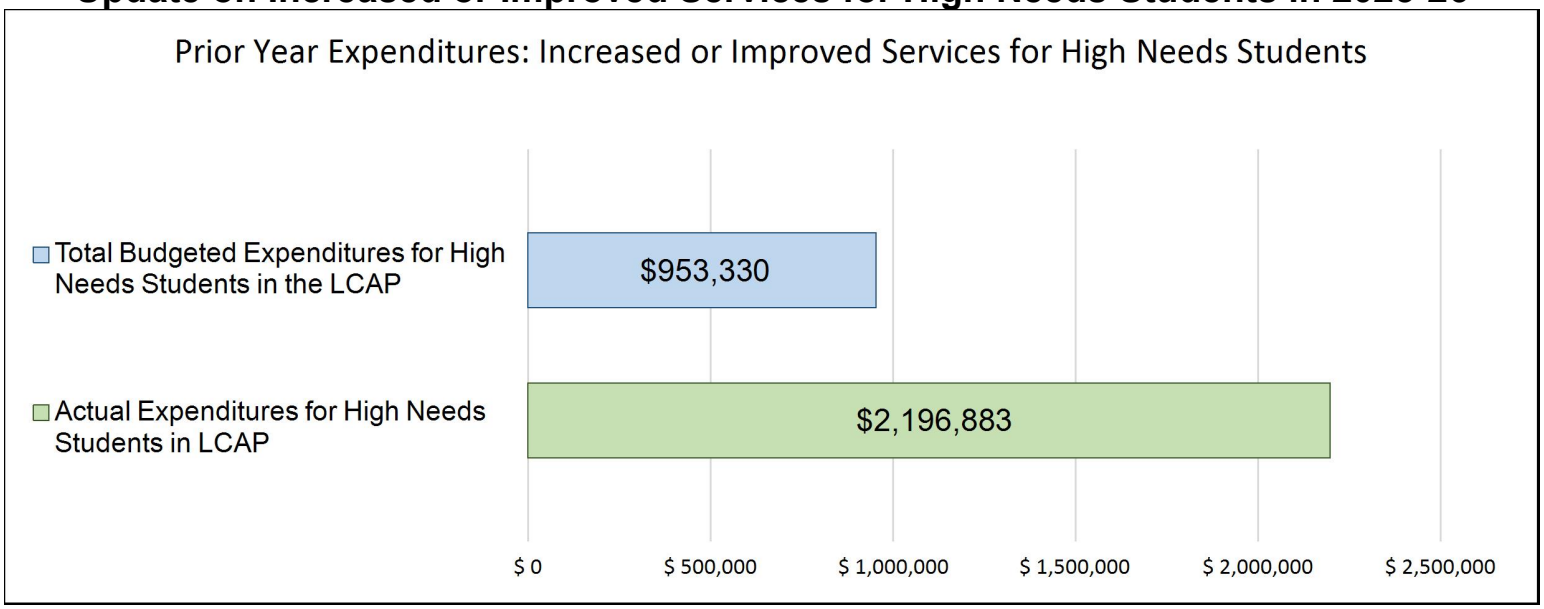
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Magnolia Science Academy 7 is projecting it will receive $1,032,602 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy 7 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy 7 plans to spend $$1,027,987 towards meeting this requirement, as described in the LCAP.

The difference is minimal. In some cases, services that benefit unduplicated students are funded with federal resources before LCFF supplemental and concentration funds are used. As a result, not all services provided to unduplicated pupils are reflected in the LCFF-funded amount shown above. Unduplicated students continue to receive the full range of services described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy 7's LCAP budgeted $$953,330 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 7 actually spent $$2,196,883 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Magnolia Science Academy 7 (MSA-7) is a classroom-based public charter school serving grades TK–5, with a strong emphasis on science, technology, engineering, arts, and mathematics (STEAM). Established in 2009, MSA-7's mission is to provide a college-preparatory, STEAM-focused educational program within a safe and nurturing environment that promotes respect for self and others.

Located in Northridge, California, MSA-7 currently serves 276 students and primarily draws its enrollment from Northridge, Reseda, and surrounding communities. The school serves a linguistically and culturally diverse population, with many families speaking a language other than English at home and facing significant economic challenges. MSA-7's student demographics reflect this diversity: 67% Hispanic/Latino, 15.6% White, 5.4% Asian, and 4.0% Black. Additionally, 73.2% of students are classified as socioeconomically disadvantaged, 29.7% are English Learners, and 12.7% receive special education services.

As part of the Magnolia Public Schools (MPS) network, MSA-7 is committed to graduating students from historically underserved communities as scientifically-minded, socially responsible, and globally aware citizens. The school delivers a rich and engaging educational experience that meets the unique needs of its learners through high-quality, site-based instruction and hands-on learning opportunities. Core instruction is reinforced with academic interventions such as tutoring, after-school programs, and strong connections to external learning resources.

Contact Information:
Magnolia Science Academy 7

18355 Roscoe Blvd, Northridge, CA 91325
Phone: (818) 886-0585
Email: mavsar@magnoliapublicschools.org

Our Mission
Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to deliver a high-quality, college-preparatory STEAM education in an environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are committed to building a more peaceful and inclusive global society by transforming traditional ideas through creative thinking, effective communication, and the discipline of scientific inquiry.

Core Values:

INNOVATION
Students are empowered to direct their learning through personalized scheduling, early identification of learning styles, interests, and career goals. A variety of hands-on opportunities—ranging from robotics and computer science to the visual and performing arts—foster imagination, creativity, and innovation.

CONNECTION
MSA-7 cultivates strong relationships among students, families, staff, and the wider community. Through integrated partnerships, students experience a supportive environment where individual strengths are recognized, character is celebrated, and academic support is bolstered through mentorships, internships, and restorative justice practices.

EXCELLENCE
Academic excellence is achieved through a rigorous, student-centered learning model that includes project-based learning, performance portfolios, formative and summative assessments, and academic discourse. Students are encouraged to pursue knowledge deeply and contribute original ideas across diverse academic settings.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

A review of the 2025 California School Dashboard and 2025–26 local data indicates that Magnolia Science Academy-7 continues to make strong progress toward achieving its LCAP goals while maintaining a focus on continuous improvement and equitable outcomes for all students. Overall, the data reflect significant strengths in academic achievement, student growth, school climate, family engagement, and basic services, while also identifying student attendance as an area requiring continued attention.

Under State Priority 1 (Basic Services), the school successfully maintained the conditions necessary to support student learning. Local data show that 91.7% of teaching assignments were appropriately credentialed and monitored, 100% of students had access to standards-aligned instructional materials, and no facilities deficiencies were identified. Teacher retention remained strong at 87%, and teacher attendance was maintained at 96.7%, demonstrating the school's ability to provide a stable, safe, and high-quality learning environment.

Under State Priority 2 (Implementation of State Standards), Magnolia Science Academy-7 continued to fully implement California State Standards through professional development, instructional coaching, classroom observations, and curriculum alignment. Local data indicate that 100% of students had access to programs and services, while administrators completed 91% of required classroom observations, exceeding the established target and supporting continuous improvement in instructional practices.

Under State Priority 3 (Parent Involvement), the school maintained strong engagement with families and educational partners. During the 2025–26 school year, the school conducted eight Parent Advisory Committee meetings, four English Learner Advisory Committee meetings, and twenty-two parent engagement activities. In addition, teacher home visits reached 32.6% of students, exceeding the established target and strengthening relationships between families and the school community.

Under State Priority 4 (Pupil Achievement), both Dashboard and local data demonstrate substantial academic growth. The 2025 Dashboard reported that students improved from 21.3 points below standard to 3.5 points above standard in English Language Arts and from 42.0 points below standard to 9.7 points below standard in Mathematics. Local data further showed that 50.0% of students met or exceeded standards in English Language Arts and 45.8% met or exceeded standards in Mathematics. Student growth measures also remained strong, with 59.6% of students meeting MAP Reading growth targets and 65.2% meeting MAP Mathematics growth targets. English Learner outcomes improved as well, with 41.8% of English Learners increasing at least one proficiency level on the English Learner Progress Indicator and the English Learner Reclassification Rate increasing to 13.1%, exceeding the established target.

Under State Priority 5 (Pupil Engagement), the school maintained an Average Daily Attendance (ADA) rate of 93.57% and a student retention rate of 93%. However, attendance continues to be the school's greatest area of need. The 2025 California School Dashboard identified Chronic Absenteeism as a Red indicator, with a rate of 27.3%. Several student groups, including English Learners, Students with Disabilities (SWD), Socioeconomically Disadvantaged students, and Hispanic students, also received Red performance levels. Additionally, the school was identified for Targeted Support and Improvement (TSI) due to the high rate of chronic absenteeism among Students with Disabilities. In response, the school implemented a High-Impact Tutoring program and other targeted attendance interventions to increase student engagement, strengthen academic support, and improve school connectedness for this student group. The school also expanded family outreach efforts and attendance monitoring practices.
Local data collected during the 2025–26 school year indicate encouraging progress, with the overall chronic absenteeism rate decreasing to 20.3%. Students with Disabilities also demonstrated improvement in attendance outcomes. These results suggest that the school's targeted interventions, including High-Impact Tutoring and increased family engagement, are beginning to have a positive impact. The school will continue to prioritize attendance improvement efforts to ensure all student groups are regularly engaged in learning and positioned for academic success.

Under State Priority 6 (School Climate), Magnolia Science Academy-7 continued to foster a safe and supportive learning environment. The school maintained a 0% suspension rate and a 0% expulsion rate, resulting in strong Dashboard performance for school climate measures.

Survey results also reflected positive perceptions among students, families, and staff regarding safety, connectedness, and support. Student approval and satisfaction ratings met or exceeded established targets, while family approval ratings remained exceptionally high.

Under State Priority 7 (Course Access), students continued to have access to a broad and rigorous course of study. Local data indicate that 100% of students participated in technology or blended learning experiences, 100% completed a STEAM-focused project, and participation in accelerated or advanced mathematics opportunities increased from 0% to 11%, exceeding the established target.

Under State Priority 8 (Other Pupil Outcomes), local measures demonstrated continued growth beyond state assessments. MAP Reading and Mathematics growth indices exceeded national norms for many student groups, and students continued to demonstrate strong participation in innovative learning opportunities aligned with the school's mission of preparing students for college, career, and lifelong success.

Based on the 2025 Dashboard, Magnolia Science Academy-7 did not receive the lowest performance level on multiple state indicators and was not identified for Comprehensive Support and Improvement. However, the school and several student groups did receive the lowest performance level on the Chronic Absenteeism Indicator, making attendance a continued focus area for improvement. Overall, the combined Dashboard and local data indicate that Magnolia Science Academy-7 is effectively implementing its LCAP actions and making meaningful progress toward its goals while continuing to address attendance challenges and promote equitable outcomes for all students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	MSA-7 actively engages its educational partners through a variety of input and information-sharing sessions, including Parent Task Force (PTF) meetings, Parent Advisory Council (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Admin sessions, Board of Directors meetings, Principal meetings, and regular staff meetings. Parents who serve on the PAC also function as the official parent advisory group for the LCAP. Together with ELAC, these committees ensure representation of key student groups, including low-income students, English Learners, and foster youth. The feedback gathered from PAC and ELAC members provides meaningful and actionable input that helps shape and refine the development of the new LCAP. Additionally, MSA-7 administers annual educational partner surveys to parents, students, and staff to gather broader community input. Staff members also conduct home visits, further strengthening communication and collaboration with families. These collective efforts ensure that all critical educational partners are informed, engaged, and given opportunities to contribute to the continuous improvement of the school's programs and services.
Students	All students in grades 3 through 5 participate annually in an educational partner survey, which provides a structured opportunity to share their perspectives on key aspects of their school experience, including school climate, safety, engagement, and academic support. In addition to the survey, the Student Council plays an active role in providing ongoing feedback to school leadership. Through regular meetings and discussions, Student Council members represent their

Educational Partner(s)	Process for Engagement
	peers and offer valuable insights that help inform schoolwide decisions and improvement efforts. Together, these channels ensure that student voice remains an integral part of the school's planning and development process.
Teachers	Staff and teachers receive regular updates on the LCAP during monthly staff meetings, ensuring they remain informed and engaged in the school's progress toward its goals. In addition, all staff members are invited to participate in an annual educational partner survey, where they can provide feedback on key aspects of school operations, culture, and student support. The results of these surveys are reviewed and shared with all educational partners to promote transparency and collective reflection. Staff and teachers also serve as active members of both the English Learner Advisory Committee (ELAC) and the Parent Advisory Council (PAC), where their professional insights contribute meaningfully to discussions and planning related to student success and school improvement. This inclusive approach ensures that staff voice is consistently integrated into decision-making processes at all levels.
School administrators	The school administrative team meets weekly, with the LCAP included as a standing agenda item to ensure continuous monitoring and alignment with school goals. During these meetings, relevant data is reviewed to assess progress toward LCAP metrics, evaluate the effectiveness of actions, and guide adjustments to implementation plans as needed. In addition, the home office team provides monthly progress updates to school principals, offering insights and support related to each school's advancement toward meeting its LCAP goals and performance indicators. This ongoing collaboration ensures that both site-level and network-level efforts remain focused, data-informed, and responsive to student and community needs.
Other school personnel	Staff and teachers receive regular LCAP updates during monthly staff meetings, ensuring they remain informed and engaged in the school's goals, progress, and improvement strategies. Additionally, all staff are invited to participate in an annual educational partner survey, providing them with a meaningful opportunity to share feedback on key aspects of the school, including instruction, climate, and professional support. Once the surveys are completed, the results are reviewed and shared with educational partners to promote

Educational Partner(s)	Process for Engagement
	transparency, reflection, and shared ownership of the school's continuous improvement efforts.
SELPA	Reviewed during annual oversight visit.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was meaningfully influenced by the feedback provided by educational partners through a variety of engagement opportunities designed to foster inclusive dialogue and collaboration. Feedback was collected from parents, students, staff, and community stakeholders via Parent Advisory Council (PAC) and English Learner Advisory Committee (ELAC) meetings, Student Council discussions, educational partner surveys, staff meetings, and open forums such as Coffee with the Admin sessions. In addition, MSA-7 maintains an open-door policy that encourages ongoing, informal input from parents, students, and staff, further strengthening the school's culture of transparency and responsiveness.

Insights gathered through these channels played a critical role in shaping the final LCAP. For instance, feedback from families and PAC members emphasized the need for stronger reading support and English Learner services, leading to the inclusion of small-group reading interventions and enhanced ELD strategies in Goal 2. Staff input, shared during meetings and surveys, highlighted the importance of instructional coaching and professional development, which guided the allocation of resources for educator support and training. Student feedback—collected through both surveys and Student Council—helped prioritize efforts to improve school climate and expand student voice opportunities.

Additionally, parent requests for more academic enrichment opportunities influenced the launch of advanced math clubs for lower grade students, while the need for expanded STEAM programming led to the addition of a second STEAM coordinator to support project-based learning across all grade levels. Across all goals, the LCAP reflects the voices of educational partners, ensuring that planning and resource allocation are directly aligned with the needs and priorities of the MSA-7 community. This ongoing, multi-layered feedback process underscores the school's commitment to equity, shared leadership, and continuous improvement.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 77.3%	2022-23: 85.7%	2023-24: 91.7%	2024-25: > 85%	+14.4 percentage points
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25):	2025-26 (As of 5/22/26):	2026-27: 0%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0	2025-26 (As of 5/22/26): 0	2026-27: 0	0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 88%	2024-25: (Fall 2023 to Fall 2024) 81%	2025-26 (Fall 2024 to Fall 2025): 87%	2026-27: (Fall 2025 to Fall 2026) >= 80%	-1 percentage point
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 96.4%	2024-25: (As of 5/31/25) 96.7%	2025-26 (As of 5/15/26): 96.7%	2026-27: >= 95.0%	+0.3 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025-26 school year, Magnolia Science Academy-7 successfully implemented the actions and services outlined in Goal 1 to ensure students had access to qualified staff, standards-aligned instructional materials, and safe, well-maintained learning environments. Implementation efforts focused on recruiting and retaining highly qualified teachers, supporting staff attendance, maintaining instructional resources for all students, and ensuring facilities met the "good repair" standard.

Magnolia Science Academy-7 experienced several successes during implementation. Teacher retention increased to 87%, exceeding the target of 80%, demonstrating the effectiveness of staff support, professional development, and retention strategies. Teacher attendance remained strong at 96.7%, well above the target of 95%, contributing to instructional continuity and student learning. Additionally, 0% of students lacked access to standards-aligned instructional materials, ensuring equitable access to curriculum resources both at school and at home. Magnolia Science Academy-7 also maintained all facilities in good repair, with zero identified deficiencies or extreme deficiencies, supporting a safe and effective learning environment for students and staff.

The school also maintained a high percentage of appropriately monitored teaching assignments, continuing progress from prior years and exceeding established targets. These outcomes reflect the successful implementation of staffing, instructional, and facilities-related actions throughout the year.

No substantive changes were made to the planned actions, and all major actions were implemented as described in the adopted LCAP. Overall, Magnolia Science Academy-7 effectively executed the planned strategies, resulting in positive outcomes across staffing, instructional access, and facility maintenance indicators.

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

Goal 1 Action 2
Budgeted: $226,367.98 | Actual: $276,463.84
Actual expenditures exceeded budgeted amounts due to higher-than-anticipated personnel and program implementation costs necessary to support the action and meet student needs.

Goal 1 Action 3
Budgeted: $763,948.37 | Actual: $1,443,210.10
Actual expenditures exceeded budgeted amounts due to additional staffing costs, salary and benefit adjustments, and expanded investments in instructional and student support services.

Goal 1 Action 4
Budgeted: $11,480.00 | Actual: $12,000.00
There was no significant material difference in spending; actual expenditures aligned closely with the budget as planned.

Goal 1 Action 5
Budgeted: $618,995.00 | Actual: $602,184.30
There was no significant material difference in spending; actual expenditures aligned closely with the budget as planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

During Year 2 (2025–26), the actions implemented under Goal 1 were effective in advancing the goal of providing students with access to qualified staff, high-quality instructional resources, and safe learning environments. Continued investments in employee support, instructional resources, and facility maintenance contributed to positive outcomes and sustained progress across all measured areas. Overall, Magnolia Science Academy-7 successfully implemented the planned actions during Year 2, and the results indicate that these strategies are supporting student learning and school effectiveness.

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

Based on Year 2 results, no significant changes were made to Goal 1, its metrics, target outcomes, or actions for the coming year. Magnolia Science Academy-7 will continue implementing the current strategies, as the data indicate that the existing actions are effectively supporting access to qualified staff, instructional materials, and safe learning environments. Minor adjustments may be made to strengthen implementation and maintain progress, but no substantive revisions were deemed necessary.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	$21,200.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A	$247,977.04	No
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management	$1,988,312.88	No

Action #	Title	Description	Total Funds	Contributing
		procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A		
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	$12,000.00	Yes
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools,	$76,386.81	No

Action #	Title	Description	Total Funds	Contributing
		which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: 100%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 100%	2024-25: (As of 5/29/25) 122%	2025-26 (As of 6/10/26): 91%	2026-27: >= 85%	9 percentage points
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 82%	2024-25: (First semester) 87%	2025-26 (First semester): 80%	2026-27: (First semester) >= 80%	-2 percentage points
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 36.50% -English Learners: 9.31 -Socioeconomically Disadvantaged: 31.03% -Students with Disabilities: 8.70% -Asian: * -Hispanic: 34.62% -White: *	2023-24: -All Students: 43.71% -English Learners: 23.68% -Socioeconomically Disadvantaged: 38.93%	2024-25: -All Students: 50.00% -English Learners: 24.14% -Socioeconomically Disadvantaged: 45.95%	2025-26: -All Students: >= 45.00% -English Learners: >= 10.00% -Socioeconomically Disadvantaged: >= 41.00% -Students with	-All Students: +13.50 percentage points -English Learners: +14.83 percentage points -Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Students with Disabilities: 17.86% -Hispanic: 37.15% -White: 52.63%	-Students with Disabilities: 50.00% -Hispanic: 37.21% -White: 63.64%	Disabilities: >= 15.00% -Hispanic: >= 43.00% -White: *	+14.92 percentage points -Students with Disabilities: +41.30 percentage points -Asian: N/A -Hispanic: +2.59 percentage points -White: N/A
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 32.7 points below standard -English Learners: 52.8 points below standard -Socioeconomically Disadvantaged: 44.8 points below standard -Students with Disabilities: 107.7 points below standard -Asian: * -Hispanic: 40.0 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 21.3 points below standard -English Learners: 43.9 points below standard -Socioeconomically Disadvantaged: 31.4 points below standard -Students with Disabilities: 84.7 points below standard -Hispanic: 37.8 points below standard -White: 15.7 points above standard	2024-25: (2025 Dashboard) -All Students: 3.5 points above standard -English Learners: 16.1 points below standard -Socioeconomically Disadvantaged: 3.6 points below standard -Students with Disabilities: 6.5 points below standard -Hispanic: 19.2 points below standard -White: 33.1 points above standard	2025-26: (2026 Dashboard) -All Students: 23.0 points below standard -English Learners: 49.0 points below standard -Socioeconomically Disadvantaged: 35.0 points below standard -Students with Disabilities: 93.0 points below standard -Hispanic: 30.0 points below standard -White: *	-All Students: +36.2 points -English Learners: +36.7 points -Socioeconomically Disadvantaged: +41.2 points -Students with Disabilities: +101.2 points -Asian: N/A -Hispanic: +20.8 points -White: N/A
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment	2023-24: (Fall to Spring) -All Students: 60.7% -English Learners: 57.6%	2024-25: (Fall to Spring) -All Students: 44.8% -English Learners: 38.5%	2025-26 (Fall to Spring): -All Students: 59.6% -English Learners: 51.5%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50%	-All Students: -1.1 percentage points -English Learners: -6.1 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	from fall to spring (Source: NWEA MAP)	-Socioeconomically Disadvantaged: 57.5% -Students with Disabilities: 68.8% -Hispanic: 59.7% -White: *	-Socioeconomically Disadvantaged: 46.0% -Students with Disabilities: 52.9% -Hispanic: 43.4% -Asian: 50.0% -White: 46.7%	-Socioeconomically Disadvantaged: 64.9% -Students with Disabilities: 69.7% -Hispanic: 57.5% -Asian: 58.3% -White: 60.5%	-Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Asian: >= 50% -Hispanic: >= 50% -White: >= 50%	-Socioeconomically Disadvantaged: +7.4 percentage points -Students with Disabilities: +0.9 percentage points -Hispanic: -2.2 percentage points -White: N/A
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 1.13 (CGP: 87th percentile) -English Learners: CGI: 1.00 (CGP: 84th percentile) -Socioeconomically Disadvantaged: CGI: 1.01 (CGP: 84th percentile) -Students with Disabilities: CGI: 3.54 (CGP: 100th percentile) -Hispanic: CGI: 1.41 (CGP: 92nd percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: -0.01 (CGP: 50th percentile) -English Learners: CGI: 0.18 (CGP: 57th percentile) -Socioeconomically Disadvantaged: CGI: 0.20 (CGP: 58th percentile) -Students with Disabilities: CGI: 1.04 (CGP: 85th percentile) -Hispanic: CGI: -0.04 (CGP: 48th percentile) -Asian: CGI: 0.24 (CGP: 60th percentile) -White: CGI: 0.08 (CGP: 53rd percentile)	2025-26 (Fall to Spring): -All Students: CGI: 0.51 (CGP: 70th percentile) -English Learners: CGI: 0.43 (CGP: 67th percentile) -Socioeconomically Disadvantaged: CGI: 0.61 (CGP: 73rd percentile) -Students with Disabilities: CGI: 1.34 (CGP: 91st percentile) -Hispanic: CGI: 0.40 (CGP: 65th percentile) -Asian: CGI: 0.80 (CGP: 79th percentile) -White: CGI: 0.46 (CGP: 67th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Asian: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)	-All Students: -0.62 -English Learners: -0.57 -Socioeconomically Disadvantaged: -0.40 -Students with Disabilities: -2.20 -Hispanic: -1.01 -White: N/A

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 21.90% -English Learners: 2.33% -Socioeconomically Disadvantaged: 16.38% -Students with Disabilities: 4.35% -Asian: * -Hispanic: 17.3% -White: *	2023-24: -All Students: 27.45% -English Learners: 10.00% -Socioeconomically Disadvantaged: 21.05% -Students with Disabilities: 7.14% -Hispanic: 16.82% -White: 52.63%	2024-25: -All Students: 45.80% -English Learners: 30.00% -Socioeconomically Disadvantaged: 41.96% -Students with Disabilities: 70.00% -Hispanic: 37.93% -White: 63.64%	2025-26: -All Students: >= 30.00% -English Learners: >= 10.00% -Socioeconomically Disadvantaged: >= 26.00% -Students with Disabilities: >= 10.00% -Hispanic: >= 26.00% -White: *	-All Students: +23.90 percentage points -English Learners: +27.67 percentage points -Socioeconomically Disadvantaged: +25.58 percentage points -Students with Disabilities: +65.65 percentage points -Asian: N/A -Hispanic: +20.63 percentage points -White: N/A
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 58.2 points below standard -English Learners: 79.9 points below standard -Socioeconomically Disadvantaged: 69.5 points below standard -Students with Disabilities: 101.7 points below standard -Asian: * -Hispanic: 67.8 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 42.0 points below standard -English Learners: 51.0 points below standard -Socioeconomically Disadvantaged: 54.7 points below standard -Students with Disabilities: 86.1 points below standard	2024-25: (2025 Dashboard) -All Students: 9.7 points below standard -English Learners: 26.3 points below standard -Socioeconomically Disadvantaged: 15.1 points below standard -Students with Disabilities: 8.1 points above standard	2025-26: (2026 Dashboard) -All Students: 49.0 points below standard -English Learners: 70.0 points below standard -Socioeconomically Disadvantaged: 60.0 points below standard -Students with Disabilities: 87.0 points below standard	-All Students: +48.5 points -English Learners: +53.6 points -Socioeconomically Disadvantaged: +54.4 points -Students with Disabilities: +109.8 points -Asian: N/A -Hispanic: +45.1 points -White: N/A

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Hispanic: 57.2 points below standard -White: 9.5 points below standard	-Hispanic: 22.7 points below standard -White: 12.3 points above standard	-Hispanic: 58.0 points below standard -White: *	
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 60.7% -English Learners: 57.6% -Socioeconomically Disadvantaged: 57.5% -Students with Disabilities: 68.8% -Hispanic: 59.7% -White:*	2024-25: (Fall to Spring) -All Students: 67.0% -English Learners: 56.1% -Socioeconomically Disadvantaged: 66.7% -Students with Disabilities: 79.4% -Hispanic: 63.7% -Asian: 75.0% -White: 74.2%	2025-26 (Fall to Spring): -All Students: 65.2% -English Learners: 62.7% -Socioeconomically Disadvantaged: 66.9% -Students with Disabilities: 54.5% -Hispanic: 61.4% -Asian: 76.0% -White: 71.1%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Asian: >= 50% -Hispanic: >= 50% -White: >= 50%	-All Students: +4.5 percentage points -English Learners: +5.1 percentage points -Socioeconomically Disadvantaged: +9.4 percentage points -Students with Disabilities: -14.3 percentage points -Hispanic: +1.7 percentage points -White: N/A
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 0.44 (CGP: 67th percentile) -English Learners: CGI: 0.57 (CGP: 72nd percentile) -Socioeconomically Disadvantaged: CGI: 0.49 (CGP: 69th percentile) -Students with Disabilities: CGI: 2.29 (CGP: 99th percentile) -Hispanic: CGI: 0.42 (CGP: 66th percentile)	2024-25: (Fall to Spring) -All Students: CGI: 1.70 (CGP: 96th percentile) -English Learners: CGI: 0.90 (CGP: 82nd percentile) -Socioeconomically Disadvantaged: CGI: 1.73 (CGP: 96th percentile) -Students with Disabilities: CGI:	2025-26 (Fall to Spring): -All Students: CGI: 0.51 (CGP: 70th percentile) -English Learners: CGI: 0.27 (CGP: 61st percentile) -Socioeconomically Disadvantaged: CGI: 0.53 (CGP: 70th percentile) -Students with Disabilities: CGI: -	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th	-All Students: +0.07 -English Learners: -0.30 -Socioeconomically Disadvantaged: +0.04 -Students with Disabilities: -3.08 -Hispanic: -0.26 -White: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: CGI: *	4.34 (CGP: 100th percentile) -Hispanic: CGI: 1.52 (CGP: 94th percentile) -Asian: CGI: 2.12 (CGP: 98th percentile) -White: CGI: 2.14 (CGP: 98th percentile)	0.79 (CGP: 21st percentile) -Hispanic: CGI: 0.16 (CGP: 56th percentile) -Asian: CGI: 1.36 (CGP: 91st percentile) -White: CGI: 0.86 (CGP: 81st percentile)	percentile) -Asian: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)	
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 33.3%	2023-24: (2024 Dashboard) 34.4%	2024-25 (2025 Dashboard): 41.8%	2025-26: (2026 Dashboard) >= 50.0%	+8.5 percentage points
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 13.6%	2023-24: (Internal) 5.3%	2024-25 (Internal): 7.2% 2025-26 (As of 6.10.26): 13.1%	2025-26: (CDE DataQuest) >= 10.0%	-6.4 percentage points
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 29.55% -English Learners: 0.00% -Socioeconomically Disadvantaged: 25.71% -Students with Disabilities: * -Hispanic: 20.59%	2023-24: -All Students: 18.52% -English Learners: 0.00% -Socioeconomically Disadvantaged: 13.33%	2024-25: -All Students: 18.36% -English Learners: * -Socioeconomically Disadvantaged: 15.22%	2025-26: -All Students: >= 30.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 30.00%	-All Students: -11.19 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Students with Disabilities: * -Hispanic: 13.52% -White: *	-Students with Disabilities: * -Hispanic: 17.15% -White: *	-Students with Disabilities: * -Hispanic: >= 30.00% -White: *	10.49 percentage points -Students with Disabilities: N/A -Hispanic: -3.44 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–26 school year, Magnolia Science Academy-7 successfully implemented the actions and services outlined in Goal 2 to improve academic achievement and equitable outcomes for all student groups. Overall, implementation occurred largely as planned, with no substantive differences between planned actions and actual implementation.

Several notable successes were achieved. The school maintained 100% access to programs and services for all students, including unduplicated pupils and students with exceptional needs. Classroom observation goals were exceeded, with administrators completing observations at a rate of 91%, surpassing the target of 85%. Student academic performance showed continued growth, with 50.0% of students meeting or exceeding standards in English Language Arts and 45.8% meeting or exceeding standards in Mathematics, both exceeding established targets. Additionally, student growth on the Measures of Academic Progress (MAP) assessments improved in both Reading and Mathematics, with multiple student groups meeting or exceeding growth targets.

English Learner outcomes also demonstrated progress. The percentage of English Learners increasing at least one level on the English Learner Progress Indicator (ELPI) increased to 41.8%, and the English Learner Reclassification Rate increased to 13.1%, exceeding the established target.

The school experienced some challenges related to performance variability among student groups. While overall outcomes improved, achievement gaps remain for certain student populations, particularly English Learners and students with disabilities in some state assessment measures. In response, the school will continue to strengthen targeted interventions, differentiated instruction, and academic support services.

Overall, the successful implementation of Goal 2 actions contributed to strong academic outcomes, improved student growth, and continued progress toward preparing all students for college and career readiness.

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

Goal 2 Action 1
Budgeted: $1,544,535.29 | Actual: $1,427,443.66
There was no significant material difference in spending. Actual expenditures were slightly lower than budgeted due to staffing and program cost adjustments while maintaining planned services.

Goal 2 Action 2
Budgeted: $29,160.00 | Actual: $34,141.08
There was no significant material difference in spending. Actual expenditures were slightly higher than budgeted due to increased program implementation costs.

Goal 2 Action 3
Budgeted: $606,796.79 | Actual: $658,845.22
Actual expenditures exceeded budgeted amounts due to higher personnel and program implementation costs needed to support student achievement initiatives.

Goal 2 Action 4
Budgeted: $132,854.96 | Actual: $128,519.94
There was no significant material difference in spending; actual expenditures aligned closely with the budget as planned.

Goal 2 Action 5
Budgeted: $990,458.67 | Actual: $947,199.60
There was no significant material difference in spending; actual expenditures aligned closely with the budget as planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 2 have been effective in making progress toward the goal of improving academic achievement and equitable outcomes for all students. Evidence of effectiveness is demonstrated through both academic performance and growth measures.

Student achievement increased in several key areas. The percentage of students meeting or exceeding standards on the CAASPP increased to 50.0% in English Language Arts and 45.8% in Mathematics, exceeding the established targets. Distance from Standard (DFS) measures also improved significantly in both ELA and Mathematics for the all-student group and several student groups.

Measures of Academic Progress (MAP) data indicate that the actions supporting instruction, intervention, and progress monitoring were effective. In Reading, 59.6% of students met their growth targets, and in Mathematics, 65.2% met their growth targets, exceeding the established goal. Growth percentile data also showed students performing above national growth norms, with the all-student group achieving a Conditional Growth Percentile above the 50th percentile in both Reading and Mathematics.

Actions supporting English Learners demonstrated positive results. The percentage of English Learners increasing at least one proficiency level on the English Learner Progress Indicator increased to 41.8%, while the English Learner Reclassification Rate increased to 13.1%, exceeding the target of 10%.

Although the actions have been effective overall, some student groups continue to perform below desired levels on state assessments, indicating a need for continued targeted support and intervention. The school will continue refining instructional strategies and support systems to address achievement gaps and accelerate learning for identified student groups.

Overall, the available data indicate that the actions and services associated with Goal 2 have been effective in advancing student achievement, academic growth, and English Learner outcomes.

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

Based on a review of implementation and student outcome data, no significant changes were made to the overall goal for the coming year. The goal, metrics, and actions remain largely unchanged because current data demonstrate that the actions are contributing to positive academic outcomes and progress toward established targets.

Minor adjustments were made to target outcomes where appropriate to promote continuous improvement and maintain high expectations for student achievement. The school will continue to implement evidence-based instructional practices, academic interventions, progress monitoring systems, and supports for English Learners and other student groups requiring additional assistance.

Reflections on prior practice highlighted the need to continue strengthening targeted supports for student groups that continue to perform below desired levels on state assessments. As a result, the school will maintain its focus on differentiated instruction, intervention services, English Learner supports, and data-driven decision-making to further improve student achievement and close performance gaps.

Overall, the continued implementation of existing actions reflects the school's determination that the current strategies are effective and should be sustained to build on the positive outcomes achieved during the 2025–26 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and	$1,589,498.83	No

Action #	Title	Description	Total Funds	Contributing
		services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.	$27,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -Prof Dev-Other: Title II; Amount: $5,000.00		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Standards Plus, Quizizz, BrainPOP, Spelling City, Cambium Learning, Learning A-Z, Alexandria Library, Mystery Science and myON.) The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $15,591.24 -Instructional Aides: Title I; Amount: $57,048.75	$612,498.84	Yes

Action #	Title	Description	Total Funds	Contributing
		-PERS: Title I; Amount: $13,267.08 -OASDI/Medicare: Title I; Amount: $3,785.65 -Unemployment Insurance: Title I; Amount: $247.43 -Educational Software: Title IV, Part A ESEA (ESSA); Amount: $3,033.00		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits. The following expenditures will be funded by federal Title funds: N/A	$131,490.86	Yes
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they	$946,906.45	No

Action #	Title	Description	Total Funds	Contributing
		receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: -SpEd Ctrct Inst: IDEA SPED; Amount: $83,000.00		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 0%	2024-25: (As of 6/5/25) 10%	2025-26 (As of 5/22/26): 11%	2026-27: >= 10%	+11 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 93%	2024-25: (As of 6/5/25) 98%	2025-26 (As of 5/22/26): 100%	2026-27: >= 90%	+7 percentage points
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 80%	+1 percentage point

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During Year 2 (2025–26), Magnolia Science Academy-7 successfully implemented the actions and services outlined in Goal 3 to expand access to advanced coursework, computer science and technology experiences, and STEAM-based learning opportunities. Students continued to participate in accelerated and advanced coursework, technology-integrated learning experiences, and project-based STEAM activities. The school experienced success in increasing student participation in advanced learning opportunities while maintaining strong implementation of career and college readiness initiatives. No substantive differences were identified between the planned actions and the actual implementation of Goal 3 actions during the year.

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

Goal 3 Action 1
Budgeted: $0.00 | Actual: $0.00
This action was implemented using existing staff, programs, and resources and did not require a dedicated budget allocation. As a result, there was no expenditure associated with this action.

Goal 3 Action 2
Budgeted: $1,296.00 | Actual: $3,390.00
Actual expenditures exceeded budgeted amounts due to additional costs associated with expanding student access to college and career readiness opportunities.

Goal 3 Action 3
Budgeted: $0.00 | Actual: $0.00
This action was implemented using existing staff, programs, and resources and did not require a dedicated budget allocation. As a result, there was no expenditure associated with this action.

Goal 3 Action 4
Budgeted: $129,486.65 | Actual: $129,096.67
There was no significant material difference in spending; actual expenditures aligned closely with the budget as planned.

Goal 3 Action 5
Budgeted: $654,965.70 | Actual: $678,677.67
There was no significant material difference in spending; actual expenditures aligned closely with the budget as planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

During Year 2 (2025–26), the actions implemented under Goal 3 were effective in increasing student access to advanced coursework, technology-based learning experiences, and STEAM opportunities. Continued implementation of advanced academic programs, technology integration, and project-based learning supported student engagement and college and career readiness. The results demonstrate that the planned actions are successfully providing students with meaningful opportunities to develop critical thinking, problem-solving, and 21st-century skills.

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

Based on Year 2 results, no significant changes were made to Goal 3, its metrics, target outcomes, or actions for the coming year. Magnolia Science Academy-7 will continue implementing the current strategies to expand advanced coursework, technology experiences, and STEAM learning opportunities. The strong outcomes indicate that the existing actions are effectively supporting student success and preparation for college and career pathways.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities. Expenditures associated with this action include the following: college/career-related materials and activities. The following expenditures will be funded by federal Title funds: N/A	$0.00	Yes
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $3,390.00	$3,390.00	Yes
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate		Yes

Action #	Title	Description	Total Funds	Contributing
		technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A		
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.	$127,732.58	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A		
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A	$539,033.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7	2024-25: 8	2025-26 (As of 5/15/26): 8	2026-27: >= 8	+1
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 4	2024-25: 5	2025-26 (As of 5/15/26): 4	2026-27: >= 4	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 42	2024-25: (As of 6/5/25) 42	2025-26 (As of 5/15/26): 22	2026-27: >= 10	-20
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 20.4%	2024-25: (As of 6/5/25) 32.2%	2025-26 (As of 6/9/26): 32.6%	2026-27: >= 15.0%	+12.2 percentage points
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.56%	2024-25 P-2 ADA: 93.05%	2025-26 P-2 ADA: 93.57%	2026-27: (P-2 ADA) >= 92.00%	+0.01 percentage points
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 29.0%	2023-24: (2024 Dashboard) 16.9%	2024-25 (2025 Dashboard): 27.3% 2025-26 (As of 5/22/26): 20.3%	2025-26: (2026 Dashboard) <= 20.0%	-1.7 percentage points
4.7	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.4%	2023-24: (2024 Dashboard) 0.00%	2024-25 (2025 Dashboard): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (2026 Dashboard) <= 2.5%	-0.4 percentage points
4.8	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00%	2024-25 (CDE DataQuest): 0.0% 2025-26 (As of 5/22/26):	2025-26: (CDE DataQuest) <= 0.50%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				0.0%		
4.9	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 96.8% -Families: 82.2% -Staff: 97.2%	2024-25: -Students: 100.0% -Families: 71.4% -Staff: 72.5%	2025-26: -Students: 99.2% -Families: 79.4% -Staff: 80.6%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	-Students: +2.4 percentage points -Families: -2.8 percentage points -Staff: -16.6 percentage points
4.10	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 68.0% -Families: 97.0% -Staff: 81.0%	2024-25: -Students: 68% -Families: 97% -Staff: 75%	2025-26: -Students: 75% -Families: 96% -Staff: 68%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	-Students: +7 percentage points -Families: -1 percentage point -Staff: -13 percentage points
4.11	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local	2023-24: -Students: 89% -Families: 96% -Staff: 88%	2024-25: -Students: 85% -Families: 99% -Staff: 68%	2025-26: -Students: 76% -Families: 94% -Staff: 48%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	-Students: -13 percentage points -Families: -2 percentage points -Staff: -40 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Indicator Priority 6, Panorama Education)					
4.12	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 95.91%	2024-25: (Spring 2024 to Fall 2024) 92%	2025-26 (Spring 2025 to Fall 2025): 93%	2026-27: (Spring 2026 to Fall 2026) >= 85%	-2.91 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During Year 2 (2025–26), Magnolia Science Academy-7 implemented the actions and services outlined in Goal 4 to strengthen family engagement, improve school climate, support student attendance, and promote a positive and safe learning environment. The school conducted PAC and ELAC meetings, organized parent engagement activities, completed home visits, monitored attendance and chronic absenteeism, implemented behavior and wellness supports, administered stakeholder surveys, and maintained student retention efforts. These actions supported progress across all twelve metrics related to family engagement, attendance, student behavior, school climate, stakeholder participation, stakeholder satisfaction, and student retention. No substantive differences were identified between the planned actions and their actual implementation during the year.

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

Goal 4 Action 1
Budgeted: $1,043.00 | Actual: $1,043.00
There was no variance between the budgeted and actual expenditures, indicating that implementation proceeded exactly as planned for this action.

Goal 4 Action 2
Budgeted: $142,251.18 | Actual: $137,242.57
There was no significant material difference in spending; actual expenditures aligned closely with the budget as planned.

Goal 4 Action 3
Budgeted: $129,476.23 | Actual: $126,629.68
There was no significant material difference in spending; actual expenditures aligned closely with the budget as planned.

Goal 4 Action 4
Budgeted: $1,620.00 | Actual: $1,620.00

There was no variance between the budgeted and actual expenditures, indicating that implementation proceeded exactly as planned for this action.

Goal 4 Action 5
Budgeted: $401,116.12 | Actual: $338,371.41
There was no significant material difference in spending; actual expenditures aligned closely with the budget as planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

During Year 2 (2025–26), the actions implemented under Goal 4 were effective in making progress toward the goal. Family engagement efforts supported strong participation in PAC and ELAC meetings, parent engagement activities, and home visits. Attendance initiatives helped maintain Average Daily Attendance above the established target, while chronic absenteeism improved from baseline levels and remains an area of continued focus.

School climate and behavior supports contributed to maintaining suspension and expulsion rates well below target levels. Stakeholder survey participation remained strong, with student participation at 99.2%, family participation at 79.4%, and staff participation at 80.6%, meeting or exceeding participation targets. School experience survey results also reflected positive perceptions among students and families regarding academic support, school safety, school connectedness, and overall satisfaction. Student approval ratings exceeded established targets for students and families, while staff responses indicate an opportunity for continued improvement in school climate and organizational support. Overall satisfaction survey results similarly demonstrated strong student and family satisfaction, with staff satisfaction identified as an area for further growth. Student retention remained above target, indicating that students and families continue to value their educational experience at Magnolia Science Academy-7.

Overall, the results across all twelve metrics demonstrate that the actions and services implemented under Goal 4 have been effective in strengthening family engagement, supporting student attendance, maintaining a positive school climate, and promoting student success.

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

Based on the Year 2 outcomes across all twelve Goal 4 metrics, no significant changes were made to the goal, metrics, target outcomes, or actions for the coming year. Magnolia Science Academy-7 will continue implementing its current strategies for family engagement, attendance improvement, positive school climate, behavior supports, stakeholder engagement, and student retention. The school will continue monitoring chronic absenteeism and staff survey results to identify opportunities for improvement while maintaining the successful practices that have contributed to strong outcomes in family engagement, attendance, student behavior, school connectedness, stakeholder satisfaction, and student retention.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A	$1,043.00	Yes
4.2	Building relationships and partnerships with families for student outcomes	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off	$133,746.37	Yes

Action #	Title	Description	Total Funds	Contributing
		and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title I funds: -Teacher Salaries: Title I; Amount: $8,000.00 -STRS: Title I; Amount: $1,528.00 -OASDI/Medicare: Title I; Amount: $116.00 -Unemployment Insurance: Title I; Amount: $40.00		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as	$79,640.88	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Instructional Materials & Supplies: Title I; Amount: $4,540.32		

Action #	Title	Description	Total Funds	Contributing
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: N/A		Yes
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	$325,930.21	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,032,602	$79,063

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.529%	0.000%	$0.00	23.529%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials,	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers	Goal 2: For all students, but particularly for the EL and LTEL student groups: • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students.	have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. **Scope:** LEA-wide	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who have created or demonstrated a

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:** LEA-wide	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "average approval rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			" (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. **Scope:** LEA-wide	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students'	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way	• Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:** It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students,	Goal 4: • School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Student Suspension Rate (Source: CA School Dashboard, CALPADS)

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	• Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

Similar to the current academic year, MSA-7 will utilize the concentration grant add-on funds ($79,063) in the following manner:

MSA-7 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,388,681	1,032,602	23.529%	0.000%	23.529%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,364,158.74	$2,562,119.44	$0.00	$198,587.46	$6,863,787.75	$3,585,574.71	$3,278,213.04

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$21,200.00	$21,200.00				$21,200.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$53,797.01	$194,180.03	$232,977.04	$15,000.00			$247,977.04	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$34,133.88	$1,954,179.00	$1,636,157.88	$352,155.00			$1,988,312.88	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$12,000.00	$12,000.00				$12,000.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$0.00	$76,386.81	$76,386.81				$76,386.81	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$1,478,118.83	$111,380.00	$1,108,372.43	$481,126.40			$1,589,498.83	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$27,000.00	$7,000.00	$15,000.00		$5,000.00	$27,000.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$593,874.60	$18,624.24	$371,420.95	$148,104.75		$92,973.14	$612,498.84	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$131,490.86	$0.00	$131,490.86				$131,490.86	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$702,906.45	$244,000.00		$863,906.45		$83,000.00	$946,906.45	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,390.00				$3,390.00	$3,390.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$125,232.58	$2,500.00	$116,447.53	$11,285.05			$127,732.58	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$539,033.00	$38,000.00	$501,033.00			$539,033.00	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,043.00	$1,043.00				$1,043.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$121,989.73	$11,756.64	$124,062.37			$9,684.00	$133,746.37	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$65,100.56	$14,540.32	$75,100.56			$4,540.32	$79,640.88	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$278,930.21	$47,000.00	$151,421.42	$174,508.79			$325,930.21	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,388,681	1,032,602	23.529%	0.000%	23.529%	$1,027,986.69	0.000%	23.424 %	**Total:**	$1,027,986.69
								LEA-wide Total:	$1,027,986.69
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$12,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$371,420.95	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	$131,490.86	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$116,447.53	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,000.00	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,043.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$124,062.37	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,100.56	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$151,421.42	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,299,395.73	$7,079,934.95

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$21,200.00	$26,200.00
1	**1.2**	Instructional materials and technology	No	$226,367.98	$276,463.84
1	**1.3**	Clean and safe facilities that support learning	No	$763,948.37	$1,443,210.10
1	**1.4**	Healthy and nutritious meals	Yes	$11,480.00	$12,000.00
1	**1.5**	Well-orchestrated Home Office support services	No	$618,995.00	$602,184.30
2	**2.1**	Broad course of study and standards based curriculum	No	$1,427,443.66	$1,544,535.29
2	**2.2**	Professional development for high-quality instruction	Yes	$34,141.08	$29,160.00
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$658,845.22	$606,796.79
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$128,519.94	$132,854.96
2	**2.5**	Support for students with disabilities	No	$947,199.60	$990,458.67
3	**3.1**	College/Career readiness programs and activities	Yes	$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$1,296.00	$3,390.00
3	3.3	Digital literacy and citizenship programs	Yes		
3	3.4	Physical education, activity, and fitness	Yes	$129,486.65	$129,096.67
3	3.5	Additional programs and activities that support well-rounded education	Yes	$654,965.70	$678,677.67
4	4.1	Seeking family input for decision-making	Yes	$1,043.00	$1,043.00
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$142,251.18	$137,242.57
4	4.3	MTSS - PBIS and SEL support	Yes	$129,476.23	$126,629.68
4	4.4	Annual educational partner surveys	Yes	$1,620.00	$1,620.00
4	4.5	Community outreach and partnerships	Yes	$401,116.12	$338,371.41

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$996,584	$953,330.33	$2,196,882.75	($1,243,552.42)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$11,480.00	$12,000.00		
2	2.2	Professional development for high-quality instruction	Yes	$9,141.08	$29,160.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$334,337.43	$606,796.79		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	$128,519.94	$132,854.96		
3	3.1	College/Career readiness programs and activities	Yes	$0.00			
3	3.2	STEM and GATE programs	Yes		$3,390.00		
3	3.3	Digital literacy and citizenship programs	Yes				
3	3.4	Physical education, activity, and fitness	Yes	$118,468.99	$129,096.67		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$1,000.00	$678,677.67		
4	4.1	Seeking family input for decision-making	Yes	$1,043.00	$1,043.00		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$124,894.68	$137,242.57		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$65,910.25	$126,629.68		
4	4.4	Annual educational partner surveys	Yes		$1,620.00		
4	4.5	Community outreach and partnerships	Yes	$158,534.96	$338,371.41		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,928,683	$996,584	0.000%	25.367%	$2,196,882.75	0.000%	55.919%	$0.00	0.000%

Powered by BoardOnTrack

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

Powered by BoardOnTrack

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

Powered by BoardOnTrack

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

Powered by BoardOnTrack

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Powered by BoardOnTrack

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Powered by BoardOnTrack

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

Powered by BoardOnTrack

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

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

Powered by BoardOnTrack

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

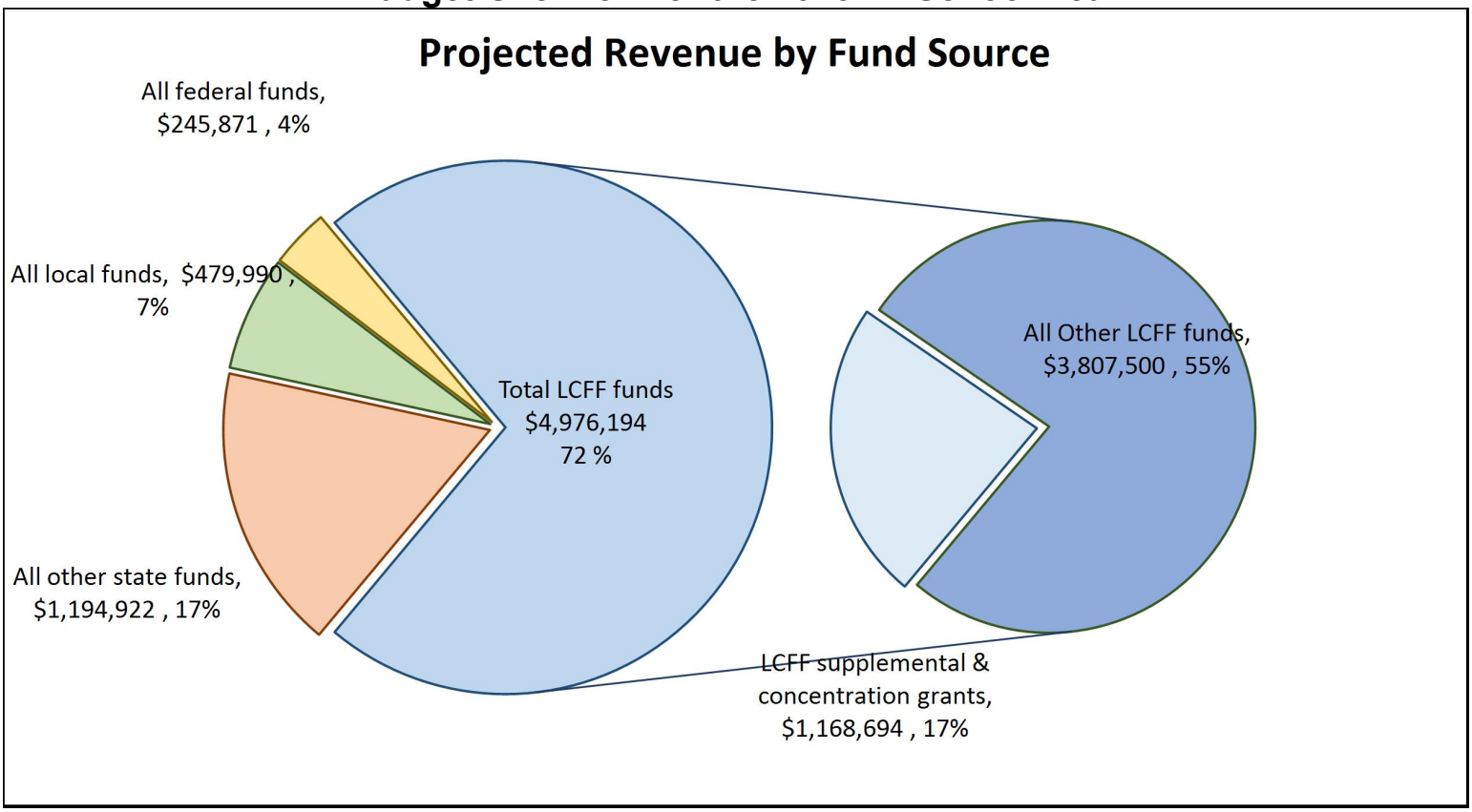
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-8
CDS Code: 19-64733-0122747
School Year: 2026-27
LEA contact information:
Adrian Uribe
Principal
auribe@magnoliapublicschools.org
(323) 826-3925

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

Budget Overview for the 2026-27 School Year

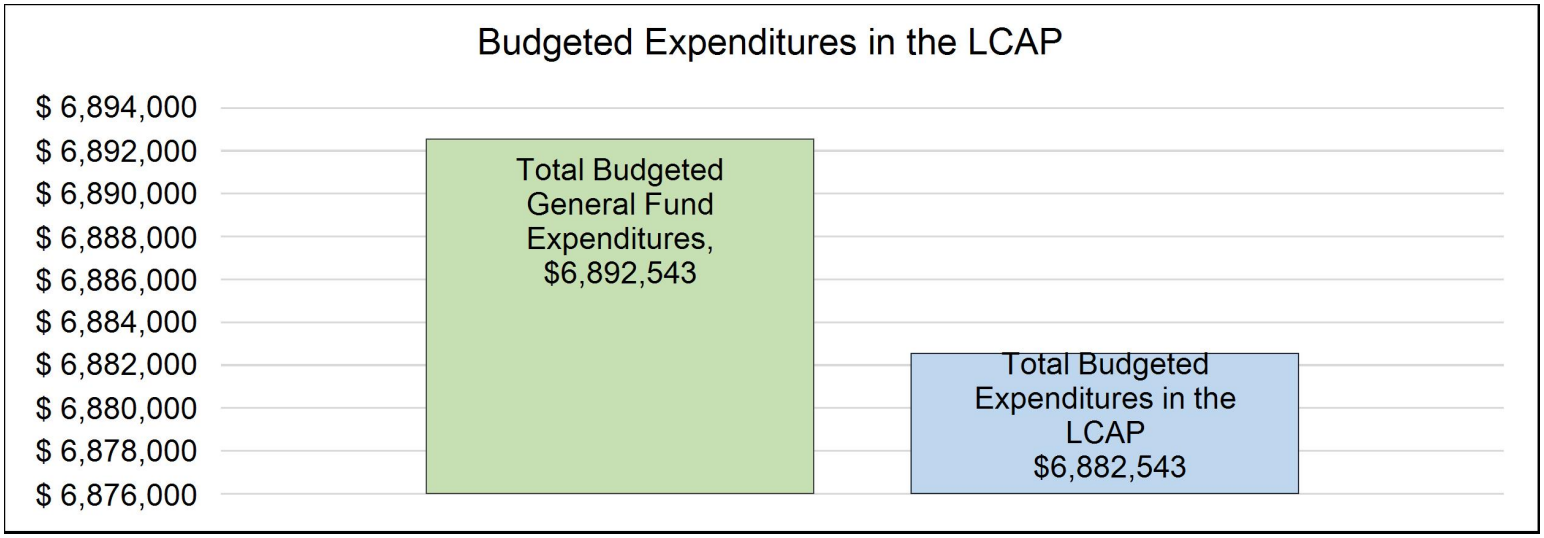


This chart shows the total general purpose revenue Magnolia Science Academy-8 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-8 is $6,896,977, of which $4,976,194 is Local Control Funding Formula (LCFF), $1,194,922 is other state funds, $479,990 is local funds, and $245,871 is federal funds. Of the $4,976,194 in LCFF Funds, $1,168,694 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy-8 plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-8 plans to spend $6,892,543 for the 2026-27 school year. Of that amount, $6,882,543 is tied to actions/services in the LCAP and $10,000 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

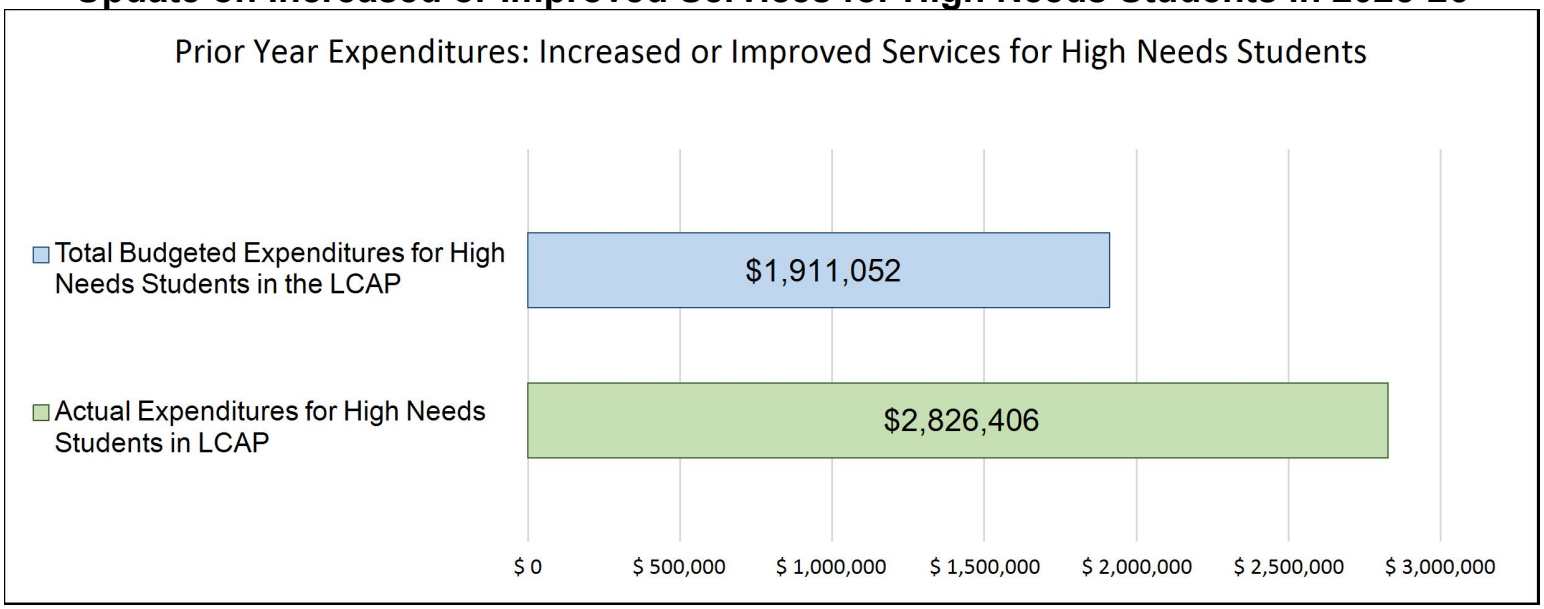
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Magnolia Science Academy-8 is projecting it will receive $1,168,694 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy-8 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-8 plans to spend $1,988,655 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Magnolia Science Academy-8 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-8 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy-8's LCAP budgeted $1,911,052 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-8 actually spent $$2,826,406 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-8	Adrian Uribe Principal	auribe@magnoliapublicschools.org (323) 826-3925

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Magnolia Science Academy-Bell (MSA-Bell) is a classroom-based charter school serving grades 6th-8th with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM). MSA- Bell is located in the city of Bell (90201) and serves around 400 students in grades 6–8, with classes that average 30 or fewer students. Originally founded in 2010—and here requesting a third five-year charter term—MSA-Bell's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-Bell is supplemented by tutoring, after-school programs, and school-to-university links.

Our mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

Magnolia Science Academy 8
Address: 6411 Orchard Ave., Bell, CA, 90201
Phone: 323-826-3925
Email: auribe@magnoliapublicschools.org

Our Mission

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

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

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

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

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

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES
Our school demonstrated strong academic growth across multiple indicators this year. In English Language Arts (ELA), we increased our performance by 8.2 points, moving into the Yellow performance level. In Mathematics, we achieved an even larger gain of 12.8 points, also reaching the Yellow performance level.
Our most significant success was in English Learner Progress. We increased by 15 percentage points, with 60% of our English Learners making progress toward English language proficiency. As a result of these outstanding gains, our English Learner Progress indicator moved into the Blue performance level, our highest-performing area. These results reflect the hard work of our students, staff, and families, and demonstrate our continued commitment to improving outcomes for all learners.

CHALLENGES
While we celebrated important academic gains this year, we also identified areas that require focused attention and improvement. Our chronic absenteeism rate remained at 27%, which placed us in the Red performance level. This indicates that a significant number of

students are missing too much instructional time, impacting their learning and overall success. Additionally, our suspension rate increased to 6.4%, representing a 2.8 percentage point increase from the previous year. This resulted in an Orange performance level. These data highlight the need for continued work in strengthening student engagement, attendance, and positive school climate supports.

OPPORTUNITIES
During the 2025–26 school year, we introduced the Coordination of Services Team (COST) to streamline the process for identifying and providing interventions for students in need of additional support. This system created a more coordinated and proactive approach to addressing student needs by bringing together staff to review data, identify concerns, and connect students with appropriate services.

Through the implementation of COST, we were able to respond more quickly to students' behavioral and attendance challenges, ensuring timely interventions and support. This opportunity positions our school to strengthen student engagement, improve attendance outcomes, reduce disciplinary incidents, and provide a stronger network of support for students and families moving forward.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Due to significant gains in ELA, Mathematics, and English Learner Progress, Magnolia Science Academy-Bell is no longer identified for Differentiated Assistance (DA). These improvements reflect the effectiveness of our instructional efforts and targeted supports and demonstrate our continued progress toward higher levels of student achievement and school performance.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	During Parent Advisory Committee (PAC) meetings, families participated in informational sessions focused on understanding the goals and priorities outlined in the Local Control and Accountability Plan (LCAP). School staff reviewed student performance data from multiple sources, including state and local dashboards, to provide parents with a clear picture of school progress and areas for growth. To support meaningful participation, the information was presented in parent-friendly formats that made the data easier to understand and discuss. These presentations helped families engage in informed conversations and provide valuable input on school goals and decision-making.
Students	During Parent Advisory Committee (PAC) meetings, students were provided opportunities to actively participate in discussions about the Local Control and Accountability Plan (LCAP) and school improvement efforts. School staff shared student achievement and school performance data, helping students understand current outcomes, identify areas for growth, and learn about the goals established for the future. Through these discussions, students asked questions, shared their perspectives, and contributed ideas that informed school planning. To ensure the information was accessible and meaningful, staff created clear and engaging presentations using data from school and state dashboards, enabling both students and families to participate in the decision-making process with a strong understanding of the school's priorities and progress.

Educational Partner(s)	Process for Engagement
Teachers	Throughout the school year, staff participated in regular meetings focused on the Local Control and Accountability Plan (LCAP) and the school's improvement goals. These sessions provided opportunities to review progress toward existing goals, analyze outcomes from the previous year, and celebrate areas of success. Staff also collaborated to identify areas for growth, refine strategies, and establish priorities for the upcoming year. By engaging in ongoing dialogue and data-driven planning, staff developed a shared understanding of the school's goals and their role in achieving them, fostering a culture of continuous improvement and collective responsibility for student success.
School administrators	Throughout the school year, staff engaged in ongoing discussions and presentations related to the Local Control and Accountability Plan (LCAP) and the school's strategic priorities. These meetings allowed staff to review progress toward established goals, reflect on key achievements, and analyze areas for continued growth. Staff also collaborated in planning for the upcoming year by examining projected outcomes, refining goals, and identifying effective strategies to support student success. This continuous engagement helped ensure alignment across the school community and reinforced a collective commitment to achieving the school's long-term vision and objectives.
Other school personnel	Throughout the year, staff participated in regular LCAP updates and planning sessions to stay informed about the school's priorities and progress. These meetings provided opportunities to review data, celebrate successes, and evaluate progress toward established goals. Staff also engaged in collaborative discussions to refine existing objectives, develop new goals when needed, and identify effective actions to support student achievement. By involving staff in both reflection and planning, the school fostered a shared sense of ownership and commitment to continuous improvement and long-term success.
SELPA	To ensure that the needs of students with disabilities are reflected in school planning and decision-making, SELPA representatives were included as key partners in the development of the Local Control and Accountability Plan (LCAP). Through ongoing collaboration, consultation, and feedback, these representatives provided valuable

Educational Partner(s)	Process for Engagement
	insight into the effectiveness of special education services and identified opportunities to strengthen support systems for students with disabilities. Their contributions helped guide the development of targeted actions and services designed to improve student outcomes and promote equitable access to educational opportunities. By actively engaging SELPA representatives throughout the LCAP process, MSA-8 ensures that the plan remains inclusive, responsive, and aligned with the diverse needs of all learners while fostering shared responsibility for student success.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of MSA-8's LCAP goals was guided by input gathered from a variety of educational partners, including families, students, staff, and community members. The administrative team reviewed stakeholder feedback to identify common themes, priorities, and areas of need, ensuring that multiple perspectives were reflected in the planning process. Through ongoing communication and collaboration, the school shared how stakeholder input informed decision-making and contributed to the development of proposed goals and actions. The resulting recommendations were then submitted to the home office for review and consideration as part of the development of the following year's LCAP, helping to ensure that the plan remained responsive to the needs and priorities of the school community.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 75.2%	2022-23: 69.2%	2023-24: 70.3%	2024-25: > 85%	-4.9 percentage points
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25):	2025-26 (As of 5/22/26):	2026-27: 0%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0	2025-26 (As of 5/22/26): 0	2026-27: 0	0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 54%	2024-25: (Fall 2023 to Fall 2024) 52%	2025-26 (Fall 2024 to Fall 2025): 76%	2026-27: (Fall 2025 to Fall 2026) >= 80%	+22 percentage points
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 93.9%	2024-25: (As of 5/31/25) 93.4%	2025-26 (As of 5/15/26): 93.9%	2026-27: >= 95.0%	0 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

1.1:The percentage of teaching assignments with an assignment monitoring outcome of “Clear” was 70.3%, which is below the desired target of 85% or higher. This indicates that a portion of teaching assignments did not fully meet credentialing alignment expectations during the 2025–2026 school year. A key factor contributing to this outcome was that the school had one teacher serving on a permit rather than holding a full credential. While this allowed the school to maintain staffing continuity, it impacted the overall assignment monitoring percentage, as permit-based assignments do not meet the “Clear” designation.

1.2:The percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home was 0% as of May 22, 2026, indicating that all students had access to required instructional materials. This outcome demonstrates that the school successfully met its goal of ensuring equitable access to standards-aligned resources for all students both in the classroom and for use at home. Maintaining a 0% gap reflects effective planning, timely distribution of materials, and alignment with instructional expectations.

Recently, we underwent a Williams audit, which successfully verified that all our students have access to the necessary textbooks and technology. This audit confirms our commitment to providing quality education and resources to every student.

1.3: As we continue to be co-located on an LAUSD facility for the 2026-27 school year ,our classrooms and infrastructure are regularly inspected by the district to ensure they meet the "good repair" standard. Any necessary repairs that have been identified have been promptly addressed, ensuring that our learning environment remains safe and conducive to education. Additionally, our school successfully passed the Williams audit for the 2025-26 school year, a testament to our commitment to maintaining high standards in our facilities.

1.4: In recent years, we have seen some of our teachers leave to pursue opportunities closer to their homes or to embark on new career paths. However, we are working hard to maintain a high retention rate and provide stability for our students. Our goal is to ensure a seamless transition and continue delivering quality education to all students.

1.5:In the past two years, we have come very close to achieving our goal of a 95% teacher attendance rate.

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

Goal 1 Action 1
Budgeted: $23,246.00
Actual: $27,316.00
Explanation: The variance between budgeted and actual expenditures is primarily due to slightly higher-than-anticipated program and service costs associated with implementation needs during the year, resulting in a modest increase over the original budget.

Goal 1 Action 2
Budgeted: $404,326.62
Actual: $430,598.77
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 3
Budgeted: $640,195.00
Actual: $780,102.00
Explanation: The increase in actual expenditures is due to higher-than-expected costs related to facility repairs and maintenance needs that arose during the school year, which required additional resources beyond the original budget assumptions.

Goal 1 Action 4
Budgeted: $21,930.00
Actual: $80,000.00
Explanation: The variance is due to unanticipated costs and expanded implementation needs that arose during the school year, resulting in additional expenditures to fully support program and operational requirements.

Goal 1 Action 5
Budgeted: $880,525.00
Actual: $794,888.40
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the implementation of the action items for this goal was effective.

Metric 1.1: Effective- As part of our commitment to providing the best educational experience for our students, we have been striving to meet an 85% goal in this area.

Metric 1.2: Effective- We have ensured that every student has access to their own copies of the necessary materials. This includes access to all curriculum , textbooks, and Chromebooks.

Metric 1.3: Effective- We have a sound building that is maintained by LAUSD per our co-located agreement.

Metric 1.4: Effective- Teacher turnover rate was low for this past year.

Metric 1.5: Somewhat Effective: Although we did not meet our metric of 95% teacher attendance rate, we came close the last two years.

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

Metric 1.1: A change for this metric is the monitoring and auditing of the teacher's credentials by the Assistant Principal's of instructions. Both will follow up with teachers to provide timely feedback and tracking of their credential pathways. We hope this will ensure that all teachers will be credentialed in their subject area by the end of the 2026-27 school year.

Metric 1.4:Based on the feedback from the staff surveys conducted during the 2025-26 academic year, we have developed a comprehensive action plan to address the key concerns raised.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: Payroll fees, teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, and retirement service fees. The following expenditures will be funded by federal Title funds: N/A	$26,316.00	No
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.	$428,361.57	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: Depreciation, technology, TelecomInternet, textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A		
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A	$723,102.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, and water. The following expenditures will be funded by federal Title funds: N/A	$60,000.00	Yes
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A	$731,183.94	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: 100%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 71%	2024-25: (As of 5/29/25) 101%	2025-26 (As of 6/10/26): 61%	2026-27: >= 85%	-10 percentage points
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 85%	2024-25: (First semester) 66%	2025-26 (First semester): 54%	2026-27: (First semester) >= 80%	-31 percentage points
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 35.29% -English Learners: 0.00% -Socioeconomically Disadvantaged: 34.55% -Students with Disabilities: 6.06% -Asian: * -Hispanic: 34.11%	2023-24: -All Students: 32.75% -English Learners: 0.00% -Socioeconomically Disadvantaged: 32.25%	2024-25: -All Students: 32.98% -English Learners: 0.00% -Socioeconomically Disadvantaged: 30.36%	2025-26: -All Students: >= 40.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 40.00% -Students with	-All Students: -2.31 percentage points -English Learners: 0.00 percentage points -Socioeconomically Disadvantaged: -4.19 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: 48.0%	-Students with Disabilities: 7.50% -Hispanic: 32.16% -White: 42.86%	-Students with Disabilities: 10.25% -Hispanic: 32.77% -White: 31.58%	Disabilities: >= 15.00% -Hispanic: >= 40.00% -White: >= 45.00%	-Students with Disabilities: +4.19 percentage points -Asian: N/A -Hispanic: -1.34 percentage points -White: -16.42 percentage points
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 41.1 points below standard -English Learners: 109.8 points below standard -Socioeconomically Disadvantaged: 41.9 points below standard -Students with Disabilities: 134.4 points below standard -Asian: * -Hispanic: 43.4 points below standard -White: 13.0 points below standard	2023-24: (2024 Dashboard) -All Students: 50.1 points below standard -English Learners: 102.2 points below standard -Socioeconomically Disadvantaged: 54.3 points below standard -Students with Disabilities: 131.9 points below standard -Hispanic: 49.9 points below standard -White: *	2024-25 (2025 Dashboard): -All Students: 41.9 points below standard -English Learners: 96.3 points below standard -Socioeconomically Disadvantaged: 45.3 points below standard -Students with Disabilities: 92.6 points below standard -Hispanic: 40.8 points below standard -White: 67.5 points below standard	2025-26: (2026 Dashboard) -All Students: 32.0 points below standard -English Learners: 95.0 points below standard -Socioeconomically Disadvantaged: 32.0 points below standard -Students with Disabilities: 115.0 points below standard -Hispanic: 35.0 points below standard -White: 5.0 points below standard	-All Students: -0.8 points -English Learners: +13.5 points -Socioeconomically Disadvantaged: +3.4 points -Students with Disabilities: +41.8 points -Asian: N/A -Hispanic: +2.6 points -White: -54.5 points
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment	2023-24: (Fall to Spring) -All Students: 50.1% -English Learners: 46.6% -Socioeconomically Disadvantaged: 49.1%	2024-25: (Fall to Spring) -All Students: 40.1% -English Learners: 42.1%	2025-26 (Fall to Spring): -All Students: 56.4% -English Learners: 46.7%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -	-All Students: +6.3 percentage points -English Learners: +0.1 percentage points -Socioeconomically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	from fall to spring (Source: NWEA MAP)	-Students with Disabilities: 55.6% -Hispanic: 51.5% -White: *	- Socioeconomically Disadvantaged: 39.8% -Students with Disabilities: 45.9% -Hispanic: 40.6% -White: 25.0%	- Socioeconomically Disadvantaged: 55.8% -Students with Disabilities: 48.9% -Hispanic: 56.4% -White: 47.4%	Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%	Disadvantaged: +6.7 percentage points -Students with Disabilities: -6.7 percentage points -Hispanic: +4.9 percentage points -White: N/A
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: -0.06 (CGP: 47th percentile) -English Learners: CGI: 0.51 (CGP: 69th percentile) -Socioeconomically Disadvantaged: CGI: -0.07 (CGP: 47th percentile) -Students with Disabilities: CGI: 0.53 (CGP: 70th percentile) -Hispanic: CGI: -0.04 (CGP: 48th percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: -1.12 (CGP: 13th percentile) -English Learners: CGI: -1.15 (CGP: 12th percentile) - Socioeconomically Disadvantaged: CGI: -1.20 (CGP: 12th percentile) -Students with Disabilities: CGI: -0.81 (CGP: 21st percentile) -Hispanic: CGI: -1.08 (CGP: 14th percentile) -White: CGI: -2.14 (CGP: 2nd percentile)	2025-26 (Fall to Spring): -All Students: CGI: 0.33 (CGP: 63rd percentile) -English Learners: CGI: 0.10 (CGP: 25th percentile) - Socioeconomically Disadvantaged: CGI: 0.27 (CGP: 61st percentile) -Students with Disabilities: CGI: -0.17 (CGP: 43rd percentile) -Hispanic: CGI: 0.34 (CGP: 63rd percentile) -White: CGI: -0.04 (CGP: 48th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) - Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)	-All Students: +0.39 CGI -English Learners: -0.41 CGI - Socioeconomically Disadvantaged: +0.34 CGI -Students with Disabilities: -0.70 CGI -Hispanic: +0.38 CGI -White: N/A
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics	2022-23: -All Students: 17.37% -English Learners: 1.85%	2023-24: -All Students: 13.86% -English Learners: 0.00%	2024-25: -All Students: 17.51% -English Learners: 2.17%	2025-26: -All Students: >= 24.00% -English Learners: >= 10.00%	-All Students: +0.14 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessments (Source: CDE DataQuest)	-Socioeconomically Disadvantaged: 16.82% -Students with Disabilities: 6.06% -Asian: * -Hispanic: 16.33% -White: 32.0%	-Socioeconomically Disadvantaged: 13.61% -Students with Disabilities: 0.00% -Hispanic: 14.06% -White: 14.29%	-Socioeconomically Disadvantaged: 16.12% -Students with Disabilities: 7.50% -Hispanic: 17.33% -White: 15.79%	-Socioeconomically Disadvantaged: >= 24.00% -Students with Disabilities: >= 10.00% -Hispanic: >= 24.00% -White: *	-English Learners: +0.32 percentage points -Socioeconomically Disadvantaged: -0.70 percentage points -Students with Disabilities: +1.44 percentage points -Hispanic: +1.00 percentage points -White: -16.21 percentage points
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 94.6 points below standard -English Learners: 140.6 points below standard -Socioeconomically Disadvantaged: 94.5 points below standard -Students with Disabilities: 156.9 points below standard -Asian: * -Hispanic: 97.6 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 103.3 points below standard -English Learners: 138.3 points below standard -Socioeconomically Disadvantaged: 100.8 points below standard -Students with Disabilities: 172.7 points below standard -Hispanic: 102.9 points below standard -White: 96.9 points below standard	2024-25: (2025 Dashboard) -All Students: 90.6 points below standard -English Learners: 125.8 points below standard -Socioeconomically Disadvantaged: 92.1 points below standard -Students with Disabilities: 136.6 points below standard -Hispanic: 91.0 points below standard -White: 97.2 points below standard	2025-26: (2026 Dashboard) -All Students: 82.0 points below standard -English Learners: 120.0 points below standard -Socioeconomically Disadvantaged: 82.0 points below standard -Students with Disabilities: 135.0 points below standard -Hispanic: 85.0 points below standard -White: *	-All Students: +4.0 points -English Learners: +14.8 points -Socioeconomically Disadvantaged: +2.4 points -Students with Disabilities: +20.3 points -Hispanic: +6.6 points -White: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 41.0% -English Learners: 34.5% -Socioeconomically Disadvantaged: 39.2% -Students with Disabilities: 40.5% -Hispanic: 41.9 -White: *	2024-25: (Fall to Spring) -All Students: 54.7% -English Learners: 43.9% -Socioeconomically Disadvantaged: 53.0% -Students with Disabilities: 63.9% -Hispanic: 53.8% -White: 61.1%	2025-26 (Fall to Spring): -All Students: 49.0% -English Learners: 39.1% -Socioeconomically Disadvantaged: 42.2% -Students with Disabilities: 75.0% -Hispanic: 49.4% -White: 42.1%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%	-All Students: +8.0 percentage points -English Learners: +4.6 percentage points -Socioeconomically Disadvantaged: +3.0 percentage points -Students with Disabilities: +34.5 percentage points -Hispanic: +7.5 percentage points -White: N/A
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: -0.83 (CGP: 20th percentile) -English Learners: CGI: -1.16 (CGP: 9th percentile) -Socioeconomically Disadvantaged: CGI: -0.98 (CGP: 16th percentile) -Students with Disabilities: CGI: -0.10 (CGP: 46th percentile) -Hispanic: CGI: -0.75 (CGP: 23rd percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: 0.24 (CGP: 60th percentile) -English Learners: CGI: 0.32 (CGP: 63rd percentile) -Socioeconomically Disadvantaged: CGI: -0.11 (CGP: 46th percentile) -Students with Disabilities: CGI: 1.53 (CGP: 94th percentile) -Hispanic: CGI: 0.28 (CGP: 61st percentile)	2025-26 (Fall to Spring): -All Students: CGI: -0.20 (CGP: 42nd percentile) -English Learners: CGI: -0.67 (CGP: 25th percentile) -Socioeconomically Disadvantaged: CGI: -0.26 (CGP: 40th percentile) -Students with Disabilities: CGI: -0.75 (CGP: 23rd percentile) -Hispanic: CGI: -0.18 (CGP: 43rd percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0	-All Students: +0.63 CGI -English Learners: +0.49 CGI -Socioeconomically Disadvantaged: +0.72 CGI -Students with Disabilities: -0.65 CGI -Hispanic: +0.57 CGI -White: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-White: CGI: -0.43 (CGP: 33rd percentile)	-White: CGI: -0.68 (CGP: 25th percentile)	(CGP >= 50th percentile)	
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 44.4%	2023-24: (2024 Dashboard) 45.0%	2024-25 (2025 Dashboard): 60.0%	2025-26: (2026 Dashboard) >= 50.0%	+15.6 percentage points
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 20.4%	2023-24: (Internal) 9.7%	2024-25 (Internal): 28.8% 2025-26 (As of 6.10.26): 30.4%	2025-26: (CDE DataQuest) >= 10.0%	+10.0 percentage points
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 24.64% -English Learners: * -Socioeconomically Disadvantaged: 23.73% -Students with Disabilities: 8.33% -Hispanic: 24.59%	2023-24: -All Students: 21.59% -English Learners: 0.00% -Socioeconomically Disadvantaged: 22.22% -Students with Disabilities: 0.00% -Hispanic: 19.68% -White: 0.00%	2024-25: -All Students: 15.03% -English Learners: 0.00% -Socioeconomically Disadvantaged: 12.14% -Students with Disabilities: 0.00% -Hispanic: 14.96% -White: *	2025-26: -All Students: >= 25.00% -English Learners: * -Socioeconomically Disadvantaged: >= 25.00% -Students with Disabilities: >= 10.00% -Hispanic: >= 25.00% -White: *	-All Students: -9.61 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: -11.59 percentage points -Students with Disabilities: -8.33 percentage points -Hispanic: -9.63 percentage points -White: N/A

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 2-Metric 1:As of May 22, 2026, 100% of students had sufficient access to all educational programs and services, including those specifically designed to support unduplicated students (English Learners, Foster Youth, and Socioeconomically Disadvantaged students) and students with exceptional needs. This outcome demonstrates that the school successfully ensured equitable access to the resources, interventions, and supports necessary to promote student success.

Goal 2-Metric 2: During the 2025–26 school year, 61% of the required teacher observations were completed by school administration, falling short of the established target of 85%. The observation process was designed to include one formal and four informal classroom observations per teacher to support the implementation of state standards and promote continuous instructional improvement. The lower completion rate was largely attributable to the transition to a new teacher evaluation rubric and the implementation of a new online observation platform. As administrators adapted to the revised observation protocols, documentation requirements, and data-entry processes, a learning curve emerged that impacted the timely completion and recording of observations throughout the year. Despite not meeting the target, the school successfully established the new systems and built administrative capacity to conduct observations using the updated framework. Through this process, administrators gained familiarity with the rubric, improved calibration practices, and developed greater proficiency with the online platform.

Goal 2-Metric 3:During the Fall 2025–26 semester, 54% of students earned a grade of “C” or better in their core subjects and elective courses. While this reflects that more than half of our students are successfully meeting course expectations, the result fell below the school's established target of 80% or higher. Several factors may have contributed to this outcome, including learning gaps, inconsistent attendance, and academic challenges experienced by some student groups. Although the goal was not met, the data provide valuable insight into areas where additional academic support and intervention are needed. In response, the school will continue to implement targeted strategies to improve student achievement, including progress monitoring, academic interventions, tutoring opportunities, and increased communication with students and families regarding academic performance. Staff will also use data to identify students in need of support earlier and provide timely interventions to help improve course completion rates and overall academic success. Moving forward, the school remains committed to increasing the percentage of students earning grades of “C” or better and making progress toward meeting the 80% target.

Goal 2-Metric 4: During the 2025–26 school year, the percentage of students who met or exceeded standards on the CAASPP English Language Arts/Literacy (ELA) assessment varied across student groups. Overall, 32.98% of All Students met or exceeded the standard. Among student groups, 30.36% of Socioeconomically Disadvantaged students, 10.25% of Students with Disabilities, 32.77% of Hispanic students, and 31.58% of White students met or exceeded the standard. English Learners recorded 0.00% meeting or exceeding the standard, indicating a significant area of need. While the results demonstrate that approximately one-third of students are performing at or above grade-level expectations in ELA, the data also reveal persistent achievement gaps among student groups, particularly for English Learners and Students with Disabilities. These outcomes highlight the need for continued focus on literacy development, targeted intervention, and differentiated instruction to ensure all students have equitable access to grade-level content and opportunities for success. To address these needs, the school implemented evidence-based instructional strategies, data-driven intervention programs, and additional

supports for identified student groups throughout the year. Teachers utilized assessment data to monitor student progress and adjust instruction to meet individual learning needs. The school also provided targeted support for English Learners through designated and integrated English Language Development (ELD) instruction and continued to strengthen accommodations and specialized services for Students with Disabilities.

Goal 2-Metric 5: The 2025–26 CAASPP English Language Arts/Literacy (ELA) Distance from Standard (DFS) results indicate that students continue to perform below the state standard, although the degree of performance varied among student groups. Overall, All Students scored 41.9 points below standard, while Hispanic students scored 40.8 points below standard and Socioeconomically Disadvantaged students scored 45.3 points below standard, reflecting performance levels that were relatively similar to the schoolwide average. The data also reveal significant achievement gaps among certain student groups. English Learners scored 96.3 points below standard, and Students with Disabilities scored 92.6 points below standard, indicating that these groups continue to require intensive academic support and targeted interventions to accelerate literacy development and access grade-level content. Additionally, White students scored 67.5 points below standard, highlighting the need to continue monitoring performance across all student groups. While these results demonstrate that students remain below proficiency expectations in ELA, the school experienced positive growth on the California Dashboard, including an increase in overall ELA performance. This suggests that the instructional strategies and interventions implemented throughout the year are beginning to have a positive impact on student learning outcomes. To support continued improvement, the school provided standards-aligned instruction, targeted intervention programs, literacy support services, and ongoing data analysis to identify and address student learning needs. English Learners received designated and integrated English Language Development (ELD) instruction, while Students with Disabilities were provided specialized supports and accommodations to improve access to rigorous academic content.

Goal 2-Metric 6: he Measures of Academic Progress (MAP) Reading assessment data from Fall to Spring indicate that a majority of students met their individual growth targets during the 2025–26 school year. Overall, 56.4% of All Students met their projected growth targets in reading. Similar results were observed among Hispanic students (56.4%) and Socioeconomically Disadvantaged students (55.8%), demonstrating consistent growth across these student groups. While more than half of students achieved their expected growth, the data also identify opportunities for improvement among certain student populations. English Learners achieved a growth target attainment rate of 46.7%, Students with Disabilities achieved 48.9%, and White students achieved 47.4%, indicating that fewer than half of students in these groups met their projected reading growth goals. These results suggest that the school's instructional programs and reading interventions are supporting academic growth for many students; however, additional targeted supports are needed to ensure that all student groups make sufficient progress toward grade-level literacy expectations. The lower rates among English Learners and Students with Disabilities highlight the importance of continuing differentiated instruction, targeted intervention services, and specialized supports to address diverse learning needs.

Goal 2-Metric 7 : The Weighted-Averaged Conditional Growth Index (CGI) and Conditional Growth Percentile (CGP) results from the 2025–26 MAP Reading assessment provide insight into how student growth compared to national growth norms. Overall, All Students achieved a CGI of 0.33 and a CGP of the 63rd percentile, indicating that students, on average, demonstrated reading growth that exceeded the growth of 63% of similar students nationwide. This result reflects strong progress in reading achievement and suggests that the school's instructional programs are supporting student growth effectively. Several student groups also demonstrated growth above national norms. Hispanic students achieved a CGI of 0.34 and a CGP of the 63rd percentile, while Socioeconomically Disadvantaged students achieved a CGI of 0.27 and a CGP of the 61st percentile. These results indicate that these student groups experienced growth at rates higher than the national average for comparable students and reflect the positive impact of targeted instructional supports and interventions. While some student

groups demonstrated positive growth, the results also highlight areas for continued improvement. English Learners achieved a CGI of 0.10 and a CGP of the 25th percentile, indicating that although growth was positive, it occurred at a rate below that of most similar students nationwide. Additionally, Students with Disabilities achieved a CGI of -0.17 and a CGP of the 43rd percentile, while White students achieved a CGI of -0.04 and a CGP of the 48th percentile, suggesting that these groups experienced growth rates slightly below national expectations. These data demonstrate that the school is making meaningful progress in supporting reading growth for many students, particularly among All Students, Hispanic students, and Socioeconomically Disadvantaged students. However, the performance of English Learners and Students with Disabilities indicates a need for continued focus on differentiated instruction, targeted interventions, and specialized supports to accelerate growth and close achievement gaps.

Goal 2-Metric 8: The 2025–26 CAASPP Mathematics assessment results indicate that 17.51% of All Students met or exceeded the state standard in mathematics. Among student groups, 17.33% of Hispanic students, 16.12% of Socioeconomically Disadvantaged students, and 15.79% of White students met or exceeded the standard, demonstrating relatively similar levels of performance across these populations. Additionally, 7.50% of Students with Disabilities met or exceeded the standard, while 2.17% of English Learners met or exceeded the standard. Although the percentage of students meeting or exceeding standards remains below desired levels, the school experienced notable improvement in mathematics performance as reflected on the California Dashboard, where the Mathematics indicator increased by 12.8 points and moved into the Yellow performance level. This growth suggests that the instructional strategies and supports implemented during the year are contributing to positive academic progress. The results also highlight ongoing achievement gaps among student groups, particularly for English Learners and Students with Disabilities. These outcomes underscore the need for continued focus on strengthening foundational math skills, increasing access to rigorous grade-level content, and providing targeted interventions to support students who are performing below standard.

Goal 2-Metric 9: The 2025–26 California School Dashboard results indicate that students continue to perform below the state standard in mathematics, as reflected by the Distance from Standard (DFS) measure. Overall, All Students scored 90.6 points below standard, demonstrating that significant work remains to improve mathematics achievement and ensure students are meeting grade-level expectations. Among student groups, Hispanic students scored 91.0 points below standard, Socioeconomically Disadvantaged students scored 92.1 points below standard, and White students scored 97.2 points below standard, reflecting performance levels that were generally consistent with the schoolwide average. However, the greatest areas of need were evident among English Learners, who scored 125.8 points below standard, and Students with Disabilities, who scored 136.6 points below standard. These results highlight substantial achievement gaps and indicate that these student groups require additional academic support to accelerate learning and improve mathematics outcomes. Despite these challenges, the school demonstrated meaningful progress in mathematics during the year. The California Dashboard Mathematics Indicator increased by 12.8 points, resulting in the school moving into the Yellow performance level. This growth suggests that the instructional strategies, interventions, and supports implemented throughout the year are contributing to improved student outcomes, even though overall performance remains below the state standard. To support student achievement, the school provided standards-aligned mathematics instruction, utilized benchmark and formative assessment data to guide instructional decisions, and implemented targeted intervention programs for students requiring additional support. Teachers engaged in data analysis and differentiated instruction to address learning gaps and strengthen students' conceptual understanding and problem-solving skills.

Goal 2-Metric 10: The 2025–26 Measures of Academic Progress (MAP) Mathematics assessment results indicate that 49.0% of All Students met their projected growth targets from Fall to Spring. This suggests that nearly half of the student population achieved the expected level of academic growth in mathematics during the school year. Among student groups, 49.4% of Hispanic students met their growth targets, closely

aligning with the schoolwide rate. Socioeconomically Disadvantaged students achieved a growth target attainment rate of 42.2%, while English Learners achieved 39.1%, indicating that fewer than half of students in these groups met their projected growth goals. These results suggest a need for continued targeted support to accelerate mathematics growth for these student populations. A notable area of success was observed among Students with Disabilities, with 75.0% meeting their growth targets, significantly exceeding the performance of other student groups and demonstrating strong growth throughout the school year. Additionally, 42.1% of White students met their projected growth targets, indicating an opportunity for continued improvement within this subgroup. While the data show that many students made meaningful progress in mathematics, the results also highlight the need to increase the percentage of students meeting their expected growth targets, particularly among English Learners and Socioeconomically Disadvantaged students. The school's positive growth on the California Dashboard Mathematics Indicator suggests that instructional improvements and intervention efforts are having a positive impact, but additional work is needed to ensure more students achieve accelerated growth.

Goal 2-Metric 11:The Weighted-Averaged Conditional Growth Index (CGI) and Conditional Growth Percentile (CGP) results from the 2025–26 MAP Mathematics assessment provide insight into student growth relative to national norms. Overall, All Students achieved a CGI of -0.20 and a CGP of the 42nd percentile, indicating that students demonstrated growth at a rate slightly below that of comparable students nationwide. While students made progress in mathematics during the school year, the overall rate of growth did not meet national growth expectations. Among student groups, Hispanic students achieved a CGI of -0.18 and a CGP of the 43rd percentile, representing the strongest growth performance among the reported subgroups, although growth remained slightly below national norms. Socioeconomically Disadvantaged students achieved a CGI of -0.26 and a CGP of the 40th percentile, indicating growth below the national average for similar students. The results also identify significant opportunities for improvement among several student groups. English Learners achieved a CGI of -0.67 and a CGP of the 25th percentile, while White students achieved a CGI of -0.68 and a CGP of the 25th percentile. Additionally, Students with Disabilities achieved a CGI of -0.75 and a CGP of the 23rd percentile, indicating that these groups experienced growth rates substantially below those of comparable students nationwide. These results suggest that current supports have not yet accelerated learning at the level needed to close achievement gaps in mathematics. Although the MAP growth data indicate that mathematics growth remained below national expectations, the school demonstrated positive progress on the California Dashboard Mathematics Indicator, increasing by 12.8 points and moving into the Yellow performance level. This improvement suggests that schoolwide instructional efforts are contributing to higher levels of achievement, even as growth rates continue to be an area of focus.
throughout the year, the school implemented standards-aligned mathematics instruction, utilized benchmark and formative assessment data to guide instruction, and provided targeted interventions for students requiring additional support. Teachers engaged in data analysis and differentiated instruction to address unfinished learning and strengthen mathematical reasoning and problem-solving skills.

Goal 2-Metric 12: During the 2025–26 school year, 60.0% of English Learners increased by at least one English Learner Progress Indicator (ELPI) Performance Level or maintained Performance Level 4 (English Language Proficient). This result exceeded the school's target of 50.0%, demonstrating strong progress in supporting English Learners' language development and academic success. The outcome reflects the effectiveness of the school's English Learner program and the targeted supports implemented to accelerate English language acquisition. Through designated and integrated English Language Development (ELD) instruction, data-driven instructional practices, and ongoing monitoring of student progress, English Learners were provided with meaningful opportunities to develop their language skills and access grade-level content. This achievement aligns with the school's performance on the California Dashboard, where the English Learner Progress Indicator increased by 15 percentage points, resulting in a Blue performance level. The significant growth demonstrates that English Learners are making substantial progress toward English proficiency and that the school's efforts to support language development are producing positive results. Key factors contributing to this success included targeted interventions, differentiated instruction, regular

analysis of student performance data, and collaboration among teachers to ensure that English Learners received the academic and linguistic supports needed to succeed. These efforts helped create a learning environment where students could make measurable gains in English proficiency while engaging in rigorous academic instruction.

Goal 2-Metric 13: During the 2025–26 school year, 30.4% of English Learners were reclassified as Fluent English Proficient (RFEP) as of June 10, 2026. This represents an increase from 28.8% in 2024–25 and significantly exceeded the school's target outcome of 10% or higher. The increase in the reclassification rate demonstrates the effectiveness of the school's efforts to support English Learners in developing the language skills necessary to achieve English proficiency. By exceeding the target by more than 20 percentage points, the school has shown strong success in preparing English Learners to meet the criteria for reclassification and fully access rigorous academic content. Several factors contributed to this positive outcome, including high-quality designated and integrated English Language Development (ELD) instruction, ongoing progress monitoring, targeted interventions, and the use of data to identify and address students' language development needs. Teachers and support staff worked collaboratively to provide English Learners with both linguistic and academic supports, helping students make progress toward proficiency while achieving success in their core academic courses. The increase in the RFEP rate aligns with the school's overall success in supporting English Learners, as evidenced by the significant gains in the English Learner Progress Indicator (ELPI) and the school's Blue performance level on the California Dashboard. These outcomes indicate that English Learners are making meaningful progress toward English proficiency and achieving important academic milestones.

Goal 2-Metric 14: The 2024–25 CAASPP Science assessment results indicate that 15.03% of All Students met or exceeded the state standard in science. Among student groups, 14.96% of Hispanic students and 12.14% of Socioeconomically Disadvantaged students met or exceeded the standard, reflecting performance levels that were generally consistent with the schoolwide average. However, English Learners and Students with Disabilities recorded 0.00% meeting or exceeding the standard, highlighting significant achievement gaps and areas requiring focused attention. While the results demonstrate that a portion of students are achieving proficiency in science, the overall percentage remains below desired levels and indicates a need to strengthen science instruction and student achievement across all grade levels. The outcomes for English Learners and Students with Disabilities are of particular concern and suggest that additional supports are needed to ensure these student groups can successfully access and demonstrate mastery of the California Next Generation Science Standards (NGSS). Throughout the year, the school continued to implement standards-aligned science instruction and provide opportunities for students to engage in inquiry-based learning, critical thinking, and problem-solving activities. Teachers incorporated hands-on investigations and cross-curricular connections to help students build scientific knowledge and skills. Assessment data were also reviewed to identify areas of need and inform instructional planning. Despite these efforts, the results indicate that additional strategies are necessary to improve science achievement. Moving forward, the school will focus on strengthening NGSS-aligned instruction, increasing opportunities for hands-on and inquiry-based learning, and providing targeted academic support for English Learners and Students with Disabilities. Teachers will continue to utilize data to guide instruction and monitor student progress, while professional development opportunities will support the implementation of effective science instructional practices. The school remains committed to improving science achievement for all students and increasing the percentage of students who meet or exceed standards on the CAASPP Science assessment. Particular emphasis will be placed on addressing achievement gaps and ensuring equitable access to rigorous science learning experiences for all student groups.

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

Goal 2 Action 1
Budgeted: $1,415,501.16
Actual: $1,465,123.65
Explanation: The variance between budgeted and actual expenditures is primarily due to updated staffing and benefit costs, including adjustments to salaries and associated benefits that were not fully captured in the original budget assumptions, resulting in slightly higher-than-projected expenditures.

Goal 2 Action 2
Budgeted: $46,642.00
Actual: $39,694.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 3
Budgeted: $661,500.06
Actual: $658,066.91
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 4
Budgeted: $139,056.30
Actual: $141,509.28
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 5
Budgeted: $802,094.17
Actual: $749,309.08
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Metric 1:
The actions were highly effective, resulting in 100% of students having access to all educational programs and services, including supports for unduplicated pupils and students with disabilities. This demonstrates successful implementation of systems that ensured equitable access to resources and interventions.

Metric 2:
The actions were partially effective. While only 61% of required observations were completed, the implementation of a new observation rubric and online platform established a stronger evaluation system and built administrative capacity for future years.

Metric 3:
The actions were partially effective, as 54% of students earned a grade of C or better. Although the target was not met, academic supports and progress monitoring helped more than half of students successfully meet course expectations.

Metric 4:
The actions were moderately effective in improving ELA achievement, with approximately one-third of students meeting or exceeding standards. However, significant achievement gaps remain for English Learners and Students with Disabilities.

Metric 5:
The actions demonstrated effectiveness as ELA performance improved on the California Dashboard. While students remain below standard, growth in DFS results suggests that literacy interventions and instructional supports are positively impacting student achievement.

Metric 6:
The actions were effective in supporting reading growth, with 56.4% of students meeting their MAP Reading growth targets. Continued attention is needed to improve outcomes for English Learners and Students with Disabilities.

Metric 7:
The actions were effective overall, as students exceeded national growth norms in reading, with a CGP at the 63rd percentile. However, additional supports are needed to accelerate growth among English Learners and Students with Disabilities.

Metric 8:
The actions were moderately effective, contributing to a 12.8-point increase in mathematics performance and movement to the Yellow Dashboard level. Despite this progress, overall proficiency rates remain low and achievement gaps persist.

Metric 9:
The actions were effective in improving mathematics outcomes, as reflected by positive growth on the Dashboard. However, DFS results indicate that students remain substantially below standard, particularly English Learners and Students with Disabilities.

Metric 10:
The actions were partially effective, with 49% of students meeting their MAP Mathematics growth targets. Strong growth among Students with Disabilities was a notable success, while additional support is needed for English Learners and Socioeconomically Disadvantaged students.

Metric 11:

The actions were somewhat effective, as mathematics growth remained below national norms but schoolwide achievement improved. Continued refinement of instructional practices and interventions is needed to accelerate student growth.

Metric 12:
The actions were highly effective, with 60% of English Learners increasing an ELPI level or maintaining proficiency, exceeding the 50% target. This result reflects the success of the school's ELD program and targeted supports.

Metric 13:
The actions were highly effective, resulting in a 30.4% RFEP rate, significantly exceeding the 10% target. This outcome demonstrates the effectiveness of instructional programs and interventions designed to support English Learners toward proficiency.

Metric 14:
The actions were partially effective in science, as a small percentage of students met or exceeded standards. While science instruction and NGSS implementation were in place, additional supports are needed to improve outcomes, particularly for English Learners and Students with Disabilities.

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

Magnolia Science Academy-Bell is no longer identified for Differentiated Assistance (DA). This change reflects the school's progress in key state indicators, including improvements in English Language Arts, Mathematics, and English Learner Progress. As a result of exiting DA status, the school will continue to implement and refine the successful strategies and interventions that contributed to these gains while maintaining a strong focus on continuous improvement. Goals, metrics, and actions will continue to emphasize academic achievement, English Learner success, and equitable access to supports, while additional attention will be directed toward areas of ongoing need, including chronic absenteeism, suspension rates, and subgroup performance. The school's experience exiting DA reinforces the effectiveness of its current improvement efforts and informs future planning aimed at sustaining and accelerating student success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all	$1,573,863.30	No

Action #	Title	Description	Total Funds	Contributing
		academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal categorical funds: N/A		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.	$31,194.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: -Professional Development: Title II; Amount: $12,000.00 -Prof Dev-Other: Title II; Amount: $12,000.00		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I/ELD coordinator salary and benefits, instructional aide salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Paper, BrainPOP, Cityspan, Newsela, and myON.) The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $19,713.13 -Teacher Salaries: Title I; Amount: $27,874.00 -STRS: Title I; Amount: $5,346.17 -OASDI/Medicare: Title I; Amount: $405.86 -Health & Wellness Benefits: Title I; Amount: $4,234.33 -Unemployment Insurance: Title I; Amount: $139.95	$641,230.33	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits. The following expenditures will be funded by federal Title funds: -Teacher Salaries: Title I; Amount: $12,672.00 -STRS: Title I; Amount: $2,420.35 -OASDI/Medicare: Title I; Amount: $183.74 -Health & Wellness Benefits: Title I; Amount: $2,117.52 -Unemployment Insurance: Title I; Amount: $63.36	$134,210.71	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: -SpEd Ctrct Inst: IDEA SPED; Amount: $77,693.00	$701,772.55	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 16%	2024-25: (As of 6/5/25) 14.0%	2025-26 (As of 5/22/26): 23%	2026-27: >= 10%	+7 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: >= 90%	+1 percentage point
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 98%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 80%	+2 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation Summary:

During the 2025–26 school year, the school continued to prioritize increasing student access to a broad course of study, with specific attention to advanced math, computer/technology integration, and STEAM learning opportunities. The implementation of planned actions was mostly consistent with the original design, although some variances emerged in student participation in advanced math offerings.

3.1 – During the 2025–26 school year, 23% of students were enrolled in an Accelerated and/or Advanced Mathematics course and/or participated in an Advanced Math Club, exceeding the school's target outcome of 10% or higher. This result demonstrates the effectiveness of the school's efforts to expand access to advanced learning opportunities and promote student engagement in rigorous mathematics coursework. Exceeding the target by 13 percentage points indicates strong student interest and participation in advanced mathematics pathways. The availability of accelerated courses and enrichment opportunities provided students with additional challenges, opportunities to deepen their mathematical understanding, and pathways to prepare for higher-level coursework. This success reflects the school's commitment to fostering academic excellence and ensuring that students have access to programs that support advanced learning. Through

student recruitment efforts, academic counseling, and the promotion of enrichment opportunities, the school was able to increase participation beyond its established goal.

3.2 – During the 2025–26 school year, 100% of students in the graduating class completed a Computer/Technology course and/or participated in blended learning experiences as part of their program of study, exceeding the school's target outcome of 90% or higher. This result demonstrates the school's success in ensuring that all graduates had meaningful exposure to technology-based learning and opportunities to develop digital literacy skills. Achieving a 100% participation rate reflects the effectiveness of the school's efforts to integrate technology into instruction and provide students with access to technology-rich learning environments. Through computer and technology coursework, blended learning opportunities, and the use of digital tools across content areas, students developed skills that are essential for success in college, careers, and an increasingly technology-driven world. This outcome also demonstrates the school's commitment to preparing students for postsecondary opportunities by ensuring that technology and digital learning are embedded within the educational experience. The successful implementation of these programs provided students with opportunities to strengthen problem-solving, collaboration, research, and technology skills while engaging in rigorous academic content.

3.3 – During the 2025–26 school year, 100% of students created or demonstrated a STEAM-focused project, experiment, model, or presentation, exceeding the school's target outcome of 80%. This result demonstrates the successful implementation of instructional practices and learning opportunities that promote student engagement in Science, Technology, Engineering, Arts, and Mathematics (STEAM). Exceeding the target by 20 percentage points reflects the school's commitment to providing all students with hands-on, project-based learning experiences that encourage creativity, critical thinking, collaboration, and problem-solving. Through classroom projects, experiments, design challenges, and student presentations, students were able to apply academic concepts in meaningful and authentic ways. This outcome highlights the effectiveness of the school's efforts to integrate STEAM learning across the curriculum and ensure that every student had the opportunity to engage in inquiry-based and experiential learning activities. These experiences helped students develop essential 21st-century skills while increasing their exposure to STEAM-related fields and career pathways.

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

Goal 3 Action 1
Budgeted: $0.00
Actual: $0.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 2
Budgeted: $2,241.00
Actual: $1,000.00
Explanation: The variance between budgeted and actual expenditures is due to lower-than-expected utilization of allocated funds for this action, resulting in reduced spending compared to the original budget.

Goal 3 Action 3
Budgeted: $8,720.35
Actual: $8,720.35
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 4
Budgeted: $297,485.03
Actual: $298,052.54
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 5
Budgeted: $719,369.15
Actual: $728,783.31
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Metric 3.1:
The actions were highly effective, resulting in 23% of students participating in Accelerated/Advanced Mathematics courses or Advanced Math Club, more than doubling the target of 10%. Expanded access to advanced coursework, student recruitment efforts, and academic counseling successfully increased participation in rigorous mathematics opportunities.

Metric 3.2:
The actions were highly effective, with 100% of graduating students completing a Computer/Technology course and/or participating in blended learning experiences, exceeding the 90% target. The integration of technology across instructional programs ensured that all students developed essential digital literacy and technology skills.

Metric 3.3:
The actions were highly effective, as 100% of students completed a STEAM-focused project, experiment, model, or presentation, surpassing the 80% target. The school's emphasis on project-based learning and STEAM integration provided all students with meaningful opportunities to apply critical thinking, creativity, collaboration, and problem-solving skills.

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

Based on the successful outcomes achieved during the 2025–26 school year, no significant changes were made to Goal 3 or its associated actions. Students exceeded target outcomes in advanced mathematics participation, technology integration, and STEAM engagement,

indicating that the current strategies are effectively supporting college and career readiness. For the coming year, the school will continue to implement and refine these successful practices while exploring opportunities to further expand student access to advanced coursework, technology-based learning experiences, and STEAM-related activities. Target outcomes may be adjusted upward to promote continuous improvement and encourage even greater student participation and achievement. The school will also continue monitoring participation and performance data to ensure equitable access to these opportunities for all student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities. Expenditures associated with this action include the following: college/career-related materials and activities. The following expenditures will be funded by federal Title funds: N/A	$0.00	Yes
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A		
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, and internet security program fees. The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $3,000.00	$8,720.35	Yes
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as	$213,279.41	Yes

Action #	Title	Description	Total Funds	Contributing
		well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A		
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded	$724,500.65	Yes

Action #	Title	Description	Total Funds	Contributing
		education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 8	2024-25: (As of 6/5/25) 5	2025-26 (As of 5/15/26): 8	2026-27: >= 8	0
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 3	2024-25: (As of 6/5/25) 4	2025-26 (As of 5/15/26): 4	2026-27: >= 4	+1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 60	2024-25: (As of 6/5/25) 42	2025-26 (As of 5/15/26): 57	2026-27: >= 10	-3
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 22.7%	2024-25: (As of 6/5/25) 42.0%	2025-26 (As of 6/9/26): 37.9%	2026-27: >= 15.0%	+15.2 percentage points
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 92.50%	2024-25 P-2 ADA: 92.48%	2025-26 P-2 ADA: 94.14%	2026-27: (P-2 ADA) >= 92.00%	+1.64 percentage points
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 28.4%	2023-24: (2024 Dashboard) 27.2%	2024-25 (2025 Dashboard): 27.0% 2025-26 (As of 5/22/26): 17.2%	2025-26: (2026 Dashboard) <= 20.0%	-1.4 percentage points
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.7%	2024-25: (As of 6/5/25) 0.0%	2025-26 (As of 6/10/26): 0.0%	2026-27: <= 2.0%	-0.7 percentage points
4.8	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 2.5%	2023-24: (2024 Dashboard) 3.5%	2024-25 (2025 Dashboard): 6.4% 2025-26 (As of 5/22/26): 1.0%	2025-26: (2026 Dashboard) <= 2.5%	+3.9 percentage points
4.9	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.24%	2024-25 (CDE DataQuest): 0.0%	2025-26: (CDE DataQuest) <= 0.50%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2025-26 (As of 5/22/26): 0.0%		
4.10	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 99.7% -Families: 99.7% -Staff: 100.0%	2024-25: -Students: 96.3% -Families: 41.8% -Staff: 94.4%	2025-26: -Students: 100.0% -Families: 61.5% -Staff: 93.0%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	-Students: +0.3 percentage points -Families: -38.2 percentage points -Staff: -7.0 percentage points
4.11	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 56.0% -Families: 93.0% -Staff: 68.0%	2024-25: -Students: 58% -Families: 94% -Staff: 61%	2025-26: -Students: 67% -Families: 91% -Staff: 67%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	-Students: +11 percentage points -Families: -2 percentage points -Staff: -1 percentage point
4.12	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other	2023-24: -Students: 66% -Families: 93% -Staff: 77%	2024-25: -Students: 60% -Families: 90% -Staff: 58%	2025-26: -Students: 73% -Families: 87% -Staff: 68%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	-Students: +7 percentage points -Families: -6 percentage points -Staff: -9 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)					
4.13	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 94.26%	2024-25: (Spring 2024 to Fall 2024) 94%	2025-26 (Spring 2025 to Fall 2025): 92%	2026-27: (Spring 2026 to Fall 2026) >= 85%	-2.26 percentage points

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

4.1: During the 2025–26 school year, the school held 8 Parent Advisory Committee (PAC) meetings, successfully meeting the target outcome of 8 meetings. This achievement demonstrates the school's commitment to engaging parents and families as active partners in the educational process and in the development, implementation, and evaluation of school programs and initiatives. The PAC meetings provided families with regular opportunities to receive information, review school data, learn about the Local Control and Accountability Plan (LCAP), and provide feedback on school goals, programs, and services. These meetings also served as an important forum for two-way communication between families and school leadership, helping to ensure that parent perspectives were considered in decision-making processes.

4.2: During the 2025–26 school year, the school held 4 English Learner Advisory Committee (ELAC) meetings, successfully meeting the target outcome of 4 meetings. This achievement demonstrates the school's commitment to engaging families of English Learners and ensuring that they have meaningful opportunities to participate in discussions related to programs, services, and supports for English Learner students. The ELAC meetings provided parents with information regarding English Learner programs, student achievement data, language development progress, reclassification requirements, and school initiatives designed to support English Learners. These meetings also allowed families to provide feedback and recommendations that informed school decision-making and program development.

4.3: During the 2025–26 school year, the school hosted 57 parent engagement activities and events, significantly exceeding the target outcome of 10 or more events. This result demonstrates the school's strong commitment to building meaningful partnerships with families and creating multiple opportunities for parent involvement throughout the year. The wide range of events included parent education workshops, family engagement activities, student showcases, informational meetings, advisory committee meetings, and school-community events designed to strengthen communication and collaboration between the school and families. These opportunities helped increase parent awareness of school programs, student learning, and ways to support student success at home. Exceeding the target by a substantial margin reflects the effectiveness of the school's family engagement efforts and its commitment to fostering an inclusive and collaborative school community. Moving forward, the school will continue to provide a variety of meaningful engagement opportunities that encourage family participation and strengthen partnerships that support positive student outcomes.

4.4: During the 2025–26 school year, 37.9% of students were home-visited by teachers, significantly exceeding the target outcome of 15% or more. This result demonstrates the school's strong commitment to building meaningful relationships with students and families through personalized outreach and engagement efforts. Home visits provided valuable opportunities for teachers to strengthen communication with families, gain a deeper understanding of students' needs, and foster positive partnerships that support student success. These interactions helped build trust between the school and families while promoting greater family involvement in the educational process. Exceeding the target by more than 22 percentage points reflects the effectiveness of the school's family engagement strategies and the dedication of staff to connecting with students and families beyond the classroom. These efforts contributed to a stronger sense of community and enhanced collaboration between home and school.

4.5: During the 2025–26 school year, the school achieved an Average Daily Attendance (ADA) rate of 94.14%, exceeding the target outcome of 92%. This result demonstrates the effectiveness of the school's efforts to promote consistent student attendance and ensure students remained engaged in their learning. Achieving an ADA rate above the established target indicates that the majority of students attended school regularly and had access to instructional opportunities throughout the year. Strong attendance is a key factor in supporting academic achievement, student engagement, and overall school success. Several factors contributed to this positive outcome, including ongoing attendance monitoring, communication with families, attendance incentives, and intervention strategies designed to address attendance concerns early. The school's Coordination of Services Team (COST) also played an important role in identifying and supporting students experiencing attendance challenges and connecting families with appropriate resources and interventions.

4.6: During the 2025–26 school year, the school's Chronic Absenteeism Rate decreased to 17.2% as of May 22, 2026, representing a significant improvement from 27.0% reported on the 2025 California Dashboard (based on 2024–25 data). This result exceeded the school's target outcome of 20% or lower, demonstrating substantial progress in reducing chronic absenteeism and improving student attendance. The decrease of 9.8 percentage points reflects the effectiveness of the school's attendance improvement efforts and targeted interventions. Throughout the year, the school closely monitored attendance data, communicated regularly with families, and implemented early intervention strategies to address attendance concerns before they became chronic. The establishment of the Coordination of Services Team (COST) further strengthened the school's ability to identify students in need of support and connect families with appropriate resources and services. This positive outcome indicates that the school's attendance initiatives successfully increased student engagement and promoted more consistent school attendance. Improved attendance supports greater access to instruction, strengthens academic achievement, and contributes to positive student outcomes across multiple measures.

4.7: During the 2025–26 school year, the school's Middle School Dropout Rate was 0%, exceeding the target outcome of 2% or lower. This result demonstrates the school's success in retaining students and ensuring that all middle school students remained enrolled and engaged in their educational program throughout the year. Achieving a 0% dropout rate reflects the effectiveness of the school's student support systems, academic interventions, attendance monitoring, counseling services, and family engagement efforts. School staff worked proactively to identify and address barriers that could negatively impact student engagement and persistence, helping students remain connected to their education. This outcome also indicates that students and families benefited from a supportive school environment that promoted academic success, positive relationships, and access to necessary resources and services. Ongoing communication with families and targeted support for students experiencing academic, behavioral, or attendance challenges contributed to this positive result.

4.8: During the 2025–26 school year, the school's Student Suspension Rate decreased to 1.0% as of May 22, 2026, a significant improvement from 6.4% reported on the 2025 California Dashboard (based on 2024–25 data). This result exceeded the school's target outcome of 2.5% or lower, demonstrating substantial progress in improving student behavior and reducing exclusionary disciplinary practices. The reduction of 5.4 percentage points reflects the effectiveness of the school's efforts to create a positive school climate and provide proactive behavioral supports for students. Throughout the year, staff focused on implementing behavior interventions, restorative practices, social-emotional supports, and early intervention strategies to address student needs before behaviors escalated to the level of suspension. The implementation of the Coordination of Services Team (COST) further strengthened the school's ability to identify students requiring behavioral support and connect them with appropriate interventions and resources. Increased collaboration among administrators, teachers, counselors, students, and families also contributed to improved student outcomes and a reduction in disciplinary incidents. Achieving a suspension rate well below the established target demonstrates the success of the school's efforts to foster a safe, supportive, and inclusive learning environment. Moving forward, the school will continue to implement positive behavior supports, restorative practices, and targeted interventions to maintain low suspension rates while promoting student engagement, well-being, and academic success.

4.9: During the 2025–26 school year, the school's Student Expulsion Rate was 0%, exceeding the target outcome of 0.50% or lower. This result demonstrates the school's success in maintaining a safe and supportive learning environment while effectively addressing student behavioral concerns through proactive interventions and support systems. Achieving a 0% expulsion rate indicates that student behaviors were successfully managed through preventative measures, restorative practices, counseling services, behavioral interventions, and ongoing collaboration with students and families. These efforts allowed the school to address challenges while keeping students engaged in their educational program whenever appropriate.

4.10: During the 2025–26 school year, the School Experience Survey achieved strong participation rates across stakeholder groups, with 100.0% of students, 61.5% of families, and 93.0% of staff completing the survey. These participation rates provided the school with valuable feedback regarding school climate, engagement, safety, communication, and overall educational experiences. The 100% student participation rate demonstrates exceptional student engagement and ensured that student perspectives were fully represented in the survey results. Similarly, the 93.0% staff participation rate reflects strong staff involvement and commitment to continuous school improvement. The 61.5% family participation rate provided meaningful input from families and reflects successful outreach efforts to encourage parent and guardian engagement in the feedback process. High participation rates across stakeholder groups strengthen the reliability and representativeness of the survey data, allowing the school to make informed decisions regarding programs, services, and improvement efforts. The feedback gathered through the survey helps identify strengths, areas for growth, and priorities for future planning, including the development and refinement of the Local Control and Accountability Plan (LCAP).

4.11: During the 2025–26 school year, the School Experience Survey measured stakeholder perceptions of the school's climate of support for academic learning, fairness of discipline and school norms, safety, and sense of belonging. The average approval rates were 67% among students, 91% among families, and 67% among staff.
The 91% family approval rate reflects a strong level of satisfaction among families and suggests that parents and guardians view the school as a safe, supportive, and welcoming environment that promotes student success. This positive feedback indicates that the school's communication efforts, family engagement activities, and support systems are effectively meeting family needs and expectations. The 67% approval rates from both students and staff indicate that a majority of respondents reported positive perceptions of the school environment. While these results demonstrate overall satisfaction with the school's climate and support systems, they also highlight opportunities for continued growth in strengthening students' and staff members' sense of belonging, perceptions of safety, and confidence in school systems

and practices. Throughout the year, the school implemented initiatives designed to foster a positive school culture, including social-emotional supports, student engagement activities, family outreach efforts, behavioral interventions, and staff collaboration opportunities. The implementation of the Coordination of Services Team (COST) further enhanced the school's ability to provide timely support to students and address barriers to success.

4.12: During the 2025–26 school year, the School Experience Survey measured overall stakeholder satisfaction through the statement: “Overall, I am satisfied and would recommend this school to other students, parents, or educators.” Results showed 73% satisfaction among students, 87% satisfaction among families, and 68% satisfaction among staff. The 87% family satisfaction rate indicates a high level of confidence in the school's programs, services, and overall educational environment. Families' willingness to recommend the school reflects positive perceptions of academic opportunities, communication, student support systems, and school culture. The 73% student satisfaction rate demonstrates that a strong majority of students reported positive experiences at the school and would recommend it to their peers. This suggests that students generally feel supported and engaged in their educational experience, while also identifying opportunities to further enhance school climate and student engagement. The 68% staff satisfaction rate indicates that most staff members view the school positively and would recommend it to other educators. At the same time, the results highlight opportunities to continue strengthening staff support, collaboration, professional growth opportunities, and overall workplace satisfaction. Overall, the survey results demonstrate positive perceptions of the school among all stakeholder groups, with particularly strong support from families. The feedback provides valuable insight into the effectiveness of the school's programs and services while identifying areas for continued growth.

4.13: During the 2025–26 school year, the school's student retention rate was 92%, exceeding the target outcome of 85% or higher. This result demonstrates the school's success in maintaining student enrollment and fostering a positive educational experience that encourages students and families to remain part of the school community.
Exceeding the target by 7 percentage points indicates that students and families value the academic programs, support services, school culture, and educational opportunities provided by the school. Strong retention rates are often reflective of positive relationships between the school, students, and families, as well as confidence in the school's ability to meet students' academic and social-emotional needs. Several factors contributed to this positive outcome, including ongoing family engagement efforts, academic support programs, student intervention services, and initiatives designed to promote a safe and supportive school environment. Regular communication with families and a focus on student success helped strengthen school-community partnerships and encourage continued enrollment. The retention rate of 92% demonstrates the effectiveness of the school's efforts to engage and support students and families. Moving forward, the school will continue implementing strategies that promote student achievement, family satisfaction, and school connectedness to maintain strong retention rates and support long-term student success.

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

Goal 4 Action 1
Budgeted: $275.00
Actual: $275.00

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 2
Budgeted: $215,908.04
Actual: $223,027.27
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 3
Budgeted: $379,445.96
Actual: $366,406.59
Explanation: The variance between budgeted and actual expenditures is primarily due to timing and allocation adjustments within community school initiatives, resulting in slightly lower expenditures than originally projected while still supporting increased family and community engagement efforts.

Goal 4 Action 4
Budgeted: $2,000.00
Actual: $2,000.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5
Budgeted: $322,744.84
Actual: $278,870.73
Explanation: The variance between budgeted and actual expenditures is due to cost savings and lower-than-anticipated spending across program implementation areas, while still fully maintaining required services and supports.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Metric 4.1:
The actions were effective, as the school successfully held all 8 PAC meetings, providing families with consistent opportunities to engage in school planning and decision-making.

Metric 4.2:
The actions were effective, as the school met its goal of holding 4 ELAC meetings and actively engaged families of English Learners in discussions regarding programs and services.

Metric 4.3:

The actions were highly effective, with 57 parent engagement activities conducted, far exceeding the target of 10 and strengthening school-family partnerships.

Metric 4.4:
The actions were highly effective, resulting in 37.9% of students receiving teacher home visits, significantly exceeding the target and strengthening relationships between families and the school.

Metric 4.5:
The actions were effective, contributing to an ADA rate of 94.14%, which exceeded the target and reflected strong student attendance and engagement.

Metric 4.6:
The actions were highly effective, reducing chronic absenteeism from 27.0% to 17.2%, surpassing the target and demonstrating the success of attendance interventions and family outreach efforts.

Metric 4.7:
The actions were highly effective, resulting in a 0% middle school dropout rate and ensuring that all students remained enrolled and engaged in their education.

Metric 4.8:
The actions were highly effective, reducing the suspension rate to 1.0%, well below the target, through proactive behavior supports and restorative practices.

Metric 4.9:
The actions were highly effective, maintaining a 0% expulsion rate through preventative interventions, student supports, and positive behavior strategies.

Metric 4.10:
The actions were effective, resulting in strong survey participation rates among students, families, and staff, ensuring meaningful stakeholder input for school improvement efforts.

Metric 4.11:
The actions were effective, as survey results reflected strong family approval and generally positive perceptions among students and staff, while also identifying areas for continued growth in school climate and belonging.

Metric 4.12:
The actions were effective, with overall satisfaction rates indicating positive perceptions of the school among students, families, and staff, particularly among families.

Metric 4.13:

The actions were highly effective, resulting in a 92% student retention rate, exceeding the target and reflecting strong family satisfaction, student support systems, and school connectedness.

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

Based on the positive outcomes achieved across Goal 4 metrics, no significant changes were made to the overall goal structure. The school will continue implementing the family engagement, attendance, student support, and school climate strategies that contributed to strong results in parent participation, attendance, student retention, and reductions in chronic absenteeism, suspensions, and expulsions. Reflections on stakeholder survey data identified opportunities to further strengthen student and staff perceptions of school climate, belonging, and overall satisfaction. As a result, the school will enhance efforts to increase student voice, strengthen staff collaboration and support systems, and expand initiatives that promote a positive and inclusive school culture. Additionally, the school will continue leveraging the Coordination of Services Team (COST), home visits, family engagement activities, and proactive attendance interventions to sustain gains in student attendance, behavior, and retention. Target outcomes may be adjusted upward in select areas where current performance significantly exceeded expectations in order to support continuous improvement and maintain high levels of engagement among students, families, and staff.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation	$275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees and stipends for staff participation/service to SSC, ELAC, and Board Meetings. The following expenditures will be funded by federal Title funds: N/A		
4.2	Building relationships and partnerships with families for student outcomes	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to,	$212,023.46	Yes

Action #	Title	Description	Total Funds	Contributing
		the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -Teacher Salaries: Title I; Amount: $13,000.00 -STRS: Title I; Amount: $2,483.00 -OASDI/Medicare: Title I; Amount: $188.50 -Unemployment Insurance: Title I; Amount: $65.00		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental,	$366,524.69	Yes

Action #	Title	Description	Total Funds	Contributing
		restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Instructional Materials and Supplies: Title I; Amount: $4,053.00 -Educational Software: Title I; Amount: $5,000.00		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will		Yes

Action #	Title	Description	Total Funds	Contributing
		analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: N/A		
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	$304,984.81	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,168,694	$86,014

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.486%	0.000%	$0.00	23.486%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials,	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers	Goal 2: For all students, but particularly for the EL and LTEL student groups: • Percentage of students who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students.	have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. **Scope:** LEA-wide	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who have created or demonstrated a

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:** LEA-wide	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "average approval rates"

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			" (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. **Scope:** LEA-wide	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students'	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way	• Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:** It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see	Goal 4: • School experience survey "participation rates" by students, families, and staff (Source: Local

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	Indicator Priority 6, Panorama Education) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	• Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

Similar to the current academic year, MSA-8 will utilize the concentration grant add-on funds ($86,014) in the following manner:

MSA-8 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

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

Powered by BoardOnTrack

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,976,194	1,168,694	23.486%	0.000%	23.486%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,489,465.32	$1,188,324.52	$0.00	$204,752.93	$6,882,542.77	$4,414,972.53	$2,467,570.24

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$26,316.00	$26,316.00				$26,316.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$123,960.75	$304,400.82	$336,361.57	$92,000.00			$428,361.57	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$30,187.00	$692,915.00	$723,102.00				$723,102.00	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$60,000.00	$60,000.00				$60,000.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$0.00	$731,183.94	$731,183.94				$731,183.94	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$1,373,643.30	$200,220.00	$1,496,721.96	$77,141.34			$1,573,863.30	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$31,194.00	$7,194.00			$24,000.00	$31,194.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$581,779.20	$59,451.13	$478,359.88	$105,057.00		$57,813.45	$641,230.33	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$134,210.71	$0.00	$116,753.73			$17,456.98	$134,210.71	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$537,323.55	$164,449.00	$187,124.69	$436,954.86		$77,693.00	$701,772.55	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00		$1,000.00			$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$8,720.35	$5,720.35			$3,000.00	$8,720.35	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$195,538.41	$17,741.00	$213,279.41				$213,279.41	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$643,902.65	$80,598.00	$407,663.35	$316,837.30			$724,500.65	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$275.00	$275.00				$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$195,567.46	$16,456.00	$196,286.96			$15,736.50	$212,023.46	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$335,541.69	$30,983.00	$357,471.69			$9,053.00	$366,524.69	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$263,317.81	$41,667.00	$145,650.79	$159,334.02			$304,984.81	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,976,194	1,168,694	23.486%	0.000%	23.486%	$1,988,655.16	0.000%	39.963 %	**Total:**	$1,988,655.16
								LEA-wide Total:	$1,988,655.16
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$60,000.00	
2	**2.2**	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,194.00	
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$478,359.88	
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	$116,753.73	
3	**3.1**	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	**3.2**	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	**3.3**	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,720.35	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$213,279.41	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$407,663.35	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$196,286.96	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$357,471.69	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$145,650.79	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,983,205.68	$7,073,743.88

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$23,246.00	$27,316.00
1	**1.2**	Instructional materials and technology	No	$404,326.62	$430,598.77
1	**1.3**	Clean and safe facilities that support learning	No	$640,195.00	$780,102.00
1	**1.4**	Healthy and nutritious meals	Yes	$21,930.00	$80,000.00
1	**1.5**	Well-orchestrated Home Office support services	No	$880,525.00	$794,888.40
2	**2.1**	Broad course of study and standards based curriculum	No	$1,415,501.16	$1,465,123.65
2	**2.2**	Professional development for high-quality instruction	Yes	$46,642.00	$39,694.00
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$661,500.06	$658,066.91
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$139,056.30	$141,509.28
2	**2.5**	Support for students with disabilities	No	$802,094.17	$749,309.08
3	**3.1**	College/Career readiness programs and activities	Yes	$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$2,241.00	$1,000.00
3	3.3	Digital literacy and citizenship programs	Yes	$8,720.35	$8,720.35
3	3.4	Physical education, activity, and fitness	Yes	$297,485.03	$298,052.54
3	3.5	Additional programs and activities that support well-rounded education	Yes	$719,369.15	$728,783.31
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$215,908.04	$223,027.27
4	4.3	MTSS - PBIS and SEL support	Yes	$379,445.96	$366,406.59
4	4.4	Annual educational partner surveys	Yes	$2,000.00	$2,000.00
4	4.5	Community outreach and partnerships	Yes	$322,744.84	$278,870.73

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,252,930	$1,911,051.53	$2,826,405.98	($915,354.45)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$21,930.00	$80,000.00		
2	2.2	Professional development for high-quality instruction	Yes	$10,194.00	$39,694.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$464,468.20	$658,066.91		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	$114,030.81	$141,509.28		
3	3.1	College/Career readiness programs and activities	Yes	$0.00			
3	3.2	STEM and GATE programs	Yes	$1,241.00	$1,000.00		
3	3.3	Digital literacy and citizenship programs	Yes	$5,720.35	$8,720.35		
3	3.4	Physical education, activity, and fitness	Yes	$297,485.03	$298,052.54		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$276,799.94	$728,783.31		
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$201,145.04	$223,027.27		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$365,492.96	$366,406.59		
4	4.4	Annual educational partner surveys	Yes		$2,000.00		
4	4.5	Community outreach and partnerships	Yes	$152,269.20	$278,870.73		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,074,524	1,252,930	0.000%	24.691%	$2,826,405.98	0.000%	55.698%	$0.00	0.000%

Powered by BoardOnTrack

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

Powered by BoardOnTrack

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

Powered by BoardOnTrack

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

Powered by BoardOnTrack

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Powered by BoardOnTrack

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

Powered by BoardOnTrack

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Powered by BoardOnTrack

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Powered by BoardOnTrack

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

Powered by BoardOnTrack

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

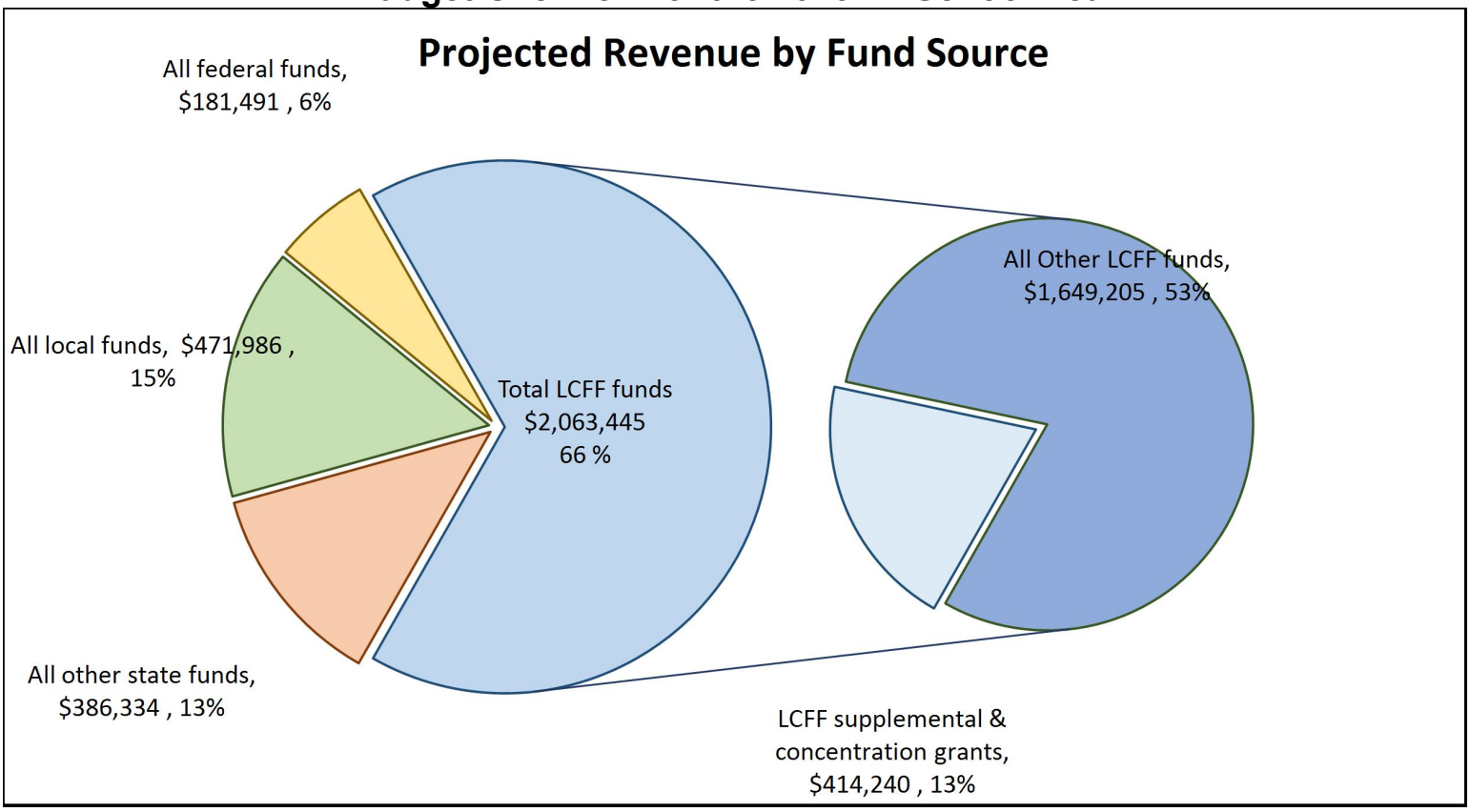
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy - Orange County
CDS Code: 30-10306-0165217
School Year: 2026-27
LEA contact information:
Maria Czerner-Rowell
Principal
mrowell@magnoliapublicschools.org
(714) 452-2440

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

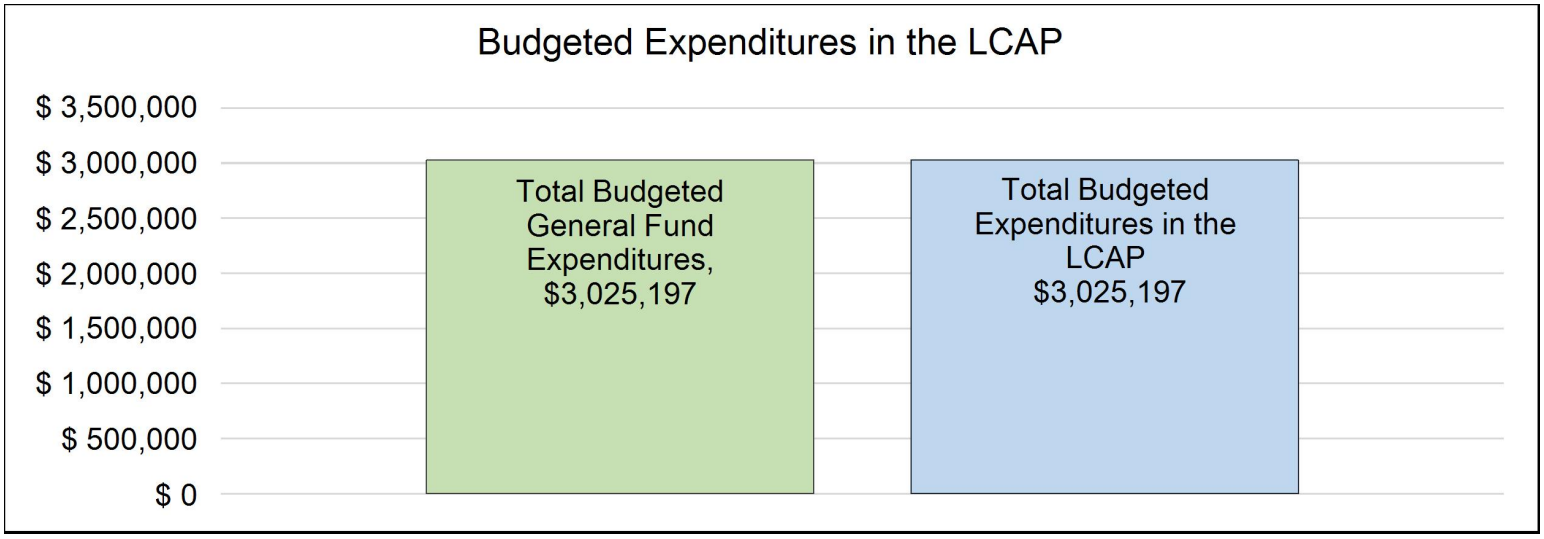


This chart shows the total general purpose revenue Magnolia Science Academy - Orange County expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy - Orange County is $3,103,256, of which $2,063,445 is Local Control Funding Formula (LCFF), $386,334 is other state funds, $471,986 is local funds, and $181,491 is federal funds. Of the $2,063,445 in LCFF Funds, $414,240 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy - Orange County plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy - Orange County plans to spend $3,025,197 for the 2026-27 school year. Of that amount, $$3,025,197 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

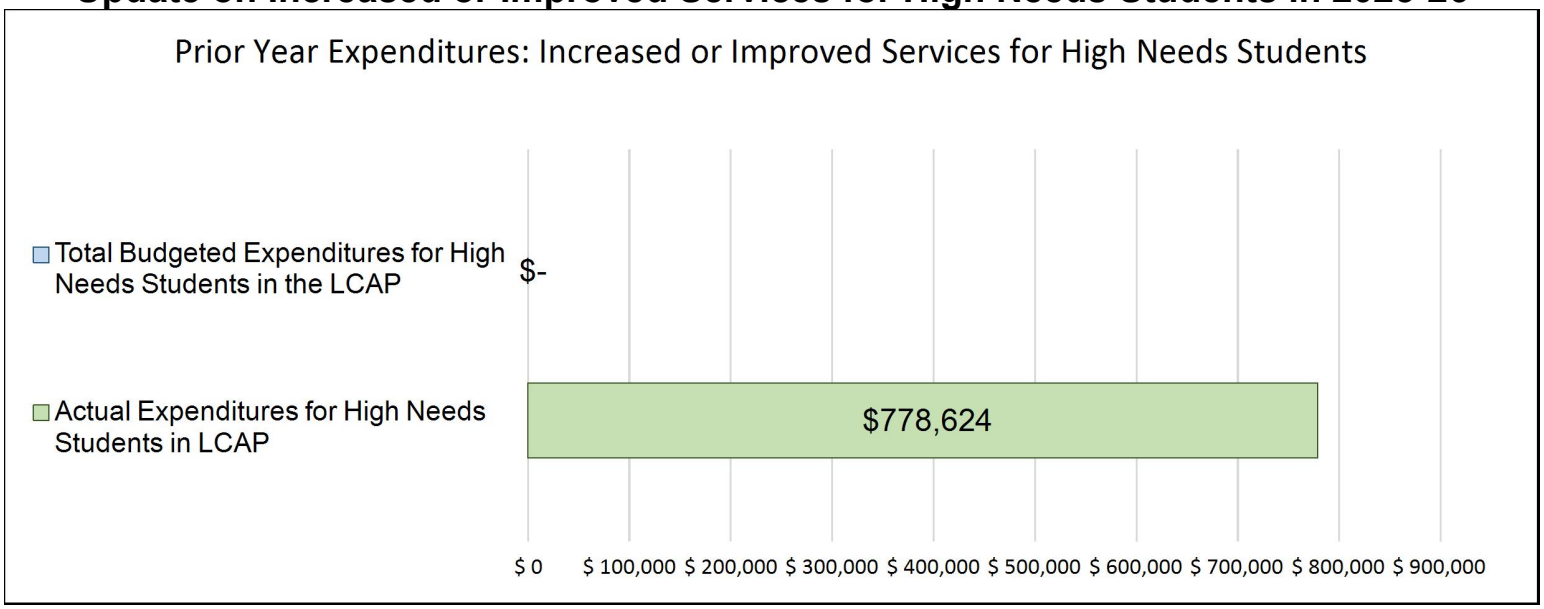
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Magnolia Science Academy - Orange County is projecting it will receive $414,240 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy - Orange County must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy - Orange County plans to spend $589,717 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Magnolia Science Academy - Orange County budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy - Orange County estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy - Orange County's LCAP budgeted $0.00 for planned actions to increase or improve services for high needs students. Magnolia Science Academy - Orange County actually spent $778,624 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy - Orange County	Maria Czerner-Rowell Principal	mrowell@magnoliapublicschools.org (714) 452-2440

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Magnolia Science Academy – Orange County (MSA OC) is a classroom-based public charter school with two new campuses opening in Fall 2025. Both campuses will serve grades TK–6 with a strong emphasis on science, technology, engineering, arts, and mathematics (STEAM). MSA OC Anaheim will open on August 11, 2025, located at 412 W Carl Karcher Way, Anaheim, CA 92801. MSA OC Placentia-Yorba Linda will open on August 26, 2025, located at 1830 N Kellogg Dr, Anaheim, CA 92807.

As part of the Magnolia Public Schools (MPS) network, MSA OC is committed to graduating students from historically underserved communities as scientifically-minded, socially responsible, and globally aware citizens. The school will deliver a rich and engaging educational experience that meets the unique needs of its learners through high-quality, site-based instruction and hands-on learning opportunities. Core instruction will be reinforced with academic interventions such as tutoring, after-school programs, and strong connections to external learning resources.

We anticipate serving a linguistically and culturally diverse population, with many families speaking a language other than English at home and facing economic challenges. Based on community demographics, we project that 80% of our students will be socioeconomically disadvantaged, 30% will be English Learners, and 10% will receive special education services.

Contact Information:

MSA OC – Anaheim

412 W Carl Karcher Way, Anaheim, CA 92801
Opening Date: August 11, 2025

MSA OC – Placentia-Yorba Linda
1830 N Kellogg Dr, Anaheim, CA 92807
Opening Date: August 26, 2025

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to deliver a high-quality, college-preparatory STEAM education in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools are committed to building a more peaceful and inclusive global society by transforming traditional ideas through creative thinking, effective communication, and the discipline of scientific inquiry.

Core Values:

INNOVATION
Students are empowered to direct their learning through personalized scheduling, early identification of learning styles, interests, and career goals. A variety of hands-on opportunities—ranging from robotics and computer science to the visual and performing arts—foster imagination, creativity, and innovation.

CONNECTION
MSA OC cultivates strong relationships among students, families, staff, and the wider community. Through integrated partnerships, students experience a supportive environment where individual strengths are recognized, character is celebrated, and academic support is bolstered through mentorships, internships, and restorative justice practices.

EXCELLENCE
Academic excellence is achieved through a rigorous, student-centered learning model that includes project-based learning, performance portfolios, formative and summative assessments, and academic discourse. Students are encouraged to pursue knowledge deeply and contribute original ideas across diverse academic settings.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

As a new school, we do not have historical data on student outcomes. During the 2025–26 school year, our focus will be on establishing effective instructional systems, a safe and inclusive culture, and strong stakeholder relationships to support student learning and well-being.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	Magnolia Science Academy – Orange County prioritized meaningful engagement with educational partners in the development of this LCAP. Prior to opening, outreach efforts included community information sessions, interest surveys, and town halls to gather input from prospective families, educators, and community members. A founding advisory group, including parent representatives and prospective staff, helped shape key elements of the school's mission, vision, and academic programming. Moving forward, the school will formally establish Parent Communities such as Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC -if applicable) to ensure continuous and structured engagement of stakeholders in decision-making.
Students	If applicable, All students in grades 3 through 5 participate annually in an educational partner survey, which provides a structured opportunity to share their perspectives on key aspects of their school experience, including school climate, safety, engagement, and academic support. In addition to the survey, the Student Council plays an active role in providing ongoing feedback to school leadership. Through regular meetings and discussions, Student Council members represent their 2025-26 Local Control and Accountability Plan for Magnolia Science Academy Orange County peers and offer valuable insights that help inform schoolwide decisions and improvement efforts. Together, these channels ensure that student voice remains an integral part of the school's planning and development process.

Educational Partner(s)	Process for Engagement
Teachers	Staff and teachers will receive regular updates on the LCAP during monthly staff meetings, ensuring they remain informed and engaged in the school's progress toward its goals. In addition, all staff members will be invited to participate in an annual educational partner survey, where they can provide feedback on key aspects of school operations, culture, and student support. The results of these surveys will be reviewed and shared with all educational partners to promote transparency and collective reflection. Staff and teachers will also serve as active members of both the English Learner Advisory Committee (ELAC -if applicable)) and the Parent Advisory Council (PAC), where their professional insights contribute meaningfully to discussions and planning related to student success and school improvement. This inclusive approach ensures that staff voice is consistently integrated into decision-making processes at all levels.
School Administrators	School administrators of each campus will receive regular updates on the LCAP during monthly staff meetings, ensuring they remain informed and engaged in the school's progress toward its goals. In addition, all staff members will be invited to participate in an annual educational partner survey, where they can provide feedback on key aspects of school operations, culture, and student support. The results of these surveys will be reviewed and shared with all educational partners to promote transparency and collective reflection. Staff and teachers will also serve as active members of both the English Learner Advisory Committee (ELAC -if applicable)) and the Parent Advisory Council (PAC), where their professional insights contribute meaningfully to discussions and planning related to student success and school improvement. This inclusive approach ensures that staff voice is consistently integrated into decision-making processes at all levels.
Other School Personnel	Other School Personnel will receive regular updates on the LCAP during monthly staff meetings, ensuring they remain informed and engaged in the school's progress toward its goals. In addition, all staff members will be invited to participate in an annual educational partner survey, where they can provide feedback on key aspects of school operations, culture, and student support. The results of these surveys will be reviewed and shared with all educational partners to promote transparency and collective reflection. Staff and teachers will also

Educational Partner(s)	Process for Engagement
	serve as active members of both the English Learner Advisory Committee (ELAC -if applicable)) and the Parent Advisory Council (PAC), where their professional insights contribute meaningfully to discussions and planning related to student success and school improvement. This inclusive approach ensures that staff voice is consistently integrated into decision-making processes at all levels.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was influenced by feedback gathered from students, families, teachers, school administrators, and other educational partners through surveys, PAC and ELAC meetings, staff meetings, community engagement events, and ongoing stakeholder discussions. Educational partners emphasized the importance of maintaining a safe and supportive learning environment, strengthening academic programs, increasing opportunities for family engagement, supporting student well-being, and expanding access to technology and innovative learning experiences. As a result, the LCAP continues to prioritize actions and services that support academic achievement, student engagement, family partnerships, staff development, and school connectedness. Feedback also informed the refinement of strategies related to attendance, communication, intervention supports, and continuous improvement efforts to better meet the needs of all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. MSAOC will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable MSAOC for compliance and meeting charter goals. MSAOC will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2022-23: N/A	2023-24: N/A	2023-24: N/A	2024-25: > 85%	N/A (First year of operation)
1.2	Percentage of students without access to their	2023-24 (As of 6/5/24): N/A	2024-25 (As of 6/5/25):	2025-26 (As of 5/22/26):	2026-27: 0%	N/A (First year of operation)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		N/A	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24 (As of 6/5/24): N/A	2024-25 (As of 6/5/25): N/A	2025-26 (As of 5/22/26): 0	2026-27: 0	N/A (First year of operation)
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2023 to Fall 2024) N/A	2024-25: (Fall 2023 to Fall 2024) N/A	2025-26 (Fall 2024 to Fall 2025): N/A	2026-27: (Fall 2025 to Fall 2026) >= 80%	N/A (First year of operation)
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/31/24) N/A	2024-25: (As of 5/31/25) N/A	2025-26 (As of 5/15/26): 96.8%	2026-27: >= 95.0%	N/A (First year of operation)

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

This year, MSAOC implemented the actions associated with this goal to ensure students had access to qualified teachers, standards-aligned instructional materials, and a safe, well-maintained learning environment. Working closely with Magnolia Public Schools Home Office departments, the school established systems to support compliance, operations, facilities, and instructional programs. Key successes included providing instructional materials to all students, maintaining safe facilities with no identified deficiencies, and achieving a teacher attendance rate of 96.8%. As a newly established school, some baseline data were not yet available; however, strong foundational systems were successfully implemented to support future growth and continuous improvement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

MSA-OC's overall enrollment was lower than projected in its first year, and accordingly, adjustments to the budget were made. For the actions below where there is a Budgeted dollar amount and an Actual amount of $0.00, those costs were reallocated to support MSA-OC's fiscal stability.

Goal 1 Action 1
Budgeted: $11,558
Actual: $0.00

Goal 1 Action 2
Budgeted: $283,500
Actual: $0.00

Goal 1 Action 3
Budgeted: $560,629
Actual: $0.00

Goal 1 Action 4
Budgeted: $10,000
Actual: $0.00

Goal 1 Action 5
Budgeted: $72,251
Actual: $69,402
Explanation: Costs associated with this Action were within the Budgeted range, and associated activities proceeded as initially planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under this goal have been effective in establishing a high-quality learning environment. The school successfully provided students with access to standards-aligned instructional materials, maintained safe and well-maintained facilities with no identified deficiencies, and ensured appropriately assigned staff. Teacher attendance exceeded the target at 96.8%, demonstrating strong staff engagement and operational stability. While some baseline metrics were not yet available due to the school's recent opening, the actions taken have established a strong foundation for continued progress toward this goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections from prior implementation, no significant changes were made to the goal, metrics, or target outcomes. The school will continue to focus on providing qualified teachers, standards-aligned instructional materials, and safe, well-maintained facilities to support

student success. Minor adjustments were made to strengthen implementation and monitoring processes as the school continues to grow and refine its systems. These adjustments are intended to support continuous improvement and ensure progress toward achieving the established outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	$30,557.50	No
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and	$240,296.00	No

Action #	Title	Description	Total Funds	Contributing
		corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A		
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.	$298,893.00	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A		
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	$14,000.00	Yes
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and	$113,261.40	No

Action #	Title	Description	Total Funds	Contributing
		accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal funds: -Clerical & Tech: Federal CSP; Amount: $6,692.42 -STRS: Federal CSP; Amount: $1,278.94 -OASDI/Medicare: Federal CSP; Amount: $97.09 -Health & Welfare Benefits: Federal CSP; Amount: $1,224.38 -Unemployment Insurance: Federal CSP; Amount: $33,48		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: N/A	2024-25: N/A	2025-26 (As of 5/22/26): 100%	2026-27: 100%	N/A (First year of operation)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: N/A	2024-25: N/A	2025-26 (As of 6/10/26): 53%	2026-27: >= 85%	N/A (First year of operation)
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: N/A	2024-25: N/A	2025-26 (First semester): 56%	2026-27: (First semester) >= 80%	N/A (First year of operation)
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: N/A	2023-24: N/A	2024-25: N/A	2025-26: -All Students: >= 46.00%	N/A (First year of operation)
2.5	Distance from Standard (DFS) on the CAASPP-	2022-23: (2023 Dashboard)	2023-24: (2024 Dashboard)	2024-25 (2024 Dashboard):	2025-26: (2026 Dashboard)	N/A (First year of operation)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELA/Literacy assessments (Source: CA School Dashboard)	N/A	N/A	N/A	-All Students: 5.0 points below standard	
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) N/A	2024-25: (Fall to Spring) N/A	2025-26 (Fall to Spring): -All Students: 63.6% -English Learners: 44.4% -Socioeconomically Disadvantaged: 65.2% -Students with Disabilities: 46.2% -Hispanic: 68.4% -White: 33.3%	2026-27: (Fall to Spring) -All Students: >= 50%	N/A (First year of operation)
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) N/A	2024-25: (Fall to Spring) N/A	2025-26 (Fall to Spring): -All Students: CGI: 0.70 (CGP: 76th percentile) -English Learners: CGI: -1.43 (CGP: 8th percentile) -Socioeconomically Disadvantaged: CGI: 0.35 (CGP: 64th percentile) -Students with Disabilities: CGI: -0.57 (CGP: 28th percentile) -Hispanic: CGI: 0.40 (CGP: 66th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile)	N/A (First year of operation)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				-White: CGI: -0.18 (CGP: 43rd percentile)		
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: N/A	2023-24: N/A	2024-25: N/A	2025-26: -All Students: >= 37.00%	N/A (First year of operation)
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) N/A	2023-24: (2024 Dashboard) N/A	2024-25 (2024 Dashboard): N/A	2025-26: (2026 Dashboard) -All Students: 30.0 points below standard	N/A (First year of operation)
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) N/A	2024-25:(Fall to Spring) N/A	2025-26 (Fall to Spring): -All Students: 47.2% -English Learners: 33.3% -Socioeconomically Disadvantaged: 53.8% -Students with Disabilities: 53.8% -Hispanic: 39.1% -White: 50.0%	2026-27: (Fall to Spring) -All Students: >= 50%	N/A (First year of operation)
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based	2023-24: (Fall to Spring) N/A	2024-25: (Fall to Spring) N/A	2025-26 (Fall to Spring):	2026-27: (Fall to Spring) -All Students: CGI	N/A (First year of operation)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)			-All Students: CGI: -0.18 (CGP: 43rd percentile -English Learners: CGI: -0.45 (CGP: 32nd percentile) -Socioeconomically Disadvantaged: CGI: -0.08 (CGP: 47th percentile) -Students with Disabilities: CGI: 0.31 (CGP: 62nd percentile) -Hispanic: CGI: -0.35 (CGP: 36th percentile) -White: CGI: 0.01 (CGP: 50th percentile)	>= 0 (CGP >= 50th percentile)	
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) N/A	2023-24: (2024 Dashboard) N/A	2024-25 (2024 Dashboard): N/A	2025-26: (2026 Dashboard) >= 50.0%	N/A (First year of operation)
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: N/A	2023-24: N/A	2024-25: N/A 2025-26 (As of 6.10.26):	2025-26: (CDE DataQuest) >= 10.0% 2.14	N/A (First year of operation)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				13.6%		
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: N/A	2023-24: N/A	2024-25: N/A	2025-26: -All Students: >= 31.00%	N/A (First year of operation)

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

MSAOC implemented the actions associated with this goal by providing all students with access to standards-aligned curriculum, differentiated instruction, targeted interventions, and data-driven instructional practices. Teachers regularly analyzed student performance data, including classroom assessments and NWEA MAP results, to inform instruction and provide appropriate supports for English Learners, students with disabilities, and other student groups. Professional development focused on instructional effectiveness, differentiation, and student engagement to strengthen classroom practices.

As a newly established school, implementation efforts focused on building foundational academic systems, establishing assessment and progress-monitoring processes, and ensuring equitable access to high-quality instruction. Key successes included providing access to instructional programs and services for all students, achieving 100% access to programs and services, and establishing observation and coaching systems to support instructional quality. Challenges included the limited availability of historical state assessment data and the need to develop baseline measures for several academic indicators. Despite these challenges, the school successfully implemented the planned actions and established a strong foundation for continued academic growth and improvement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

MSA-OC's overall enrollment was lower than projected in its first year, and accordingly, adjustments to the budget were made. For the actions below where there is a Budgeted dollar amount and an Actual amount of $0.00, those costs were reallocated to support MSA-OC's fiscal stability.

Goal 2 Action 1
Budgeted: $1,051,521
Actual: $964,736

Explanation: The projected expenses are within the budgeted range. All actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 2
Budgeted: $24,000
Actual: $0.00

Goal 2 Action 3
Budgeted: $405,636
Actual: $439,854
Explanation: Intervention/enrichment material costs were slightly higher than initially projected, leading to the Actual amount exceeding the Budgeted amount by $34,218.

Goal 2 Action 4
Budgeted: $0.00
Actual: $0.00

Goal 2 Action 5
Budgeted: $342,646
Actual: $252,646
Explanation: Lower than anticipated enrollment for the first year meant that fewer expenses related to students with disabilities were required. Hence, spending for this Action was $90,000 lower than initially projected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under this goal have been effective in establishing a strong foundation for academic achievement and continuous improvement. Students had access to standards-aligned curriculum, differentiated instruction, intervention supports, and instructional programs designed to meet diverse learning needs. Professional development, instructional coaching, and classroom observations supported the implementation of high-quality instructional practices. The school achieved 100% access to programs and services for all students and successfully implemented systems for progress monitoring and data-driven decision-making. While state assessment data and historical trend data remain limited due to the school's recent establishment, current academic and instructional indicators demonstrate that the actions are contributing positively toward progress on this goal and positioning the school for continued growth in student achievement.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections from prior implementation, no significant changes were made to the goal or overall focus on academic excellence. However, the school refined certain actions to strengthen data analysis, intervention systems, and instructional monitoring processes. As the school continues to establish baseline academic data, metrics and target outcomes will be reviewed annually to ensure they remain ambitious, measurable, and aligned with student needs. These refinements are intended to support continuous improvement and accelerate student achievement for all student groups.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal funds: -Cert Adminis: Federal CSP; Amount: $216,024.00 -STRS: Federal CSP; Amount: $41,260.58 -OASDI/Medicare: Federal CSP; Amount: $3,132.35 -Health & Welfare Benefits: Federal CSP; Amount: $12,243.75 -Unemployment Insurance: Federal CSP; Amount: $1,080.12	$1,173,174.54	No
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that	$19,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds:		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other	$416,678.97	Yes

Action #	Title	Description	Total Funds	Contributing
		support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Standards Plus, Quizizz, BrainPOP, Spelling City, Cambium Learning, Learning A-Z, Alexandria Library, Mystery Science and myON.) The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $20,000.00		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.		Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits. The following expenditures will be funded by federal Title funds: N/A		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A	$358,663.34	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA developed this goal to ensure that all students have access to a well-rounded, innovative education that prepares them for success in college, career, and an increasingly complex global society. Through rigorous academics, technology integration, STEAM learning experiences, and opportunities for creativity, critical thinking, and problem-solving, students develop the skills needed to thrive in the 21st century. This goal reflects the school's commitment to fostering innovation, adaptability, and independent learning while providing equitable access to programs and experiences that promote college and career readiness. By engaging students in meaningful, technology-rich learning opportunities, the school supports the development of lifelong learners who are prepared to contribute positively to their communities and future professions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: N/A	2024-25: N/A	2025-26: 0%	2026-27: >= 10%	N/A (First year of operation)
3.2	Percentage of students in the current graduating class who have taken a	2023-24: N/A	2024-25: N/A	2025-26: 0%	2026-27: >= 90%	N/A (First year of operation)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)					
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: N/A	2024-25: N/A	2025-26: 100%	2026-27: >= 80%	N/A (First year of operation)

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During this year, the school implemented the actions associated with this goal by providing students with access to technology-integrated instruction, STEAM learning opportunities, and engaging educational experiences designed to promote creativity, innovation, and college and career readiness. Students participated in project-based learning activities and utilized digital learning tools to support academic growth and develop critical thinking and problem-solving skills.

A significant success was that 100% of students participated in a STEAM-focused project, experiment, model, or demonstration, exceeding the established target. As a newly established school serving elementary grades, some metrics related to advanced coursework and graduation pathway readiness were not yet applicable and will become more relevant as the school expands grade levels. No substantive differences occurred between the planned and actual implementation of actions. The school successfully established foundational systems and instructional practices that support innovation, technology integration, and 21st-century learning, positioning students for continued success in future years.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

MSA-OC's overall enrollment was lower than projected in its first year, and accordingly, adjustments to the budget were made. For the actions below where there is a Budgeted dollar amount and an Actual amount of $0.00, those costs were reallocated to support MSA-OC's fiscal stability.

Goal 3 Action 1
Budgeted: $0.00
Actual: $0.00

Goal 3 Action 2
Budgeted: $0.00
Actual: $0.00

Goal 3 Action 3
Budgeted: $0.00
Actual: $0.00

Goal 3 Action 4
Budgeted: $3,000
Actual: $0.00

Goal 3 Action 5
Budgeted: $74,900
Actual: $0.00

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under this goal have been effective in promoting innovation, technology integration, and 21st-century learning opportunities for students. Students participated in STEAM-focused learning experiences, project-based activities, and technology-enhanced instruction designed to foster creativity, critical thinking, collaboration, and problem-solving skills. A key indicator of success was that 100% of students completed a STEAM-focused project, experiment, model, or demonstration during the school year. As a newly established elementary school, some metrics related to advanced coursework and college and career readiness pathways are not yet applicable; however, the foundational systems and instructional practices implemented to date have successfully advanced progress toward the goal and will support continued growth as the school expands.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections from prior implementation, no significant changes were made to the goal or its focus on innovation, technology integration, and college and career readiness. The school will continue to expand opportunities for students to engage in STEAM learning, project-based learning, and technology-enhanced instruction. Minor refinements were made to strengthen implementation, monitoring, and documentation of student participation in innovative learning experiences. These adjustments will support continuous improvement and ensure students continue to develop the creativity, critical thinking, collaboration, and adaptability skills necessary for future success.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities. Expenditures associated with this action include the following: college/career-related materials and activities. The following expenditures will be funded by federal Title funds: N/A		Yes
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation,		

Action #	Title	Description	Total Funds	Contributing
		critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A		
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A		Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A	$2,000.00	
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics,	$71,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: N/A	2024-25: N/A	2025-26 (As of 5/15/26): 8	2026-27: >= 8	N/A (First year of operation)
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: N/A	2024-25: N/A	2025-26 (As of 5/15/26): 8	2026-27: >= 4	N/A (First year of operation)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: N/A	2024-25: N/A	2025-26 (As of 5/15/26): 50	2026-27: >= 10	N/A (First year of operation)
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: N/A	2024-25: N/A	2025-26 (As of 6/9/26): 16.3%	2026-27: >= 15.0%	N/A (First year of operation)
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: N/A	2024-25: N/A	2025-26 P-2 ADA: 93.85%	2026-27: (P-2 ADA) >= 92.00%	N/A (First year of operation)
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) N/A	2024-25: (2024 Dashboard) N/A	2024-25 (2025 Dashboard): N/A 2025-26 (As of 5/22/26): 23.9%	2025-26: (2026 Dashboard) <= 20.0%	N/A (First year of operation)
4.7	Student Suspension Rate (Source: CA School Dashboard,	2022-23: (2023 Dashboard) N/A	2023-24: (2024 Dashboard) N/A	2024-25 (2025 Dashboard): N/A 2025-26 (As of 5/22/26): 1.9%	2025-26: (2026 Dashboard) <= 2.5%	N/A (First year of operation)
4.8	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) N/A	2023-24: (CDE DataQuest) N/A	2024-25 (2025 Dashboard): N/A 2025-26 (As of 5/22/26):	2025-26: (CDE DataQuest) <= 0.50%	N/A (First year of operation)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				0.00%		
4.9	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: N/A	2024-25: N/A	2025-26: -Students: 100.0% -Families: 68.9% -Staff: 85.0%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	N/A (First year of operation)
4.10	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama	2023-24: N/A	2024-25: N/A	2025-26: -Students: 72% -Families: 93% -Staff: 56%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	N/A (First year of operation)
4.11	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: N/A	2024-25: N/A	2025-26: -Students: 80% -Families: 85% -Staff: 47%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	N/A (First year of operation)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.12	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) N/A	2024-25: (Spring 2024 to Fall 2024) N/A	2025-26 (Spring 2025 to Fall 2025): N/A	2026-27: (Spring 2026 to Fall 2026) >= 85%	N/A (First year of operation)

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

This school implemented the actions associated with this goal by creating meaningful opportunities for family, student, staff, and community engagement. Regular Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) meetings were held, and the school hosted numerous family engagement activities, celebrations, informational workshops, and community events to strengthen partnerships and foster a sense of belonging. Attendance monitoring, student support systems, positive school culture initiatives, and communication efforts were also implemented to promote student engagement and connectedness.

Key successes included holding eight PAC meetings, eight ELAC meetings, and approximately 50 family engagement events throughout the year. The school maintained a strong average daily attendance rate of 93.85%, a low suspension rate of 1.9%, and zero expulsions. Panorama survey results also indicated strong student participation and positive family satisfaction levels. As a newly established school, challenges included building awareness, increasing family participation in survey completion, and establishing baseline data for several metrics. No substantive differences occurred between the planned and actual implementation of actions, and the school successfully established a strong foundation for a connected, safe, and supportive school community.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

MSA-OC's overall enrollment was lower than projected in its first year, and accordingly, adjustments to the budget were made. For the actions below where there is a Budgeted dollar amount and an Actual amount of $0.00, those costs were reallocated to support MSA-OC's fiscal stability.

Goal 4 Action 1
Budgeted: $0.00
Actual: $0.00

Goal 4 Action 2
Budgeted: $208,211
Actual: $215,927
Explanation: Costs associated with this Action were within the Budgeted range, and associated activities proceeded as initially planned.

Goal 4 Action 3
Budgeted: $12,000
Actual: $224,127
Explanation: Clerical & technical costs associated with this Action were significantly higher than initially projected, leading to an Actual value $212,127 higher than initially budgeted.

Goal 4 Action 4
Budgeted: $0.00
Actual: $0.00

Goal 4 Action 5
Budgeted: $159,306
Actual: $114,642
Explanation: As a result of lower-than-expected initial enrollment, fewer staff were needed in MSA-OC's first year. As a result, expenditures for this Action were $44,664 lower than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under this goal have been effective in strengthening relationships among students, families, staff, and the broader school community. Regular PAC and ELAC meetings, family engagement events, consistent communication, attendance monitoring, and student support systems contributed to a strong sense of connectedness and community involvement. The school successfully exceeded its targets for family engagement opportunities, holding 50 events and eight PAC and ELAC meetings. Student attendance remained strong at 93.85%, the suspension rate remained low at 1.9%, and there were no expulsions. Survey results also reflected positive student and family experiences. While continued efforts are needed to increase survey participation and strengthen staff satisfaction measures, the actions implemented to date have been effective in advancing the goal of fostering a safe, supportive, and connected school community.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections from prior implementation, no significant changes were made to the goal or its focus on strengthening connections among students, families, staff, and the community. However, the school will continue to refine family engagement strategies, expand opportunities for educational partner participation, and strengthen communication efforts to increase survey participation and overall stakeholder engagement. Minor adjustments to implementation and monitoring processes will support continuous improvement while maintaining a safe, welcoming, and connected school environment. The established metrics and target outcomes remain appropriate and will continue to guide progress toward this goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A		Yes
4.2	Building relationships and partnerships with families for student outcomes	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off	$115,989.50	

Action #	Title	Description	Total Funds	Contributing
		and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title I funds: -Teacher Salaries: Title I; Amount: $2,000.00 -STRS: Title I; Amount: $382.00 -OASDI/Medicare: Title I; Amount: $29.00 -Unemployment Insurance: Title I; Amount: $10.00		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as	$10,714.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Instructional Materials & Supplies: Resource: Title I		

Action #	Title	Description	Total Funds	Contributing
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: N/A		Yes
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	$160,568.50	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$414,240	$28,666

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.071%	0.000%	$0.00	26.071%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials,	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers	Goal 2: For all students, but particularly for the EL and LTEL student groups: • Percentage of students who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students.	have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula **Scope:**	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who have created or demonstrated a

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:**	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "average approval rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4	based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			" (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. **Scope:** LEA-wide	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students'	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:**	grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way	• Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured	connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:** It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students,	Goal 4: • School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Student Suspension Rate (Source: CA School Dashboard, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	• Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

If applicable - For this upcoming academic year, MSA OC will utilize the concentration grant add-on funds ($28,666) in the following manner:

MSA OC will be using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.
By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,588,870	414,240	26.071%	0.000%	26.071%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,297,354.07	$325,366.14	$96,988.43	$305,488.11	$3,025,196.75	$1,988,942.90	$1,036,253.85

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$30,557.50	$30,557.50				$30,557.50	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$0.00	$240,296.00	$240,296.00				$240,296.00	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$0.00	$298,893.00	$298,893.00				$298,893.00	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$14,000.00	$14,000.00				$14,000.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$73,554.05	$39,707.35	$103,935.09			$9,326.31	$113,261.40	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$1,056,774.54	$116,400.00	$802,445.31		$96,988.43	$273,740.80	$1,173,174.54	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$19,000.00	$19,000.00				$19,000.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$396,678.97	$20,000.00	$315,434.33	$81,244.64		$20,000.00	$416,678.97	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing								
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$228,663.34	$130,000.00	$115,941.84	$242,721.50			$358,663.34	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
3	3.4	Physical education, activity, and fitness	Low Income			Low Income	All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$71,400.00	$70,000.00	$1,400.00			$71,400.00	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	Ongoing	$114,989.50	$1,000.00	$113,568.50			$2,421.00	$115,989.50	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,714.00	$5,000.00	$10,714.00				$10,714.00	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$112,568.50	$48,000.00	$160,568.50				$160,568.50	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,588,870	414,240	26.071%	0.000%	26.071%	$589,716.83	0.000%	37.115 %	**Total:**	$589,716.83
								LEA-wide Total:	$589,716.83
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$14,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,000.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$315,434.33	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools		
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	STEM and GATE programs			English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness			Low Income	All Schools	$2,000.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Building relationships and partnerships with families for student outcomes			English Learners Foster Youth Low Income	All Schools	$113,568.50	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,714.00	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,568.50	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,219,158.00	$2,281,334.11

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$11,558	
1	**1.2**	Instructional materials and technology	No	$283,500	
1	**1.3**	Clean and safe facilities that support learning	No	$560,629	
1	**1.4**	Healthy and nutritious meals	Yes	$10,000	
1	**1.5**	Well-orchestrated Home Office support services	No	$72,251	$69,402.43
2	**2.1**	Broad course of study and standards based curriculum	No	$1,051,521	$964,735.60
2	**2.2**	Professional development for high-quality instruction	Yes	$24,000	
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$405,636	$439,853.95
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$0.00	
2	**2.5**	Support for students with disabilities	No	$342,646	$252,646.15
3	**3.1**	College/Career readiness programs and activities	Yes	$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs		$0.00	
3	3.3	Digital literacy and citizenship programs	Yes	$0.00	
3	3.4	Physical education, activity, and fitness		$3,000	
3	3.5	Additional programs and activities that support well-rounded education	Yes	$74,900	
4	4.1	Seeking family input for decision-making	Yes	$0.00	
4	4.2	Building relationships and partnerships with families for student outcomes		$208,211	$215,926.69
4	4.3	MTSS - PBIS and SEL support	Yes	$12,000	$224,127.00
4	4.4	Annual educational partner surveys	Yes	$0.00	
4	4.5	Community outreach and partnerships	Yes	$159,306	$114,642.29

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
220,534	$0.00	$778,623.24	($778,623.24)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes				
2	2.2	Professional development for high-quality instruction	Yes				
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes		$439,853.95		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes				
3	3.1	College/Career readiness programs and activities	Yes				
3	3.3	Digital literacy and citizenship programs	Yes				
3	3.5	Additional programs and activities that support well-rounded education	Yes				
4	4.1	Seeking family input for decision-making	Yes				
4	4.3	MTSS - PBIS and SEL support	Yes		$224,127.00		
4	4.4	Annual educational partner surveys	Yes				
4	4.5	Community outreach and partnerships	Yes		$114,642.29		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$0,00	220,534	0.000%	0.000%	$778,623.24	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 2 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

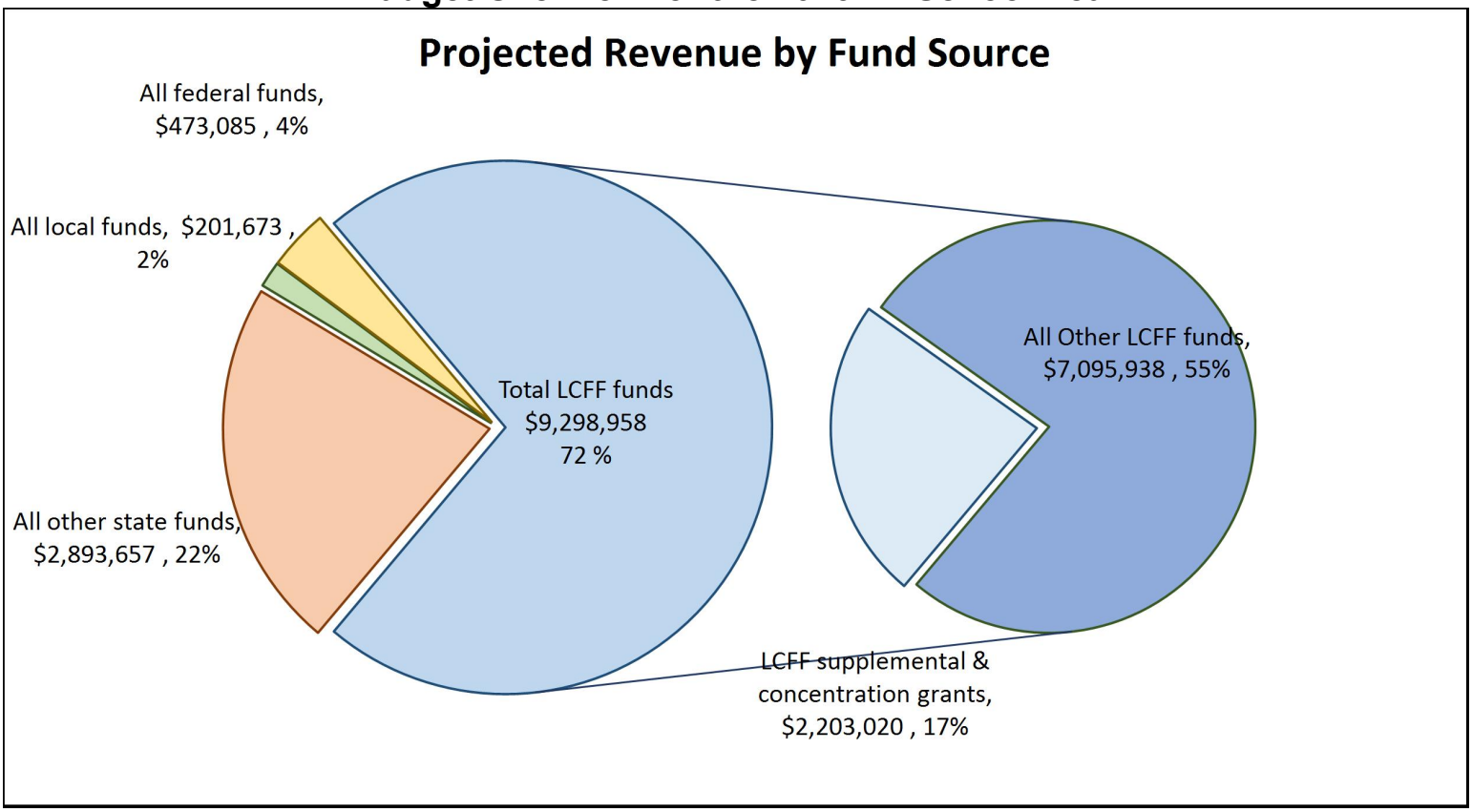
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy - Santa Ana
CDS Code: 30-76893-0130765
School Year: 2026-27
LEA contact information:
Steven Keskinturk
Principal
skeskinturk@magnoliapublicschools.org
(714) 479-0115

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

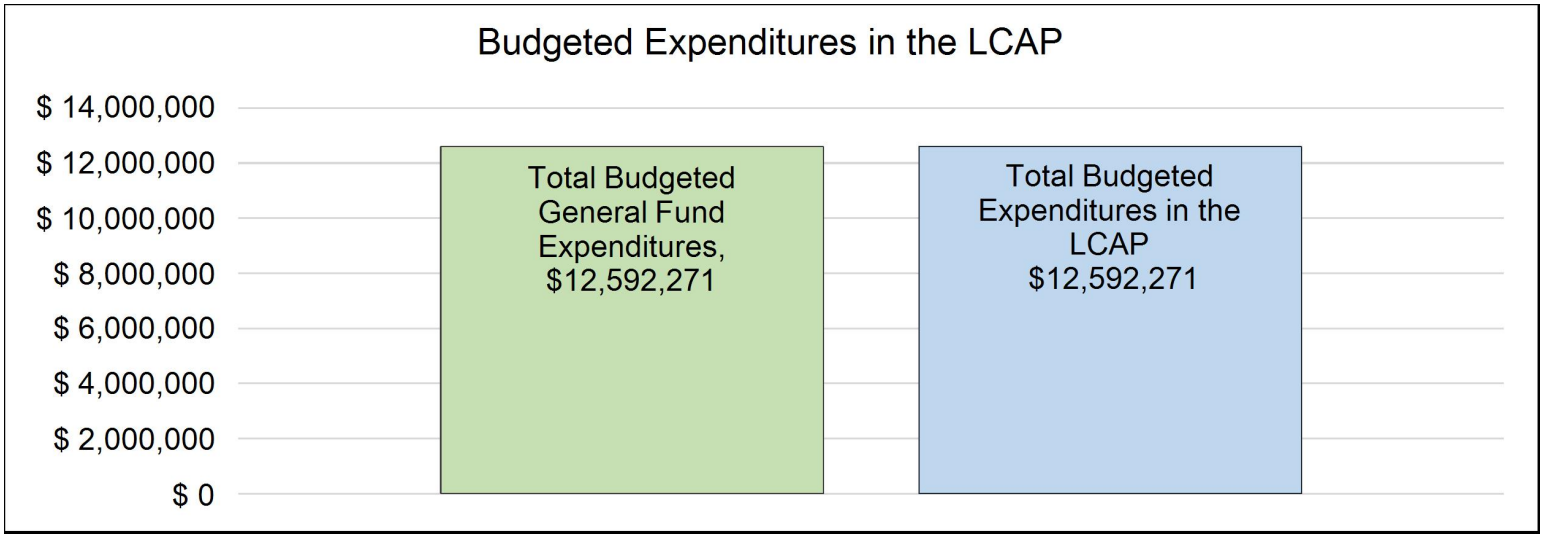


This chart shows the total general purpose revenue Magnolia Science Academy - Santa Ana expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy - Santa Ana is $12,867,373, of which $9,298,958 is Local Control Funding Formula (LCFF), $2,893,657 is other state funds, $201,673 is local funds, and $473,085 is federal funds. Of the $9,298,958 in LCFF Funds, $2,203,020 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy - Santa Ana plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy - Santa Ana plans to spend $12,592,271 for the 2026-27 school year. Of that amount, $12,592,271 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

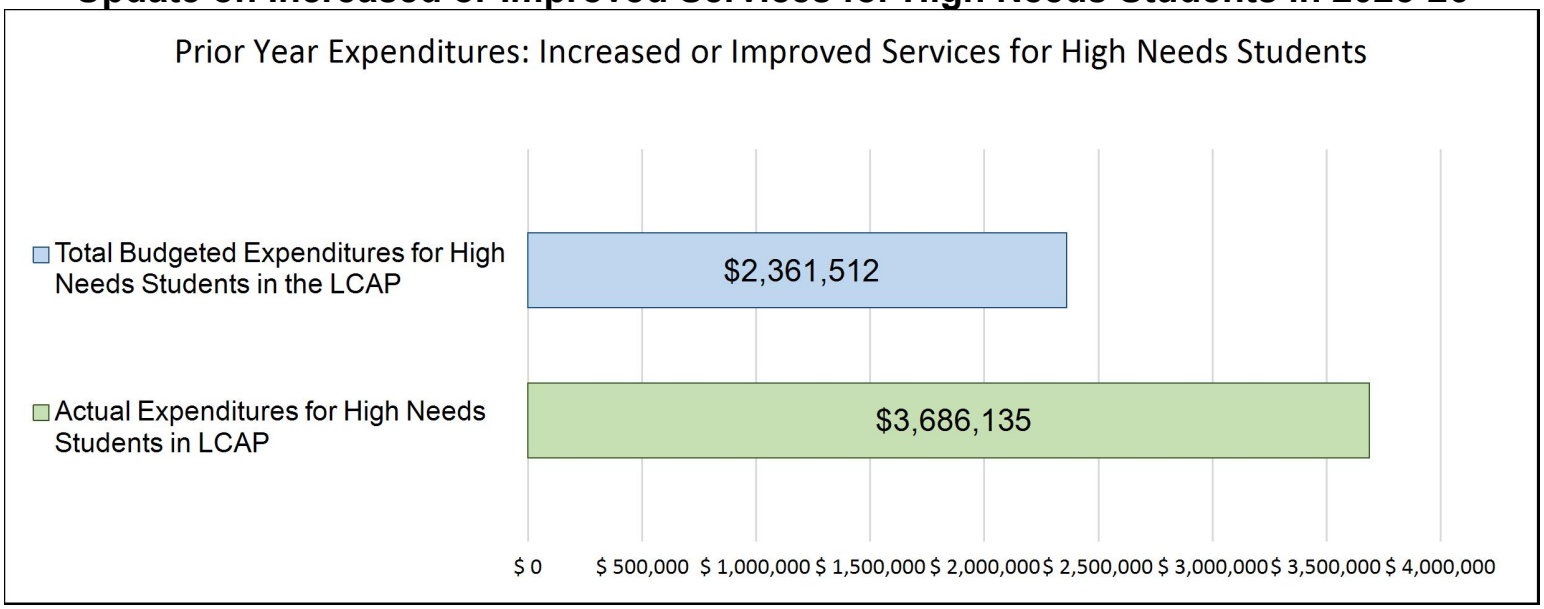
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Magnolia Science Academy - Santa Ana is projecting it will receive $2,203,020 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy - Santa Ana must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy - Santa Ana plans to spend $2,247,309 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Magnolia Science Academy - Santa Ana budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy - Santa Ana estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy - Santa Ana's LCAP budgeted $2,361,512 for planned actions to increase or improve services for high needs students. Magnolia Science Academy - Santa Ana actually spent $$3,686,135 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy - Santa Ana	Steven Keskinturk Principal	skeskinturk@magnoliapublicschools.org (714) 479-0115

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS)
The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS) is a 501(c)(3) non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. MPS' vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of our society. MPS' educational approach is based on the conviction that science, technology, engineering, and math (STEM) education is essential in improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. MPS operates 10 charter school sites throughout California with an increasing trend of academic success, organizational, and financial stability.

Magnolia Science Academy Santa Ana (MSA-SA)
Magnolia Science Academy-Santa Ana (MSA-SA) is the home of the PIRATES! MSA-SA is authorized and monitored by the State Board of Education. MSA-SA is a public charter school for grades TK–12 with a mission to provide a college preparatory educational program emphasizing STEAM education in a safe environment that cultivates respect for self and others. MSA-SA offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong core knowledge presented in ways that are relevant and inspiring for our students. Tutoring, morning intervention, after-school program, Saturday Academy, and school-to-university partnerships (e.g. dual enrollment partnerships with local community colleges) supplement classroom instruction at MSA-SA. MSA-SA creates a supportive and caring environment with small class sizes and strong student-parent-teacher communication, and improves students' knowledge and skills in core subjects, thereby increasing their 21st century skills as well as their

chances of success in higher education and beyond. MSA SA provides students with a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society, and therefore, fulfill the intent of the California Charter Schools Act.

In the 2024-25 academic year, Magnolia Science Academy-Santa Ana continued its eighth school year in our campus at 2840 West 1st Street, Santa Ana. The new facility was funded by the State of California Prop 1D funding. The new building has 34 classrooms with state of the art science and computer labs, library and learning centers. Phase II construction is completed and includes a gym, playgrounds and an outside cafeteria to serve several functions. MSA-SA has adopted McGraw-Hill digital and in print curriculum across all four core subjects (Math, History, Science, and English). We have a 1:1 technology to student ratio and all classrooms with state of the art technology.

In March 2019, The State Board of Education(SBE) renewed Magnolia Science Academy-Santa Ana for 5 years.

Magnolia Science Academy Santa Ana
Address: 2840 W 1st. Santa Ana, CA, 92307
Phone: 714-479-0115
Email: skeskinturk@magnoliapublicschools.org

Our Mission
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

During the 2025–26 school year, MSA Santa Ana demonstrated continued academic growth across multiple state and local indicators. One of the most significant accomplishments was the improvement in CAASPP performance in both English Language Arts and Mathematics. ELA proficiency increased from 47.53% to 49.82% of students meeting or exceeding standards, while Math proficiency increased from 39.78% to 42.11%. These gains were evident across several student groups, including English Learners, Hispanic students, and Socioeconomically Disadvantaged students. English Learners showed particularly strong improvement, increasing from 9.09% to 15.19% proficiency in ELA and from 16.89% to 22.22% proficiency in Math.

Distance from Standard (DFS) data also reflected meaningful progress. In ELA, the school improved from 8.3 points below standard to 3.1 points below standard, moving significantly closer to grade-level performance. Similar gains were observed in Mathematics, where DFS improved from 36.5 points below standard to 26.0 points below standard. Subgroup performance improved across nearly every category, including English Learners, Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students, indicating that intervention systems and targeted instructional supports are helping close achievement gaps.

Local assessment data further confirmed the effectiveness of instructional programs. MAP Reading growth increased from 58.1% to 66.7% of students meeting growth targets, while MAP Math growth increased from 63.8% to 70.2%. Students continued to demonstrate growth above national norms, with MAP Conditional Growth Percentiles remaining above the 80th percentile in both ELA and Mathematics. These results suggest that small-group instruction, intervention programs, and data-driven instructional planning are positively impacting student learning outcomes.

MSA Santa Ana also maintained 100% access to programs and services for all student groups, ensuring that students continued to receive equitable access to instructional, intervention, and support services. This reflects the school's commitment to meeting the academic and social-emotional needs of all learners.

CHALLENGES
Despite these positive outcomes, several areas require continued attention and improvement.

English Learner outcomes remain an area of focus. While English Learners demonstrated substantial academic growth in both ELA and Mathematics, the percentage of English Learners making progress toward English proficiency increased from 34% to 43.3%. This improvement reflects positive momentum; however, continued emphasis on strengthening both Designated and Integrated ELD instruction, enhancing progress monitoring, and providing targeted language-development supports will be important to sustain and accelerate this growth.

Reclassification rates also remain below desired levels. Although the percentage of English Learners reclassified as Fluent English Proficient increased slightly from 13.9% to 15.3%, additional efforts are needed to identify and support students who are approaching reclassification criteria. Continued emphasis on ELPAC preparation, language development, and parent engagement will be important to accelerating reclassification outcomes.

Implementation of instructional monitoring systems was another challenge during the year. Completion of classroom observations declined from 66% to 40%, limiting opportunities for instructional feedback, coaching, and continuous improvement. Strengthening observation systems and coaching cycles will be a priority moving forward to ensure consistent implementation of high-quality instructional practices.

While student growth remained strong overall, Conditional Growth Index (CGI) scores declined slightly from the previous year in both Reading and Mathematics. Although students continued to perform well above national growth expectations, maintaining the exceptionally high growth levels achieved in prior years will require continued focus on differentiated instruction and targeted intervention.

Overall, the review of Dashboard and local data demonstrates that MSA Santa Ana is making meaningful progress toward improving student achievement and closing achievement gaps. Continued focus on English Learner outcomes, instructional monitoring, and targeted intervention supports will help sustain academic growth and advance equitable outcomes for all students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	We invited our parents to the Data Walks, where they engaged in numerous, robust conversations about the LCAP. We also discussed, on a quarterly basis, our ELAC and school site-related items that relate to the LCAP. Every Friday during our Coffee with the Principals, our parents continue to collaborate in rich conversations around our LCAP.
Students	We invited our students to the Data Walks, where they engaged in numerous, robust conversations about the LCAP with parents and teachers. Our students are also part of the Community Advisory Committee, and they were also part of the LCAP goal conversations - the students know that every goal we have impacts their success.
Teachers	Teachers are involved in all aspects of our LCAP because we meet weekly during staff meetings. On a monthly basis, our teachers meet in grade-level and department meetings to deep-dive into the LCAP goals. The teachers are also part of the Data Walks and were very involved in that whole process.
School administrators	The school site administration team collaborates on a daily basis to ensure that all decisions are based on and aligned with our LCAP goals.
Other school personnel	We invite and ensure all educational partners, including our front office staff, custodial staff, and support, also have voice during our Data Walks as well as the CAC committee. They are also involved in our weekly staff meetings.

Educational Partner(s)	Process for Engagement
SELPA	We ensure that our SPED team has a voice and collaborates on our LCAP goals. We also inform our El Dorado SELPA with our decision making, as we are inclusive to all.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Annually, our LCAP is directly influenced by the feedback of our educational partners. This is done through our weekly Coffee With the Principal, in addition to our Data Walks, CAC, ELAC, and any town hall meetings that may arise based upon the direct feedback by all educational partners. At the end of every year, our educational partners participate in our Panorama survey, and it is the results of this survey that will directly drive and influence change, next steps, and directly impact our LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 90.6%	2022-23: 88.8%	2023-24: 91.9%	2024-25: > 85%	+1.3 percentage points
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25):	2025-26 (As of 5/22/26):	2026-27: 0%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0	2025-26 (As of 5/22/26): 0	2026-27: 0	0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 75%	2024-25: (Fall 2023 to Fall 2024) 79%	2025-26 (Fall 2024 to Fall 2025): 91%	2026-27: (Fall 2025 to Fall 2026) >= 80%	+16 percentage points
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 95.0%	2024-25: (As of 5/31/25) 95.3%	2025-26 (As of 5/15/26): 95.6%	2026-27: >= 95.0%	+0.6 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of Goal 1 during the 2025–26 school year was largely successful, with most planned metrics executed as intended and resulting in measurable progress toward maintaining a high-quality learning environment. However, one area—teacher retention—presented a notable challenge that marked a substantive difference between the plan and its implementation.

Planned Metrics Implemented Successfully
Several planned metrics were implemented with high fidelity:

Assignment Monitoring (Metric 1.1): The percentage of teaching assignments with a “Clear” monitoring outcome was high in 2025–26, reflecting strong compliance with assignment standards and improved staffing practices compared to prior years. This shows that the majority of teaching assignments were appropriately staffed and credentialed.

Instructional Materials (Metric 1.2): All students had access to their standards-aligned instructional materials for use at school and home, resulting in a 0% deficiency rate as of June 5, 2026. This fully met the expected target and maintained regulatory compliance.

Facilities Maintenance (Metric 1.3): The school reported 0 instances as of June 5, 2026, where facilities failed to meet the “good repair” standard, indicating effective preventative maintenance and timely responses to facility issues.

Teacher Attendance (Metric 1.5): Teachers maintained a strong attendance rate of 95.6% as of May 31, 2026, meeting the 95% target and supporting consistency in classroom instruction.

These successes reflect the school’s effective operational systems and its consistent commitment to ensuring a safe, well-resourced, and instructionally sound learning environment.

Substantive Difference in Implementation – Teacher Retention
A key success was seen in Metric 1.4, where the teacher retention rate for Fall 2025 to Fall 2026 increased from 79% to 91%, exceeding the 80% target and reflecting improved staff engagement and stronger long-term commitment; continued focus on sustaining supportive structures, recognition systems, professional growth opportunities, and clear communication will be important to maintain this positive trend.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $40,858.00
Actual: $52,072.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 2
Budgeted: $855,764.57
Actual: $909,232.57
Explanation: The material difference was due to the number of teachers who continued their education practices.

Goal 1 Action 3
Budgeted: $581,984.38
Actual: $752,768.30
Explanation: The expenses in this action increased due to the increase in enrollment numbers.

Goal 1 Action 4
Budgeted: $54,756.20
Actual: $58,120.92

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 5
Budgeted: $1,464,737.00
Actual: $1,496,653.85
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the implementation of Goal 1 metrics during the 2025–26 school year was largely effective, with four out of five metrics meeting or exceeding their respective targets. These results demonstrate the school's strong operational systems and its commitment to maintaining a high-quality learning environment. However, one area—teacher retention—did not fully achieve the expected outcome and presents an area for targeted improvement moving forward.

Ineffective or Partially Effective Metric
Metric 1.4 – Teacher Retention
The teacher retention rate for Fall 2025 to Fall 2026 increased significantly from 79% to 91%, exceeding the 80% target and indicating strong improvements in staff engagement and long-term commitment. This positive trend suggests that existing efforts to strengthen workplace support, professional growth pathways, and recognition systems are having a meaningful impact. Continued emphasis on mentorship, celebrating staff contributions, and maintaining clear and consistent internal communication will help sustain and further build on these gains in retention outcomes.

Effective Metrics
Metric 1.1 – Appropriately Assigned Teachers
91.9% of teaching assignments received a "Clear" outcome in assignment monitoring, indicating that most teachers were appropriately credentialed and placed. This reflects strong HR oversight and improvement over prior years in ensuring compliance with credentialing requirements and clarity of assignments.

Metric 1.2 – Access to Instructional Materials
0% of students lacked access to standards-aligned instructional materials for both school and home use, fully meeting the goal. This outcome reflects efficient materials management and consistent attention to curricular equity and compliance with state requirements.

Metric 1.3 – Facilities in Good Repair
The school reported 0 instances of facilities failing to meet the "good repair" standard. This demonstrates highly effective facilities management, timely maintenance procedures, and full compliance with state expectations for school environments.

Metric 1.5 – Teacher Attendance

The teacher attendance rate reached 95.6% as of May 31, 2026, meeting the 95% goal. This indicates reliable daily presence, strong staff commitment, and a stable instructional environment that supports student learning continuity.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following a review of 2025-26 Year 1 outcomes and implementation practices, several targeted adjustments have been made to improve the effectiveness of Goal 1 in maintaining a high-quality learning environment for all students.

Changes to Implementation Supports – Teacher Retention (Metric 1.4)
The teacher retention rate at the 80% goal, highlighted the need to strengthen efforts to retain effective educators. In response, the school will:
Expand teacher recognition and appreciation programs to promote morale and retention.
Improve onboarding and mentorship systems for new and early-career teachers.
Develop leadership development opportunities for interested staff to promote internal growth and long-term investment.

Based on the strong improvement in teacher retention from 79% to 91%, no major changes were made to the planned goal or target outcome for the coming year, as the current 80% benchmark has been exceeded; however, refinements will be made to strengthen and sustain this progress by expanding mentorship and onboarding supports, enhancing staff recognition systems, and improving opportunities for professional growth and leadership development to ensure continued stability and long-term staff retention.

Metrics and Monitoring Enhancements
All existing metrics for Goal 1 will remain unchanged to support consistent year-over-year comparison. The school will continue its mid-year metric check-ins to monitor progress in real time and make mid-course corrections where needed—particularly for areas like credential monitoring and teacher support.

Sustained and Expanded Effective Practices
The following metrics met or exceeded their targets and will continue with the same benchmarks:

Assignment Monitoring (Metric 1.1): With 91.9% of teaching assignments evaluated as “Clear,” the school will maintain existing credential review processes while introducing minor improvements to pre-semester assignment audits for continued alignment.

Instructional Materials (Metric 1.2): With 0% of students lacking access to standards-aligned materials, current procurement, distribution, and digital access practices will continue with no changes needed.

Facilities Maintenance (Metric 1.3): Reporting 0 instances of facilities not meeting the “good repair” standard confirms that routine inspections and maintenance tracking are effective. These practices will be sustained and documented quarterly.

Teacher Attendance (Metric 1.5): The teacher attendance rate of 95.6% met the goal. Existing wellness supports, attendance monitoring systems, and accountability structures will remain in place.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	$47,072.00	No
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review	$1,061,982.57	No

Action #	Title	Description	Total Funds	Contributing
		budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A		
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.	$801,407.24	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A		
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	$64,191.92	Yes
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and	$1,819,287.54	No

Action #	Title	Description	Total Funds	Contributing
		accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal funds: -Clerical & Tech: Federal CSP; Amount: $25,431.21 -STRS: Federal CSP; Amount: $4,859.04 -OASDI/Medicare: Federal CSP; Amount: $368.88 -Health & Welfare Benefits: Federal CSP; Amount: $4,652.63 -Unemployment Insurance: Federal CSP; Amount: $127.20		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: 100%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 70%	2024-25: (As of 5/29/25) 66%	2025-26 (As of 6/10/26): 40%	2026-27: >= 85%	-30 percentage points
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 86%	2024-25: (First semester) 84%	2025-26 (First semester): 80%	2026-27: (First semester) >= 80%	-6 percentage points
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 43.68% -English Learners: 4.84% -Socioeconomically Disadvantaged: 39.66% -Students with Disabilities: 24.45% -Asian: * -Hispanic: 41.42%	2023-24: -All Students: 47.53% -English Learners: 9.09% -Socioeconomically Disadvantaged: 44.50%	2024-25: -All Students: 49.82% -English Learners: 15.19% -Socioeconomically Disadvantaged: 45.96%	2025-26: -All Students: >= 46.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 42.00% -Students with	-All Students: +6.14 percentage points -English Learners: +10.35 percentage points -Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: 57.9%	-Students with Disabilities: 18.36% -Hispanic: 43.31% -White: 71.43%	-Students with Disabilities: 20.83% -Hispanic: 44.86% -White: 85.00%	Disabilities: >= 25.00% -Hispanic: >= 44.00% -White: >= 55.00%	+6.30 percentage points -Students with Disabilities: -3.62 percentage points -Hispanic: +3.44 percentage points -White: +27.10 percentage points
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 14.6 points below standard -English Learners: 56.2 points below standard -Socioeconomically Disadvantaged: 23.4 points below standard -Students with Disabilities: 75.7 points below standard -Asian: * -Hispanic: 21.2 points below standard -White: 71.9 points above standard	2023-24: (2024 Dashboard) -All Students: 8.3 points below standard -English Learners: 42.8 points below standard -Socioeconomically Disadvantaged: 15.5 points below standard -Students with Disabilities: 77.9 points below standard -Hispanic: 18.9 points below standard -White: 61.9 points above standard	2024-25: (2025 Dashboard) -All Students: 3.1 points below standard -English Learners: 40.1 points below standard -Socioeconomically Disadvantaged: 10.4 points below standard -Students with Disabilities: 71.2 points below standard -Hispanic: 14.4 points below standard -White: 75.2 points above standard	2025-26: (2026 Dashboard) -All Students: 5.0 points below standard -English Learners: 47.0 points below standard -Socioeconomically Disadvantaged: 14.0 points below standard -Students with Disabilities: 66.0 points below standard -Hispanic: 12.0 points below standard -White: 72.0 points above standard	-All Students: +11.5 points -English Learners: +16.1 points -Socioeconomically Disadvantaged: +13.0 points -Students with Disabilities: +9.7 points -Hispanic: +9.2 points -White: +3.3 points
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment	2023-24: (Fall to Spring) -All Students: 57.4% -English Learners: 63.2%	2024-25: (Fall to Spring) -All Students: 58.1% -English Learners: 57.6%	2025-26 (Fall to Spring): -All Students: 66.7% -English Learners: 66.3%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50%	-All Students: +9.3 percentage points -English Learners: +3.1 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	from fall to spring (Source: NWEA MAP)	-Socioeconomically Disadvantaged: 56.6% -Students with Disabilities: 52.9% -Hispanic: 56.3% -White: 62.8%	-Socioeconomically Disadvantaged: 54.9% -Students with Disabilities: 47.5% -Hispanic: 55.9% -White: 72.5%	-Socioeconomically Disadvantaged: 64.7% -Students with Disabilities: 64.4% -Hispanic: 64.9% -White: 66.7%	-Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%	-Socioeconomically Disadvantaged: +8.1 percentage points -Students with Disabilities: +11.5 percentage points -Hispanic: +8.6 percentage points -White: +3.9 percentage points
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 0.89 (CGP: 81st percentile) -English Learners: CGI: 1.84 (CGP: 97th percentile) -Socioeconomically Disadvantaged: CGI: 0.92 (CGP: 82nd percentile) -Students with Disabilities: CGI: 0.44 (CGP: 67th percentile) -Hispanic: CGI: 0.78 (CGP: 78th percentile) -White: CGI: 1.91 (CGP: 97th percentile)	2024-25: (Fall to Spring) -All Students: CGI: 0.96 (CGP: 83rd percentile) -English Learners: CGI: 2.42 (CGP: 99th percentile) -Socioeconomically Disadvantaged: CGI: 1.05 (CGP: 85th percentile) -Students with Disabilities: CGI: 0.40 (CGP: 66th percentile) -Hispanic: CGI: 0.85 (CGP: 80th percentile) -White: CGI: 2.30 (CGP: 99th percentile)	2025-26 (Fall to Spring): -All Students: CGI: 0.94 (CGP: 83rd percentile) -English Learners: CGI: 0.87 (CGP: 81st percentile) -Socioeconomically Disadvantaged: CGI: 0.67 (CGP: 75th percentile) -Students with Disabilities: CGI: 0.56 (CGP: 71st percentile) -Hispanic: CGI: 0.72 (CGP: 76th percentile) -White: CGI: 1.24 (CGP: 89th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)	-All Students: +0.05 CGI (+2 percentile points) -English Learners: -0.97 CGI (-16 percentile points) -Socioeconomically Disadvantaged: -0.25 CGI (-7 percentile points) -Students with Disabilities: +0.12 CGI (+4 percentile points) -Hispanic: -0.06 CGI (-2 percentile points) -White: -0.67 CGI (-8 percentile points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 34.77% -English Learners: 7.94% -Socioeconomically Disadvantaged: 30.77% -Students with Disabilities: 19.56% -Asian: * -Hispanic: 31.12% -White: 52.64%	2023-24: -All Students: 39.78% -English Learners: 16.89% -Socioeconomically Disadvantaged: 34.07% -Students with Disabilities: 18.37% -Hispanic: 33.63% -White: 72.41%	2024-25: -All Students: 42.11% -English Learners: 22.22% -Socioeconomically Disadvantaged: 38.82% -Students with Disabilities: 18.75% -Hispanic: 36.73% -White: 80.00%	2025-26: -All Students: >= 37.00% -English Learners: >= 10.00% -Socioeconomically Disadvantaged: >= 34.00% -Students with Disabilities: >= 20.00% -Hispanic: >= 35.00% -White: >= 50.00%	-All Students: +7.34 percentage points -English Learners: +14.28 percentage points -Socioeconomically Disadvantaged: +8.05 percentage points -Students with Disabilities: -0.81 percentage points -Hispanic: +5.61 percentage points -White: +27.36 percentage points
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 39.9 points below standard -English Learners: 74.7 points below standard -Socioeconomically Disadvantaged: 48.9 points below standard -Students with Disabilities: 88.3 points below standard -Asian: * -Hispanic: 50.0 points below standard -White: 45.4 points above standard	2023-24: (2024 Dashboard) -All Students: 36.5 points below standard -English Learners: 62.9 points below standard -Socioeconomically Disadvantaged: 49.4 points below standard -Students with Disabilities: 96.7 points below standard	2024-25: (2025 Dashboard) -All Students: 26.0 points below standard -English Learners: 56.9 points below standard -Socioeconomically Disadvantaged: 32.0 points below standard -Students with Disabilities: 84.1 points below standard	2025-26: (2026 Dashboard) -All Students: 30.0 points below standard -English Learners: 65.0 points below standard -Socioeconomically Disadvantaged: 39.0 points below standard -Students with Disabilities: 79.0 points below standard	-All Students: +13.9 points -English Learners: +17.8 points -Socioeconomically Disadvantaged: +16.9 points -Students with Disabilities: +9.3 points -Hispanic: +14.0 points -White: -1.4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Hispanic: 50.9 points below standard -White: 33.7 points above standard	-Hispanic: 37.6 points below standard -White: 43.4 points above standard	-Hispanic: 36.0 points below standard -White: 46.0 points above standard	
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 61.7% -English Learners: 47.8% -Socioeconomically Disadvantaged: 60.6% -Students with Disabilities: 52.2% -Hispanic: 60.1% -White: 72.1%	2024-25: (Fall to Spring) -All Students: 63.8% -English Learners: 57.6% -Socioeconomically Disadvantaged: 64.6% -Students with Disabilities: 55.6% -Hispanic: 62.1% -White: 70.0%	2025-26 (Fall to Spring): -All Students: 70.2% -English Learners: 64.5% -Socioeconomically Disadvantaged: 66.0% -Students with Disabilities: 56.6% -Hispanic: 68.0% -White: 79.7%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%	-All Students: +8.5 percentage points -English Learners: +16.7 percentage points -Socioeconomically Disadvantaged: +5.4 percentage points -Students with Disabilities: +4.4 percentage points -Hispanic: +7.9 percentage points -White: +7.6 percentage points
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 0.93 (CGP: 82nd percentile) -English Learners: CGI: 0.37 (CGP: 64th percentile) -Socioeconomically Disadvantaged: CGI: 0.93 (CGP: 82nd percentile) -Students with Disabilities: CGI: 0.19 (CGP: 58th percentile)	2024-25: (Fall to Spring) -All Students: CGI: 1.56 (CGP: 94th percentile) -English Learners: CGI: 1.53 (CGP: 94th percentile) -Socioeconomically Disadvantaged: CGI: 1.78 (CGP: 96h percentile) -Students with Disabilities: CGI:	2025-26 (Fall to Spring): -All Students: CGI: 0.93 (CGP: 82nd percentile) -English Learners: CGI: 0.89 (CGP: 81st percentile) -Socioeconomically Disadvantaged: CGI: 0.75 (CGP: 77th percentile) -Students with Disabilities: CGI:	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI	-All Students: 0.00 CGI (0 percentile points) -English Learners: +0.52 CGI (+17 percentile points) -Socioeconomically Disadvantaged: -0.18 CGI (-5 percentile points) -Students with Disabilities: +0.42 CGI (+15 percentile points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Hispanic: CGI: 0.77 (CGP: 78th percentile) -White: CGI: 1.84 (CGP: 97th percentile)	1.79 (CGP: 96th percentile) -Hispanic: CGI: 1.64 (CGP: 95th percentile) -White: CGI: 1.13 (CGP: 87th percentile)	0.61 (CGP: 73rd percentile) -Hispanic: CGI: 0.82 (CGP: 79th percentile) -White: CGI: 1.10 (CGP: 86th percentile)	>= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)	-Hispanic: +0.05 CGI (+1 percentile point) -White: -0.74 CGI (-11 percentile points)
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 73.3%	2023-24: (2024 Dashboard) 34.0%	2024-25 (2025 Dashboard): 43.4%	2025-26: (2026 Dashboard) >= 50.0%	-29.9 percentage points
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 22.6%	2023-24: (Internal) 10.2%	2024-25 (Internal): 13.9% 2025-26 (As of 6.10.26): 15.3%	2025-26: (CDE DataQuest) >= 10.0%	-7.3 percentage points
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 29.63% -English Learners: 4.17% -Socioeconomically Disadvantaged: 28.42% -Students with Disabilities: 12.5% -Hispanic: 26.59%	2023-24: -All Students: 34.72% -English Learners: 2.70% -Socioeconomically Disadvantaged: 30.00% -Students with Disabilities: 21.74%	2024-25: -All Students: 27.05% -English Learners: 0.00% -Socioeconomically Disadvantaged: 21.28% -Students with Disabilities: 5.00% -Hispanic: 21.50%	2025-26: -All Students: >= 31.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 30.00% -Students with Disabilities: >= 15.00%	-All Students: -2.58 percentage points -English Learners: -4.17 percentage points -Socioeconomically Disadvantaged: -7.14 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Hispanic: 30.39% -White: 76.92%	-White: 38.89%	-Hispanic: >= 29.00% -White: *	-Students with Disabilities: -7.50 percentage points -Hispanic: -5.09 percentage points -White: N/A

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–26 school year, MSA Santa Ana made meaningful progress in implementing the planned actions under Goal 2, which emphasizes equitable access to high-quality instruction and academic growth for all students. While most actions were successfully implemented, a few areas—such as classroom observations and reclassification of English learners—require targeted attention moving forward.

Successful Implementation Areas
A majority of indicators demonstrated strong implementation and student progress:

Access to Programs and Services (Metric 2.1): MSA Santa Ana maintained 100% access for students to all required programs and services, matching the previous year's level and affirming compliance with Local Indicator Priority 7.

Academic Performance and Proficiency:

ELA (Metric 2.4): 49.82% of students met or exceeded the CAASPP ELA standard, an increase from 47.53% in 2023–24. Gains were observed across subgroups, including English Learners (from 9.09% to 15.19%) and Hispanic students (from 43.31% to 44.86%).

Math (Metric 2.8): 42.11% of students met or exceeded the CAASPP Math standard, improving from 39.78% in the prior year. Notably, English Learners increased their performance from 16.89% to 22.22%, and Hispanic students improved from 33.63% to 36.73%.

Science (Metric 2.14): 27.05% of students met or exceeded standard on the CAASPP Science assessment, reflecting a decline from 34.72%, and indicating a need to strengthen instructional alignment to science standards and enhance academic language and inquiry-based science practices.

Growth Measures:

MAP Reading (Metric 2.6): All Students meeting growth targets increased from 58.1% to 66.7%. English Learners increased from 57.6% to 66.3%.Socioeconomically Disadvantaged students increased from 54.9% to 64.7%. Students with Disabilities increased from 47.5% to 64.4%. Hispanic students increased from 55.9% to 64.9%.

MAP Math (Metric 2.10): All Students meeting growth targets increased from 63.8% to 70.2%. English Learners increased from 57.6% to 64.5%. Socioeconomically Disadvantaged students increased from 64.6% to 66.0% Students with Disabilities increased from 55.6% to 56.6%. Hispanic students increased from 62.1% to 68.0%. White students increased from 70.0% to 79.7%.

Conditional Growth Index (CGI):

ELA (Metric 2.7): ELA growth remained strong nationally, although slightly lower than the previous year. All Students maintained a CGI of 0.94, representing growth at the 83rd national percentile. English Learners achieved a CGI of 0.87 (81st percentile).White students achieved a CGI of 1.24 (89th percentile).

Math (Metric 2.11): Math growth remained above national norms. All Students earned a CGI of 0.93 (82nd percentile). English Learners earned a CGI of 0.89 (81st percentile). White students earned a CGI of 1.10 (86th percentile)

Distance from Standard (DFS):

ELA (Metric 2.5): ELA DFS improved for all students and most subgroups, indicating students are moving closer to grade-level proficiency. All Students improved from 8.3 points below standard to 3.1 points below standard. English Learners improved from 42.8 points below standard to 40.1 points below standard

Math (Metric 2.9): Math DFS improved across all major student groups. All Students improved from 36.5 points below standard to 26.0 points below standard. English Learners improved from 62.9 points below standard to 56.9 points below standard.

These trends affirm that MSA Santa Ana’s instructional framework and academic interventions are yielding positive outcomes in both proficiency and growth for the general student population and key subgroups.

Areas Requiring Improvement
Despite these strong results, a few implementation gaps were identified:

Classroom Observations (Metric 2.2):Completion of formal and informal classroom observations decreased from 66% in 2024–25 to 40% in 2025–26. This indicates a need to strengthen systems for observation scheduling, coaching cycles, and documentation to ensure consistent instructional monitoring and feedback.

English Learner Progress Indicator (ELPI) Growth (Metric 2.12): The percentage of English Learners making progress toward English proficiency increased from 34% to 43.4%. This improvement reflects positive momentum; however, continued emphasis on strengthening

both Designated and Integrated ELD instruction, enhancing progress monitoring, and providing targeted language-development supports will be important to sustain and accelerate this growth

Reclassification Rate (Metric 2.13): The percentage of English Learners reclassified as Fluent English Proficient increased slightly from 13.9% to 15.3%, but remains below the level needed to accelerate long-term EL success. Continued efforts to identify eligible students earlier and provide targeted support toward meeting reclassification criteria are needed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $3,175,181.93
Actual: $3,631,446.60
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 2
Budgeted: $42,017.06
Actual: $33,381.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 3
Budgeted: $640,991.32
Actual: $660,477.44
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 4
Budgeted: $0.00
Actual: $0.00
Explanation:

Goal 2 Action 5
Budgeted: $1,025,553.86
Actual: $1,065,807.65
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the implementation of Goal 2 metrics in 2025–26 demonstrated strong progress in academic achievement and student growth, while also highlighting key areas that require targeted improvement—particularly in instructional monitoring and English Learner progress.

Effective Metrics
Metric 2.1 – Access to Programs and Services
MSA Santa Ana maintained 100% access to required academic programs and services, fully meeting the goal and confirming strong compliance with Local Indicator Priority 7. This reflects a well-coordinated infrastructure ensuring equitable educational opportunities for all students.

Metric 2.4 – CAASPP ELA Proficiency
49.82% of students met or exceeded standards, surpassing the prior year's 47.53% performance. Subgroup gains among English Learners and Hispanic students indicate the impact of targeted ELA supports.

Metric 2.5 – ELA Distance from Standard (DFS)
DFS improved from 8.3 points below standard to 3.1 points below, demonstrating academic recovery and increasing proficiency across core groups.

Metric 2.6 – MAP Reading Growth
66.7% of students met or exceeded reading growth targets, surpassing the 50% benchmark and validating the effectiveness of differentiated literacy instruction and progress monitoring.

Metric 2.7 – MAP ELA Conditional Growth Index (CGI)
The school recorded a CGI of 0.94, slight decrease from 0.96 and indicating sustained strong growth, particularly among English Learners (CGI 0.87) and White students (CGI 1.24).

Metric 2.8 – CAASPP Math Proficiency
42.11% of students met or exceeded standards, up from 39.78%. The growth of English Learners and Hispanic students reflects well-targeted math supports.

Metric 2.9 – Math Distance from Standard (DFS)
DFS improved from 36.6 to 26.0 points below standard, indicating continued closing of learning gaps in mathematics.

Metric 2.10 – MAP Math Growth
70.2% of students met their growth targets, exceeding the benchmark of 50% and affirming the effectiveness of math intervention and instruction systems.

Metric 2.11 – MAP Math CGI

A CGI of 0.93 was achieved, representing strong national growth, particularly for Students with Disabilities (0.61) and Socioeconomically Disadvantaged students (0.75).

Metric 2.14 – CAASPP Science Proficiency
27.05% of students met or exceeded standard, down from 34%, indicating need for improvement instruction and assessment alignment in science education.

Ineffective or Partially Effective Metrics
Metric 2.2 – Classroom Observations
Completion of formal and informal classroom observations decreased from 66% in 2024–25 to 40% in 2025–26. This indicates a need to strengthen systems for observation scheduling, coaching cycles, and documentation to ensure consistent instructional monitoring and feedback

Metric 2.12 – English Learner Progress (ELPI)
Implementation of actions to support English Learner progress has shown emerging effectiveness in moving toward the intended goal. The increase in the percentage of English Learners making progress toward English proficiency from 34% to 43.4% indicates that current instructional and support strategies are beginning to have a positive impact. In particular, strengthened focus on Designated and Integrated ELD instruction, along with improved instructional routines that incorporate academic language development, appears to be contributing to this upward trend

Metric 2.13 – Reclassification Rate
The percentage of English Learners reclassified as Fluent English Proficient increased slightly from 13.9% to 15.3%, but remains below the level needed to accelerate long-term EL success. Continued efforts to identify eligible students earlier and provide targeted support toward meeting reclassification criteria are needed.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of reflective analysis of the 2025–26 implementation outcomes, targeted changes have been made to Goal 2: Academic Growth and Instructional Access to strengthen areas of underperformance and expand on existing academic gains.

Refinements to Metrics and Supports
Classroom Observations (Metric 2.2)
Completion of formal and informal classroom observations declined from 66% in 2024–25 to 40% in 2025–26, indicating a need for stronger systems to support instructional monitoring and coaching. To improve implementation during the 2026–27 school year:
Observation schedules will be embedded into leadership calendars and monitored monthly.
Administrative walkthroughs and coaching cycles will be streamlined to ensure timely feedback and follow-up support.

Instructional leadership team members will participate in targeted walkthroughs to increase the frequency of classroom feedback. Observation documentation and progress monitoring systems will be reviewed regularly to ensure accountability.

The target for observation completion will remain unchanged, with additional structures and supports implemented to improve completion rates.

Exploration of peer walkthroughs and informal observation models will be piloted to increase instructional feedback frequency.
The 85% target for observation completion will remain unchanged, with added structural and administrative supports.

English Learner Progress (Metric 2.12)
The percentage of English Learners making progress toward English proficiency increased from 34% to 43.4%. While performance demonstrates notable improvement, continued refinement of language development supports and progress monitoring is still needed. In response, 2026–27 implementation will include:
Strengthening Designated ELD instruction through common pacing, lesson planning support, and instructional walkthroughs.
Expanding professional development on Integrated ELD strategies across all content areas.
Implementing trimester EL progress reviews to identify students requiring additional interventions.
Increasing collaboration between ELD teachers, intervention staff, and content-area teachers to support language development goals.
Expanding family outreach efforts focused on English Learner achievement and language acquisition.

Reclassification Rate (Metric 2.13)
Although the reclassification rate increased slightly from 13.9% to 15.3%, the rate remains below desired levels and indicates that additional supports are needed to help eligible students meet reclassification criteria. To address this need:
Reclassification monitoring meetings will be conducted each trimester to identify students nearing eligibility.
ELPAC preparation and language support opportunities will be expanded for long-term English Learners and students approaching proficiency.
Parent communication regarding reclassification requirements and progress will be strengthened.
Intervention supports will be aligned to address specific language skill gaps identified through ELPAC and local assessment data.

Metrics Maintained or Expanded
Several metrics showed strong or improved performance and will be maintained with minor enhancements:

Access to Programs and Services (Metric 2.1): MSA Santa Ana maintained 100% access to required programs and services. No changes to this metric are planned. Continued collaboration among Special Education, English Learner, intervention, and student support teams will ensure equitable access for all students.

Academic Performance (Metrics 2.4, 2.8, 2.14): Schoolwide proficiency increased in both ELA and Mathematics, with notable gains among English Learners, Hispanic students, and Socioeconomically Disadvantaged students. To build on these results: Tiered academic intervention systems will continue. Data-driven instructional planning will be strengthened through PLC collaboration. Expanded opportunities for advanced coursework and enrichment will be provided to support academic growth for all students.

MAP Growth and Conditional Growth Index (Metrics 2.6, 2.7, 2.10, 2.11): MAP Reading and Math growth targets increased substantially, with students continuing to demonstrate growth above national norms. To sustain these outcomes: Small-group instruction and targeted intervention programs will continue. MAP data cycles will be utilized to identify student needs and monitor intervention effectiveness. Professional development will focus on differentiation and standards-based instruction.

Distance from Standard (Metrics 2.5, 2.9): Significant improvements in ELA and Math Distance from Standard measures indicate that students are moving closer to grade-level proficiency. Continued implementation of intervention programs, data analysis cycles, and targeted supports for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students will remain a priority.

Summary
Reflections from the 2025–26 implementation of Goal 2 confirmed the effectiveness of the school's academic programs, intervention systems, and instructional practices, as evidenced by gains in ELA and Mathematics achievement, MAP growth, and Distance from Standard measures. Areas identified for improvement include classroom observation completion, English Learner progress, and reclassification outcomes. Changes for 2026–27 focus on strengthening instructional monitoring systems, enhancing language development supports, and increasing opportunities for English Learners to successfully meet reclassification criteria while continuing to expand successful academic practices across all grade levels and student groups.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.	$3,921,904.01	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -Professional Development: Title II; Amount: $10,000.00 -Prof Dev-Other: Title II; Amount: $10,000.00	$33,381.00	Yes
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other	$662,235.37	Yes

Action #	Title	Description	Total Funds	Contributing
		state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Infinite Campus fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Spelling City, Seesaw, and MyON.) The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $43,912.38 -Teacher Salaries: Title I; Amount: $110,132.00 -STRS: Title I; Amount: $21,038.57 -OASDI/Medicare: Title I; Amount: $1,597.17 -Health & Welfare Benefits: Title I; Amount: $17,431.43 -Unemployment Insurance: Title I; Amount: $550.75 -Educational Software: Title IV, Part A ESEA (ESSA); Amount: $3,353.84		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits. The following expenditures will be funded by federal Title funds: N/A		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in	$1,167,407.82	No

Action #	Title	Description	Total Funds	Contributing
		collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 10%	2024-25: (As of 6/5/25) 18%	2025-26 (As of 5/22/26): 9%	2026-27: >= 10%	-1 percentage point

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 97%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 90%	+3 percentage points
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 94%	2024-25: (As of 6/5/25) 87%	2025-26 (As of 5/22/26): 99%	2026-27: >= 80%	+5 percentage points
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 72.4%	2023-24 (2024 Dashboard): 77.1%	2024-25 (2025 Dashboard): 81.6% 2025-26 (As of 5/22/26): 81.6%	2025-26: (2026 Dashboard) >= 55.0%	+9.2 percentage points
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 61.11%	2023-24: 78.95%	2024-25: 68.63% 2025-26 (As of 5/22/26): 23.33%	2025-26: >= 55.00%	+7.52 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 33.33%	2023-24: 50.00%	2024-25: 43.14% 2025-26 (As of 5/22/26): 38.74%	2025-26: >= 35.00%	+9.81 percentage points
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 56.0%	2023-24: 66.3%	2024-25: 80.3%	2025-26: >= 55.0%	+24.3 percentage points
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 27.6%	2023-24: 47.2%	2024-25: 58.3%	2025-26: >= 55.0%	+30.7 percentage points
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 27.6%	2023-24 (2024 Dashboard): 54.3%	2024-25 (2005 Dashboard): 83.9% 2025-26 (As of 5/22/26): 73.5%	2025-26: (2026 Dashboard) >= 35.0%	+56.3 percentage points
3.10	Percentage of cohort graduates who have successfully completed	2022-23 (CDE DataQuest): 100.0%	2023-24 (2024 Dashboard): 82.9%	2024-25 (2025 Dashboard): 0.0%	2025-26: (2026 Dashboard) >= 90.0%	-14.3 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 85.7%		
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2023-24 (2024 Dashboard): 0.0%	2024-25 (2005 Dashboard): 6.5% 2025-26 (As of 5/22/26): 0%	2025-26: (2026 Dashboard) >= 10.0%	+6.5 percentage points
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2023-24 (2024 Dashboard): 0.0%	2024-25 (2005 Dashboard): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (2026 Dashboard) >= 10.0%	0 percentage points
3.13	Percentage of cohort graduates who have earned a Seal of	2022-23 (CDE DataQuest): 20.7%	2023-24 (CDE DataQuest): 20.0%	2024-25 (CDE DataQuest): 15.8%	2025-26: (CDE DataQuest) >= 20.0%	-4.9 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy (Source: CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 14.3%		
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 34.5%	2023-24 (CDE DataQuest): 37.1%	2024-25 (CDE DataQuest): 52.6% 2025-26 (As of 5/22/26): 34.7%	2025-26: (CDE DataQuest) >= 30.0%	+18.1 percentage points
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 65.7%	2024-25 (As of 5/23/25): 77.8%	2025-26 (As of 5/22/26): 59.2%	2026-27: >= 50.0%	-6.5 percentage points
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 94%	2024-25 (As of 5/23/25): 100%	2025-26 (As of 5/22/26): 100%	2026-27: >= 90%	+6 percentage points
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 83%	2024-25 (As of 5/23/25): 83%	2025-26 (As of 5/22/26): 63%	2026-27: >= 60%	-20 percentage points
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 75.0%	Class of 2022: 76.3%	Class of 2023: 83.9%	Class of 2024: >= 60%	+8.9 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of Goal 3 during the 2024–25 school year was largely successful, with the vast majority of actions executed as planned and resulting in strong student outcomes. The school met or exceeded performance targets for most indicators related to college readiness, advanced coursework, and STEAM engagement. However, several substantive differences between planned and actual implementation emerged, particularly in areas involving ELA college readiness, full tracking of dual enrollment access, and integration of career technical education (CTE) pathways.

Implementation Successes
Many of the school's planned actions for Goal 3 were implemented effectively and led to measurable success:

Technology and STEAM Access (Metrics 3.2 & 3.3):
All graduating students (100%) took a Computer/Technology course or engaged in blended learning (Metric 3.2), and 99% of students created or demonstrated a STEAM-related project (Metric 3.3). These results reflect full implementation of innovation-focused learning strategies and continued commitment to project-based learning experiences.

College and Career Indicator (Metric 3.4):
Overall implementation was effective, with planned college and career readiness actions implemented largely as intended, contributing to an increase in the College/Career Indicator (CCI) Prepared rate from 77.1% to 81.6%. Exceeding the 72.4% baseline and surpassing the internal benchmark of 61.2%. This affirms the school's alignment with state-defined college and career readiness standards.

Advanced Math Enrollment (Metric 3.1):
Participation in accelerated or advanced math coursework or clubs decreased from 18% to 9%. While the metric declined, the school remains committed to expanding access to advanced coursework, strengthening the mathematics pipeline beginning in earlier grades, and providing targeted academic support to prepare more students for success in advanced mathematics courses.

Dual Enrollment Completion (Metric 3.9):
73.5% of students completed two college-level semesters with a C or better, decreased from 83.9%. indicating a decline in completion rates despite continued access to dual enrollment opportunities.This change suggests a need to further strengthen academic preparation, student supports, and monitoring systems to ensure students persist and succeed in college-level coursework, while continuing to build on established dual enrollment partnerships and advising structures.

Math Readiness and Achievement (Metrics 3.6, 3.7, 3.8):
EAP Math went from 43.14% in 2024-25 to 38.74% (internal data)
AP scores of 3 or higher in current year went from 66.3% in 2023-24 to 80.3% in 2024-25
AP scores of 3 or higher in HS years went from 47.2% in 2023-24 to 58.3% in 2024-25

AP scores of 3 or higher increased from 66.3% to 80.3% and from 47.2% to 58.3% across high school cohorts—indicating effective instructional supports and student preparation.EAP Math readiness declined from 43.14% to 38.74%, highlighting inconsistencies in college readiness alignment within math instruction.

Postsecondary Preparedness (Metrics 3.10, 3.14–3.17):
A-G completion:85.7%
Golden State Seal: 56.2%
Advanced/Honors Diplomas: 59.2%
College Acceptance: 100% overall, with63% to four-year institutions
These outcomes demonstrate sustained success in preparing students for postsecondary opportunities through coursework, recognitions, and counseling supports.

Areas of Continued Improvement
Several actions showed progress but did not yet reach the desired targets:

ELA Readiness on CAASPP (Metric 3.5):
23.3% of students demonstrated ELA readiness on the CAASPP EAP—down from 68.63%. Continued literacy interventions and cross-curricular writing support remain essential.

Seal of Biliteracy (Metric 3.13):
14.3% of graduates earned the Seal of Biliteracy, down from 15.8% the prior year. While the program is well-established, increased awareness and support for multilingual students may help reverse this decline.

CTE + A-G Integration (Metrics 3.11 & 3.12):
While the school has started building Career Technical Education (CTE) programs, no students have yet been tracked as completing state-aligned CTE sequences or integrated CTE + A-G pathways. Developing clear tracking systems and aligning student schedules with these options will be essential in the upcoming year.

College-Going Rate (Metric 3.18):
The most recent verified college-going rate (Class of 2023) was 83.9%, which shows a gap compared to the 100% acceptance rate. This underscores the need for improved post-graduation follow-up, financial aid support, and summer bridge programming to ensure students enroll after acceptance.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $128,848.59
Actual: $170,996.79
Explanation: Due to increase of enrollment our expenses in this action increased.

Goal 3 Action 2
Budgeted: $636.00
Actual: $636.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 3
Budgeted: $292,622.44
Actual: $301,292.48
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 4
Budgeted: $327,069.63
Actual: $326,137.83
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 5
Budgeted: $715,652.02
Actual: $697,610.77
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Implementation of Goal 3 during the 2025-26 school year demonstrated substantial effectiveness across most planned actions, with the majority of outcome targets met or exceeded. At the same time, several key metrics revealed specific areas for refinement, especially related to ELA readiness, pathway tracking, and postsecondary transition follow-through.

Effective Metrics (Met or Exceeded Goals)
Metric 3.1 – Accelerated Math Enrollment
9% of students participated in advanced or accelerated math opportunities, declined from previous year’s 18%. This shows the need for improved access and stronger academic counseling in advanced math pathways.

Metric 3.2 – Computer/Technology Access

100% of graduating students completed a Computer/Technology course or participated in blended learning, confirming full implementation of digital readiness expectations and equity in access to tech-integrated instruction.

Metric 3.3 – STEAM Projects
99% of students created or presented a STEAM-related project, demonstrating strong engagement with innovation-focused and hands-on learning across grade levels.

Metric 3.4 – College and Career Indicator (CCI)
81.6% of students achieved “Prepared” status on the CCI, exceeding both the baseline (72.4%) and internal benchmark (61.2%). This reflects broad success across multiple college- and career-readiness pathways.

Metric 3.5 - CAASPP ELA EAP Readiness
Only 23.33% of students demonstrated ELA readiness, which is down from 68.63% and falls short of the school’s aspirational target. Strong focus on academic writing, nonfiction reading, and performance task strategies in 10th and 11th grade will be prioritized.

Metrics 3.6–3.8 – Math Readiness and AP Performance

3.6 – CAASPP Math EAP Readiness: 38.74% of 11th graders demonstrated college readiness in math, down from 43.14%.

3.7 – AP Exam Scores: 80.3% of AP test-takers earned a 3 or higher, improving from 66.3%.

3.8 – Senior AP Pass Rate: 58.3% of seniors passed at least one AP exam with a score of 3+, up from 47.2%.
These increases reflect significant instructional improvements, test preparation, and student support structures in math and AP coursework.

Metrics 3.9 – Dual Enrollment Completion
73.5% of students completed two semesters of college coursework with a C or better. This marks a major success in expanding dual enrollment participation and improving student outcomes in college-level classes.

Metrics 3.10, 3.14–3.17 – Postsecondary Preparedness and Success

3.10 – A-G Completion: 85.7%

3.14 – Golden State Seal: 34.7%

3.15 – Advanced/Honors Diplomas: 59.2%

3.16 – College Acceptance (All): 100%

3.17 – College Acceptance (4-Year): 63%

These strong outcomes demonstrate consistent preparation and support for college-bound students through academic planning, recognition programs, and advising.

Ineffective or Partially Effective Metrics
Metric 3.5 – CAASPP ELA EAP Readiness
65.35% of students demonstrated ELA readiness, up from 61.11%, but still short of the school's aspirational target. Additional focus on academic writing, nonfiction reading, and performance task strategies in 10th and 11th grade will be prioritized.

Metric 3.13 – Seal of Biliteracy
14.3% of students earned the Seal of Bilateracy, a drop from 15.8% the prior year. Increased outreach, targeted preparation for the language assessment, and clearer guidance on eligibility criteria are needed to improve participation.

Metrics 3.11 & 3.12 – CTE and A-G + CTE Completion
No students were tracked as having completed CTE sequences or the integrated A-G + CTE pathway. While CTE programs have been launched, there is a need for clear tracking systems, formalized course sequences, and counseling structures that ensure students are placed on qualifying pathways and can complete them by graduation.

Metric 3.18 – College-Going Rate
The most recent verified college-going rate (Class of 2023) was 83.9%, showing a gap compared to the school's 100% acceptance rate. Strengthening financial aid education, post-graduation transition supports, and follow-up systems will be essential to ensure students enroll and persist in college after high school.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Accelerated Math Enrollment (Metric 3.1)

Participation in advanced and accelerated math opportunities declined from 18% to 9%, indicating a need to improve access to advanced coursework and strengthen student pathway planning. In response, the school will:

Increase academic counseling and pathway planning beginning in middle school.
Review placement criteria to ensure equitable access to advanced math opportunities.
Expand outreach to students and families regarding accelerated course options.
Monitor enrollment data annually to identify and address participation gaps among student groups.
CAASPP ELA EAP Readiness (Metric 3.5)

While ELA college readiness declined from 68.63% to 23.33%, results remained below the school's long-term goal. Additional supports will be implemented to strengthen literacy skills, increase access to rigorous coursework, and provide targeted interventions to better prepare students for college-level reading and writing expectations.

Additional emphasis will be placed on academic writing, evidence-based analysis, and nonfiction reading across content areas.
Junior-level ELA courses will incorporate more EAP-aligned performance tasks and college-readiness assessments.
Teachers will utilize interim assessment data to identify students requiring targeted intervention and support.
Seal of Biliteracy (Metric 3.13)

The percentage of students earning the Seal of Biliteracy declined from 20.7% to 16.7%. To increase participation and recognition of multilingual achievement:

Students will be identified earlier and monitored for Seal eligibility beginning in 9th grade.
Additional support and preparation opportunities will be provided for qualifying language proficiency assessments.
Families and students will receive clearer communication regarding eligibility requirements and application timelines.
Collaboration between ELD, World Language, and counseling staff will be strengthened to support candidate identification.
Career Technical Education Pathways (Metrics 3.11 and 3.12)

No students were reported as completing a CTE pathway or an integrated A-G plus CTE sequence. Reflection on implementation revealed that pathway tracking systems and course sequencing structures require further development. In response:

Formal CTE pathway maps and completion criteria will be developed and communicated to students and families.
Student information systems will be updated to improve pathway tracking and reporting.
Counselors will conduct annual pathway reviews with students to ensure course enrollment aligns with pathway completion requirements.
Partnerships with industry and postsecondary institutions will continue to expand career exploration opportunities.
College-Going Rate (Metric 3.18)

Although 100% of graduates were accepted to college, the verified college-going rate remained at 76.3%, highlighting a gap between acceptance and enrollment. To improve postsecondary matriculation:

Financial aid workshops and FAFSA/CADAA completion supports will be expanded.
Counselors will increase outreach to students and families during the spring and summer transition period.
Follow-up systems will be implemented to monitor enrollment and address barriers to matriculation.
Alumni outreach and college transition support efforts will be strengthened.
Metrics Maintained or Expanded

Several metrics demonstrated strong performance and will continue with minor enhancements to sustain success.

Computer and Technology Access (Metric 3.2)

The school maintained 100% participation in Computer Technology coursework or blended learning experiences. No changes to the metric are planned. The school will continue providing equitable access to technology-rich learning opportunities and digital literacy instruction.

STEAM Projects (Metric 3.3)

With 99% of students completing a STEAM-related project, implementation of project-based learning and innovation-focused experiences will continue. Additional opportunities for interdisciplinary projects and community partnerships will be explored.

College and Career Indicator (Metric 3.4)

The College and Career Indicator increased to 81.6%, exceeding established benchmarks. Current practices supporting dual enrollment, Advanced Placement coursework, college advising, and academic pathway development will be maintained and expanded where appropriate.

AP and Dual Enrollment Success (Metrics 3.7, 3.8, and 3.9)

Significant gains were observed in AP exam performance and dual enrollment completion rates. To sustain this progress:

AP preparation and academic support programs will continue.
Dual enrollment partnerships and course offerings will be maintained and expanded when feasible.
Student participation in rigorous coursework will continue to be promoted through counseling and academic planning.
Postsecondary Preparedness Metrics (Metrics 3.10, 3.14–3.17)

Strong outcomes in A-G completion, Golden State Seal attainment, Advanced/Honors Diploma completion, and college acceptance rates indicate that existing college readiness systems are effective. The school will continue investing in academic advising, pathway planning, college application support, and recognition programs that promote postsecondary success.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment,	$181,964.55	Yes

Action #	Title	Description	Total Funds	Contributing
		AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: -Clerical & Tech: Federal CSP; Amount: $33,476.73 -STRS: Federal CSP; Amount: $6,394.68 -OASDI/Medicare: Federal CSP; Amount: $485.46 -Health & Welfare Benefits: Federal CSP; Amount: $2,713.58 -Unemployment Insurance: Federal CSP; Amount: $167.40		
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.	$636.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: -Educational Software: Title IV, Part A ESEA (ESSA); Amount: $636.00		
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: -Educational Software: Title IV, Part A ESEA (ESSA); Amount: $3,587.04	$301,016.68	Yes
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for	$319,970.12	Yes

Action #	Title	Description	Total Funds	Contributing
		PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: -Educational Software: Title IV, Part A ESEA (ESSA); Amount: $424.00		
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.	$824,773.40	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: -Certified Pupil Support Salaries: Title IV, Part A ESEA (ESSA); Amount: $8,030.00 -STRS: Title IV, Part A ESEA (ESSA); Amount: $1,548.87 -OASDI/Medicare: Title IV, Part A ESEA (ESSA); Amount: $117.58 -Health & Welfare Benefits: Title IV, Part A ESEA (ESSA); Amount: $1,628.86 -Unemployment Insurance: Title IV, Part A ESEA (ESSA); Amount: $40.55		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7	2024-25: (As of 6/5/25) 8	2025-26 (As of 5/15/26): 8	2026-27: >= 8	+1
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 4	2024-25: (As of 6/5/25) 4	2025-26 (As of 5/15/26): 4	2026-27: >= 4	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 50	2024-25: (As of 6/5/25) 81	2025-26 (As of 5/15/26): 89	2026-27: >= 10	+39
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 28.9%	2024-25: (As of 6/5/25) 30.3%	2025-26 (As of 6/10/26): 21.5%	2026-27: >= 15.0%	-7.4 percentage points
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 94.21%	2024-25 P-2 ADA: 94.58%	2025-26 P-2 ADA: 94.94%	2026-27: (P-2 ADA) >= 92.00%	+0.73 percentage points
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 16.8%	2023-24: (2024 Dashboard) 14.9%	2024-25 (2025 Dashboard): 15.1% 2025-26 (As of 5/22/26): 14.3%	2025-26: (2026 Dashboard) <= 20.0%	-1.7 percentage points
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 7.1%	2024-25: (As of 6/5/25) 0.0%	2025-26 (As of 6/10/26): 2.0%	2026-27: <= 2.0%	-5.1 percentage points
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.0%	2024-25 (CDE DataQuest): 0.0% 2025-26 (As of 6/10/26): 0.0%	2025-26: (CDE DataQuest) <= 2.0%	0 percentage points
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 97.2%	2023-24: (2024 Dashboard) 100.0%	2024-25 (2025 Dashboard): 94.7%	2025-26: (2026 Dashboard) >= 95.0%	-2.5 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2025-26 (As of 5/22/26): 100.0%		
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 2.6%	2023-24: (2024 Dashboard) 3.3%	2024-25 (2025 Dashboard): 2.0% 2025-26 (As of 5/22/26): 1.6%	2025-26: (2026 Dashboard) <= 2.5%	-0.6 percentage points
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.73%	2024-25 (CDE DataQuest): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (CDE DataQuest) <= 0.50%	0 percentage points
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 95.6% -Families: 81.4% -Staff: 100.0%	2024-25: -Students: 96.7% -Families: 71.5% -Staff: 73.4%	2025-26: -Students: 97.6% -Families: 77.9% -Staff: 89.1%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	-Students: +2.0 percentage points -Families: -3.5 percentage points -Staff: -10.9 percentage points
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline,	2023-24: -Students: 70.0% -Families: 95.0% -Staff: 88.0%	2024-25: -Students: 72% -Families: 97% -Staff: 81%	2025-26: -Students: 71% -Families: 93% -Staff: 72%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	-Students: +1 percentage point -Families: -2 percentage points -Staff: -16 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 82% -Families: 96% -Staff: 96%	2024-25: -Students: 82% -Families: 97% -Staff: 91%	2025-26: -Students: 78% -Families: 86% -Staff: 77%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	-Students: -4 percentage points -Families: -10 percentage points -Staff: -19 percentage points
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 89.44%	2024-25: (Spring 2024 to Fall 2024) 89%	2025-26 (Spring 2025 to Fall 2025): 93%	2026-27: (Spring 2026 to Fall 2026) >= 85%	+3.56 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Implementation of Goal 4 during the 2025–26 school year demonstrated a blend of strong execution and key implementation challenges, particularly in the areas of stakeholder participation, absenteeism, and satisfaction. While many planned metrics were delivered as intended and yielded measurable success, others showed partial implementation or room for growth due to structural limitations or competing priorities.

Successful Implementation Areas
Several metrics were carried out as planned and met or exceeded their performance targets:

Family Engagement and Participation Events (Metrics 4.1 & 4.3):

The school hosted 89 parent engagement activities and conducted 8 PAC meetings, exceeding the prior year's numbers and meeting expectations for structured family involvement. These efforts reflect the school's organizational commitment to inclusive, community-based decision-making.

Teacher Home Visits (Metric 4.4):
21.5% of students received a home visit from a teacher, a slight decrease from the previous year. This steady growth demonstrates the school's continued commitment to personal outreach and building home-school connections.

Student Outcomes and Safety (Metrics 4.6, 4.8–4.11):
The graduation rate reached 100%. The student suspension rate dropped significantly to 1.6%, well below the prior year's 2.9%, indicating effective implementation of behavior supports and restorative practices.

Attendance and Retention (Metrics 4.5, 4.6, 4.15):
The P–2 ADA rate held steady at 94.94%, showing positive progress in attendance initiatives. The student retention rate also remained strong at 93%, reflecting successful engagement and support systems.

Stakeholder Satisfaction (Metric 4.14):
Overall satisfaction remained high or improved across groups:
Students: 78%
Families: 86% (down from 97%)
Staff: 77% (down from 91%)
These results reflect continued trust in the school's learning environment and staff dedication.

Areas of Continued Improvement
While many targets were met, several metrics still show areas for improvement:

ELAC Participation (Metric 4.2):
The number of ELAC meetings held remained at 4, meeting the baseline but showing no progress. Further efforts are needed to grow English Learner family involvement through more targeted outreach and flexible scheduling.

Survey Participation (Metric 4.12):
Students: 97.6%
Families: 77.9%
Staff: 89.1%
While student participation increased, both family and staff response rates declined from the previous year. This trend suggests potential barriers in communication, accessibility, or engagement and highlights the need to refine survey rollout processes.

Survey Approval (Metric 4.13):
Students: 71%

Families: 93%
Staff: 72%
Despite high family approval, modest student scores and a dip in staff approval indicate the need for deeper efforts to support morale, connectedness, and responsiveness to feedback.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $275.00
Actual: $275.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 2
Budgeted: $340,571.13
Actual: $318,374.95
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 3
Budgeted: $519,095.63
Actual: $464,379.88
Explanation: Expenses in this action decreased due to the new staffing structure.

Goal 4 Action 4
Budgeted: $2,650.00
Actual: $0.00
Explanation: The staff was not able to participate to the training this year.

Goal 4 Action 5
Budgeted: $726,447.04
Actual: $654,452.10
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The implementation of Goal 4 in the 2025–26 school year produced a mix of strong execution and areas in need of further attention. While many targets were successfully met—particularly in family engagement, school safety, and retention—some key metrics related to stakeholder participation, satisfaction, and EL family engagement revealed opportunities for continued improvement.

Effective Metrics (Met or Exceeded Targets)
Metric 4.1 – Parent Advisory Committee (PAC):
The school conducted 8 PAC meetings, fully meeting the annual goal. These meetings supported inclusive parent engagement in school planning and helped elevate family voice in decision-making.

Metric 4.3 – Parent Engagement Activities:
With 89 family engagement events hosted, the school significantly surpassed its engagement benchmarks, demonstrating a strong organizational commitment to building connections between families and the school community.

Metric 4.4 – Teacher Home Visits:
21.5% of students received a home visit, slightly less than last year. This reflects an expanding culture of teacher outreach and relationship-building between school and home.

Metric 4.5 – Average Daily Attendance (P–2 ADA):
The ADA rate of 94.94% exceeded the baseline, supporting consistent student presence and reflecting successful attendance monitoring and parent communication efforts.

Metric 4.6 – Chronic Absenteeism:
The chronic absenteeism rate was 14.3%, showing effective use of tiered attendance supports, early follow-up systems, and incentives to encourage regular student attendance.

Metric 4.8 – High School Dropout Rate:
Maintained at 0%, this result affirms the effectiveness of credit monitoring systems, academic advising, and student support interventions in ensuring successful on-time graduation.

Metric 4.9 – Graduation Rate:
MSA Santa Ana reached a 100% graduation rate, exceeding state expectations and showcasing strong academic guidance, credit recovery systems, and student retention efforts.

Metric 4.10 – Suspension Rate:
The student suspension rate was 1.6%. This suggests that restorative practices and staff training in proactive behavior interventions are taking effect.

Metric 4.11 – Expulsion Rate:

The school reported 0 expulsions, consistent with its ongoing commitment to a restorative, inclusive discipline model.

Metric 4.15 – Student Retention:
The student retention rate held steady at 93%, maintaining alignment with internal targets and demonstrating the school's ability to keep students enrolled and engaged year-over-year.

Metric 4.14 – Stakeholder Satisfaction:
Satisfaction levels remained strong across key groups:
Students: 78%
Families: 86%
Staff: 777%
These outcomes indicate broad trust in school leadership and positive perceptions of the learning environment, particularly among students and families.

Ineffective or Partially Effective Metrics (Did Not Meet Targets)
Metric 4.2 – English Learner Advisory Committee (ELAC):
While the school held 4 ELAC meetings, matching the baseline, there was no growth compared to prior years. This indicates the need for more robust outreach, flexible scheduling, and engagement strategies to better include EL families in school governance and communication.

Metric 4.12 – Stakeholder Survey Participation:
Survey response rates revealed mixed results:
Students: 97.6%
Families: 77.9%
Staff: 89.1%
Although student participation improved, the drop in family and staff response rates suggests barriers in communication, timing, or engagement. Survey rollout systems may need to be revised for accessibility, timing, and incentives.

Metric 4.13 – Stakeholder Approval Ratings:
Approval levels were uneven across groups:
Students: 71%
Families: 93%
Staff: 72% (down from 81%)
The drop in staff approval suggests a need for closer listening, workload review, and improved communication around decision-making and campus culture. Student feedback, while improved, still highlights areas for deeper connection and support.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following a review of 2025–26 outcomes for Goal 4—focused on enhancing school climate, stakeholder engagement, and student connectedness—several adjustments have been made for the 2026–27 school year. These changes reflect a continued commitment to equity and community engagement while responding to participation declines, feedback from staff and families, and identified needs in absenteeism and communication systems.

Changes to Actions and Supports
Strengthen ELAC Engagement and Visibility (Metric 4.2)
Although the school met the baseline of 4 ELAC meetings, there was no growth from the prior year. To deepen English Learner family participation:
The school will publish and follow a consistent bimonthly ELAC calendar aligned with PAC and SSC schedules.
Multilingual outreach will be expanded, and EL parent representatives will be involved in co-facilitating meetings.
Virtual attendance and child supervision options will be added to increase accessibility.

Enhance Survey Outreach and Response Strategies (Metric 4.12)
Family and staff participation in the annual stakeholder survey declined, signaling the need to rework engagement methods. As a result:
Survey windows will be extended and tied to campus events (e.g., Open House, parent-teacher conferences).
Reminders will be sent in multiple languages and formats, including text, and flyers.
Modest incentives and public celebration of participation milestones will be introduced to encourage response rates.

Improve Communication and Climate Listening Systems (Metric 4.13)
Declines in staff approval and only moderate student approval suggest the need for more responsive feedback loops. In 2026–27, MSA Santa Ana will:
Hold quarterly stakeholder listening circles with students and staff to gather input and report back on progress.
Conduct short mid-year “pulse” surveys to assess climate and allow for quicker interventions.
Integrate SEL and school culture questions into existing check-ins and advisory programming.

Metrics and Monitoring Adjustments
Core metrics and targets will remain consistent to preserve year-over-year comparability. However, mid-year data reviews will be formalized, particularly for Metrics 4.2, 4.12, and 4.13, to allow for timely adjustments.

For stakeholder satisfaction (Metric 4.14), interim indicators—such as participation in events, advisory engagement, and student leadership activities—will be added to contextualize progress beyond end-of-year survey data.

Chronic absenteeism and attendance efforts will continue, with monthly attendance recovery monitoring and expanded wellness referrals to support students facing barriers to consistent attendance.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses. The following expenditures will be funded by federal Title funds: N/A	$275.00	Yes
4.2	Building relationships and partnerships with	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments	$320,148.44	Yes

Action #	Title	Description	Total Funds	Contributing
	families for student outcomes	for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -Teacher Salaries: Title I; Amount: $10,000.00 -STRS: Title I; Amount: $1,910.00 -OASDI/Medicare: Title I; Amount: $145.00 -Unemployment Insurance: Title I; Amount: $50.00		

Action #	Title	Description	Total Funds	Contributing
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.	$496,327.97	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: -Instructional Materials & Supplies: Title I; Amount: $10,000.00 -Educational Software: Title IV, Part A ESEA (ESSA); Amount: $3,000.00 -Non-Instructional Student Support: Title III - Immigrant Education; Amount: $1,599.54 -Non-Instructional Student Support: ARP HCY II; Amount: $8,755.00 -Teacher Salaries: Title II; Amount: $4,000.00		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: N/A		Yes
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify	$568,288.98	Yes

Action #	Title	Description	Total Funds	Contributing
		and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal funds: -Classified Support: Federal CSP; Amount: $76,259.76 -Clerical & Tech: Federal CSP; Amount: $21,755.28 -PERS: Federal CSP; Amount: $20,448.52 -OASDI/Medicare: Federal CSP; Amount: $7,500.06 -Health & Welfare Benefits: Federal CSP; Amount: $9,769.87 -Unemployment Insurance: Federal CSP; Amount: $381.36 -Other Benefits: Federal CSP; Amount: $2,176.80		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,203,020	$164,532

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.691%	0.000%	$0.00	23.691%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials,	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers	Goal 2: For all students, but particularly for the EL and LTEL student groups: • Percentage of students who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students.	have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP	Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3.	years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• College-Going Rate (Source: CDE DataQuest)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. **Scope:** LEA-wide	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning.	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. **Scope:**	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy,	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:** LEA-wide	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math,	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning;

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. **Scope:** LEA-wide	Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision	Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout	teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			"Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental,	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased	• High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:** It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP,	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school	Goal 4: • School experience survey "participation rates" by students, families, and staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	(Source: Local Indicator Priority 6, Panorama Education) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of seniors who have

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA Santa Ana will utilize the concentration grant add-on funds ($164,532) in the following manner:

MSA Santa Ana is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	9,298,958	2,203,020	23.691%	0.000%	23.691%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,616,859.17	$2,359,954.39	$0.00	$615,457.05	$12,592,270.61	$7,908,616.14	$4,683,654.47

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$47,072.00	$47,072.00				$47,072.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$0.00	$1,061,982.57	$1,051,601.57	$10,381.00			$1,061,982.57	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$244,990.24	$556,417.00	$766,006.48	$35,400.76			$801,407.24	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$28,948.92	$35,243.00	$64,191.92				$64,191.92	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$35,438.96	$1,783,848.58	$1,783,848.58			$35,438.96	$1,819,287.54	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$3,677,824.01	$244,080.00	$3,623,707.07	$298,196.94			$3,921,904.01	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$33,381.00	$13,381.00			$20,000.00	$33,381.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$610,729.15	$51,506.22	$294,129.97	$170,089.26		$198,016.14	$662,235.37	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$1,035,407.82	$132,000.00	$97,314.88	$945,092.94		$125,000.00	$1,167,407.82	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$181,964.55	$0.00	$33,946.94	$104,779.76		$43,237.85	$181,964.55	
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$636.00				$636.00	$636.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$297,429.64	$3,587.04	$297,429.64			$3,587.04	$301,016.68	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$193,246.12	$126,724.00	$309,546.12	$10,000.00		$424.00	$319,970.12	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$439,205.40	$385,568.00	$326,960.93	$486,446.61		$11,365.86	$824,773.40	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$275.00	$275.00				$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$300,168.92	$19,979.52	$308,043.44			$12,105.00	$320,148.44	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$414,973.43	$81,354.54	$463,973.43	$5,000.00		$27,354.54	$496,327.97	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$448,288.98	$120,000.00	$135,430.20	$294,567.12		$138,291.66	$568,288.98	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
9,298,958	2,203,020	23.691%	0.000%	23.691%	$2,247,308.59	0.000%	24.167 %	**Total:**	$2,247,308.59
								LEA-wide Total:	$2,247,308.59
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$64,191.92	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,381.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$294,129.97	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	$0.00	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,946.94	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$297,429.64	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$309,546.12	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$326,960.93	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$308,043.44	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$463,973.43	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$135,430.20	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,935,711.80	$11,594,116.13

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$40,858.00	$52,072.00
1	**1.2**	Instructional materials and technology	No	$855,764.57	$909,232.57
1	**1.3**	Clean and safe facilities that support learning	No	$581,984.38	$752,768.30
1	**1.4**	Healthy and nutritious meals	Yes	$54,756.20	$58,120.92
1	**1.5**	Well-orchestrated Home Office support services	No	$1,464,737.00	$1,496,653.85
2	**2.1**	Broad course of study and standards based curriculum	No	$3,175,181.93	$3,631,446.60
2	**2.2**	Professional development for high-quality instruction	Yes	$42,017.06	$33,381.00
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$640,991.32	$660,477.44
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$0.00	
2	**2.5**	Support for students with disabilities	No	$1,025,553.86	$1,065,807.65
3	**3.1**	College/Career readiness programs and activities	Yes	$128,848.59	$170,996.79

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$636.00	$636.00
3	3.3	Digital literacy and citizenship programs	Yes	$292,622.44	$301,292.48
3	3.4	Physical education, activity, and fitness	Yes	$327,069.63	$326,137.83
3	3.5	Additional programs and activities that support well-rounded education	Yes	$715,652.02	$697,610.77
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$340,571.13	$318,374.95
4	4.3	MTSS - PBIS and SEL support	Yes	$519,095.63	$464,379.88
4	4.4	Annual educational partner surveys	Yes	$2,650.00	
4	4.5	Community outreach and partnerships	Yes	$726,447.04	$654,452.10

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,077,904	$2,361,511.59	$3,686,135.16	($1,324,623.57)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$54,756.20	$58,120.92		
2	2.2	Professional development for high-quality instruction	Yes	$22,017.06	$33,381.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$343,678.01	$660,477.44		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	$0.00			
3	3.1	College/Career readiness programs and activities	Yes	$73,447.10	$170,996.79		
3	3.2	STEM and GATE programs	Yes		$636.00		
3	3.3	Digital literacy and citizenship programs	Yes	$289,035.40	$301,292.48		
3	3.4	Physical education, activity, and fitness	Yes	$300,386.17	$326,137.83		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$375,059.46	$697,610.77		
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$315,286.13	$318,374.95		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$469,408.17	$464,379.88		
4	4.4	Annual educational partner surveys	Yes				
4	4.5	Community outreach and partnerships	Yes	$118,162.89	$654,452.10		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$5,531,292	2,077,904	0.000%	37.566%	$3,686,135.16	0.000%	66.641%	$0.00	0.000%

Powered by BoardOnTrack

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

Powered by BoardOnTrack

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

Powered by BoardOnTrack

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Powered by BoardOnTrack

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

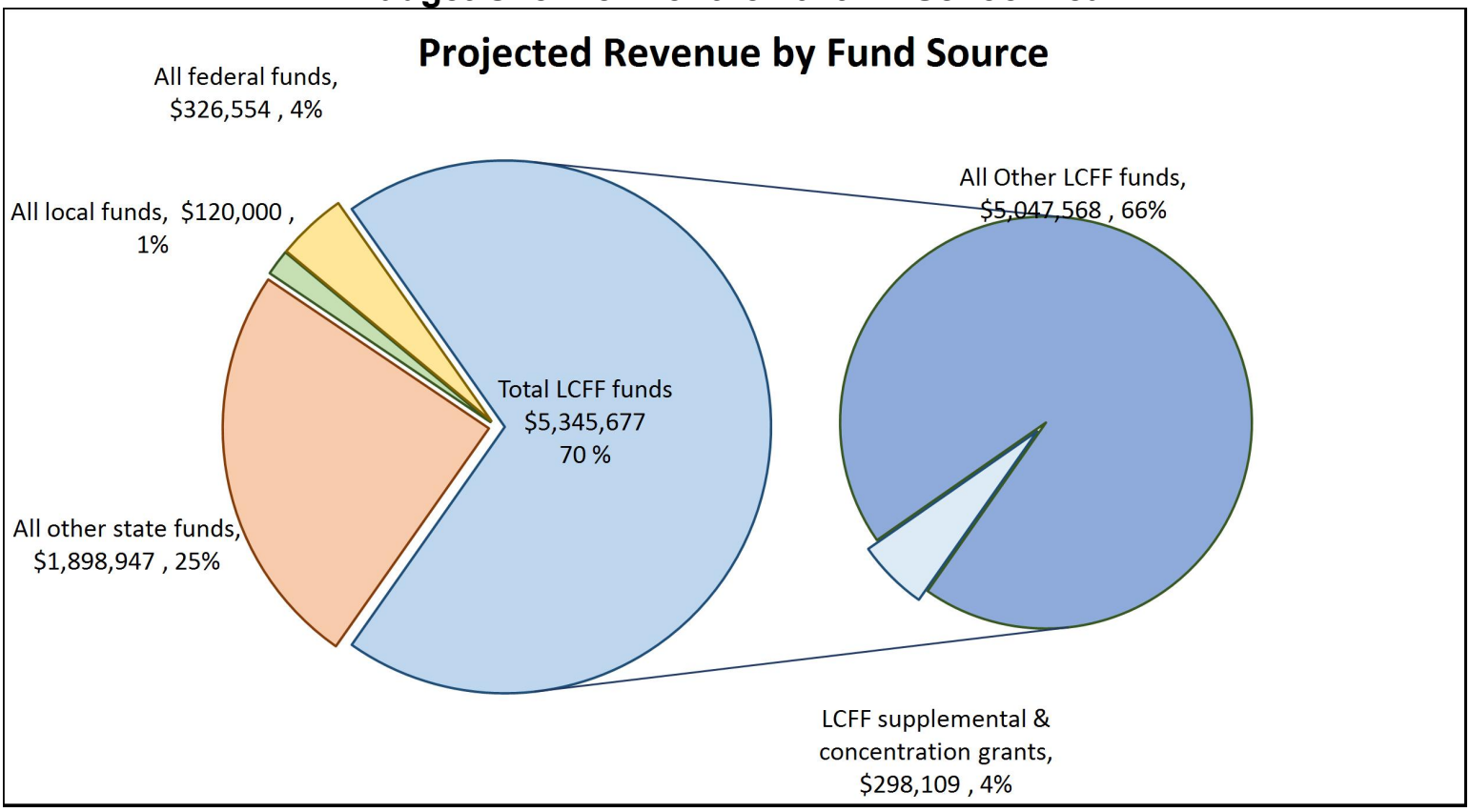
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy San Diego
CDS Code: 37-68338-0109157
School Year: 2026-27
LEA contact information:
Megan Craig
Principal
gserce@magnoliapublicschools.org
(619) 644-1300

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

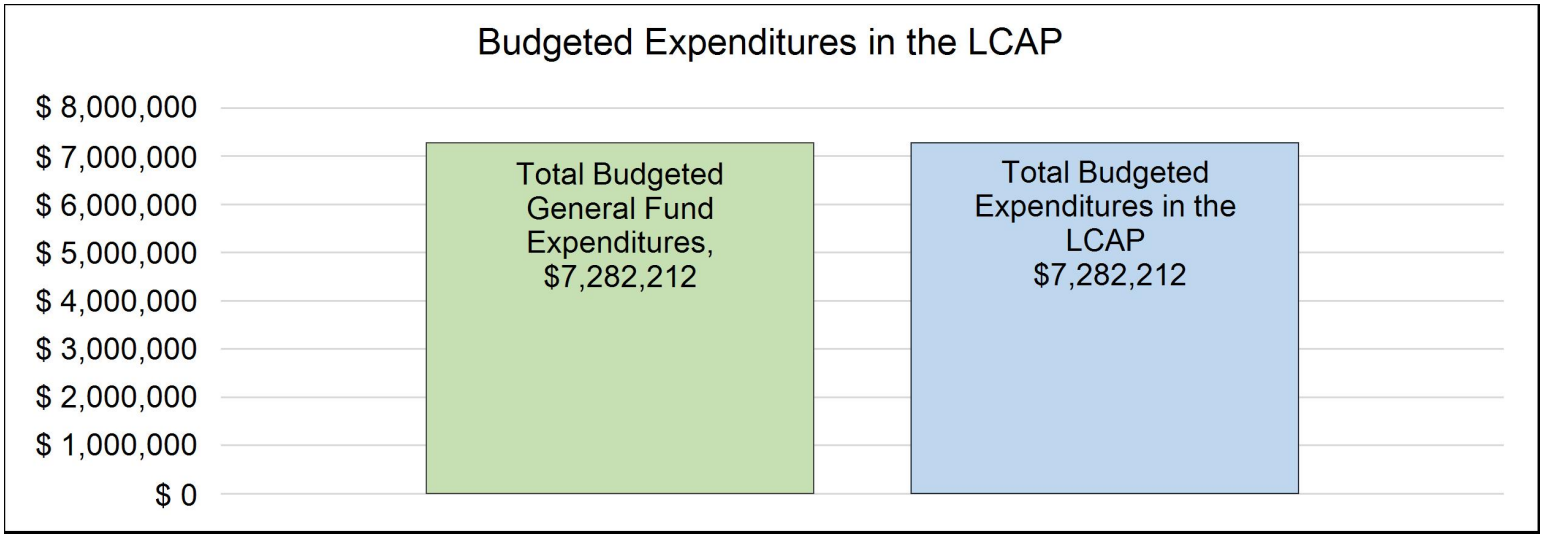


This chart shows the total general purpose revenue Magnolia Science Academy San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy San Diego is $7,691,178, of which $5,345,677 is Local Control Funding Formula (LCFF), $1,898,947 is other state funds, $120,000 is local funds, and $326,554 is federal funds. Of the $5,345,677 in LCFF Funds, $298,109 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy San Diego plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy San Diego plans to spend $7,282,212 for the 2026-27 school year. Of that amount, $7,282,212 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

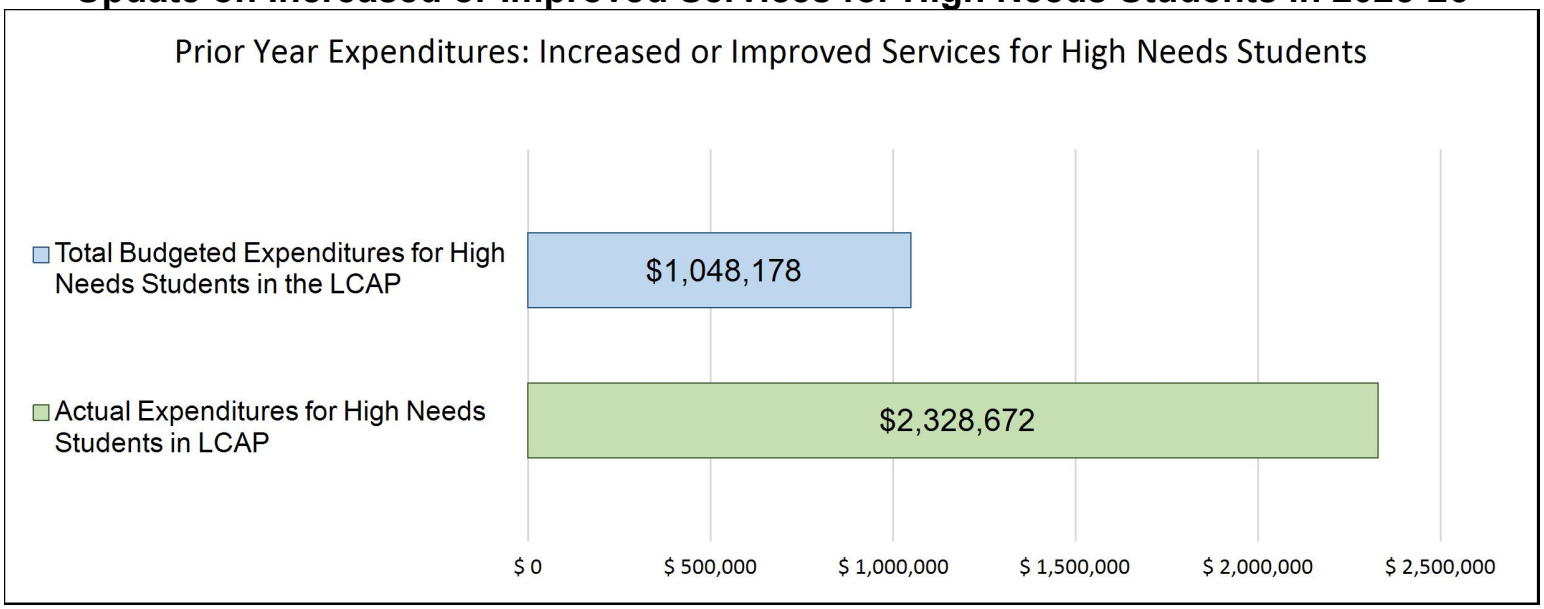
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Magnolia Science Academy San Diego is projecting it will receive $298,109 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy San Diego plans to spend $1,064,409 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Magnolia Science Academy San Diego budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy San Diego estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy San Diego's LCAP budgeted $1,048,178 for planned actions to increase or improve services for high needs students. Magnolia Science Academy San Diego actually spent $$2,328,672 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy San Diego	Megan Craig Principal	mcraig@magnoliapublicschools.org (619) 644-1300

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Magnolia Science Academy San Diego (MSA-San Diego) is an independent public charter school located in the Allied Gardens community. MSA-San Diego serves around 480 students in grades 6–8, with class sizes averaging 32 or fewer students. The school was founded in the fall of 2005 by a group of scientists and engineers devoted to math, science, and technology education. Magnolia's mission is to provide a high-quality college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others.

MSA-San Diego is recognized as a California Distinguished School in 2021, 2024, and 2026 reflecting its commitment to excellence in education. Additionally, the school has been awarded the California PBIS Platinum Award twice in the past two years, highlighting its effective implementation of Positive Behavioral Interventions and Supports. We also were named as a National Blue Ribbon School in 2025-26.

MSA-San Diego offers a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as enrichment classes, athletics programs, free tutoring, after-school clubs, character education classes, field trips, community meetings, and more. We provide a comprehensive learning experience designed to meet the needs of our students through effective site-based instruction, rich hands-on learning, and foundational skills presented in ways that are relevant and inspiring.

Classroom instruction at MSA-San Diego is supplemented by tutoring and after-school programs. Starting in the 2013–14 school year, MSA-San Diego transitioned to a 1:1 program with computers in every classroom. Since then, MSA-San Diego's Robotics, SeaPerch, and Archery teams, as well as the School Band, have won first place in multiple state and local competitions.

MSA-San Diego is a member of the Magnolia Public Schools family and collaborates with sister schools and other educational organizations to offer the best quality education to our students.

Magnolia Science Academy San Diego
Address: 6525 Estrella Ave., San Diego, CA, 92120
Phone: 619-644-1300
Email: mcraig@magnoliapublicschools.org

MISSION
Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

VISION
Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

Recognition and Awards:

California Distinguished School: Recognized by the CDE in 2021, 2024, 2026
Platinum CA PBIS Status: Achieved the highest recognition
FIA Rating: Received the highest rating (3 out of 3) for Behavior/SE Support
State Testing Performance: MSA-San Diego's overall performance in the latest California School Dashboard is blue in Math and ELA
Named an ERP Honor Roll School
National Blue Ribbon School Award
Received $100,000 grant from the Girard Foundation
Visited by the Walton Family Foundation and Silicon Schools

Staff and Student Survey Results:

76% Student Overall Satisfaction Rate in Educational Partners Survey
88% Family Overall Satisfaction Rate in Educational Partners Survey
83% Staff Overall Satisfaction Rate in Great Place to Work Survey

Academic and Extracurricular Programs:

High participation in Ed Partners Survey with 97% parent favorable rate on providing a Climate of Support for Academic Learning
SBAC Continued Growth: Significant growth for Students with Disabilities (SWD) in Math & ELA
83% RFEP rate for English Learners (ELs)
AMC 8 Math Competition: Top 10 in nation
MSA-San Diego outperformed all charter middle schools in San Diego and all middle schools in the Navajo community
Started two new parent-led clubs for street hockey and fishing

Community and Parent Engagement:

High School parent workshop and 15 schools represented at theHigh School Fair
Monthly Parent Advisory Committee and Parent Task Force meetings
High participation in student-led parent-teacher conferences
Hosted 20+ presenters at the College and Career Day
Continued our student leadership committee, MSA Wizards Council
Participated in the Community Engagement Initiative (CEI)
Hosted over 20 community engagement events on campus (Bingo, Welcome Back picnic, Back to School night, etc..)

Professional Development:

Continuation of Restorative Practices and Multi Tierred Systems of Support (MTSS) to improve school culture.
Professional developments for staff and teacher leaders including a focus on Student Collaboration & Rigor with the Center for Model Schools
Universal Design for Learning (UDL) training from our SPED department
SELPA Training on Descalation Strategies and Non-Verbal Redirection

Student Opportunities and Achievements:

Field trips to the Zoo, Safari Park, Sea World, Washington DC, and the USS Midway
High participation in Khan Night with the Math Department
Girls Basketball runner up in the YMCA League Championships
Archery team won the San Diego Conference and State Girls championships in Olympic Archery in Schools (OAS) competitions
Participation in the San Diego Festival of Science and Engineering with over 40 students, attracting over 5,000 visitors to Magnolia booths
Hosted the SD STEAM Expo with over 400 visitors in attendance
Hosted, organized, or participated in over 20 school and community events throughout the school year
Hosted daily Live Donuts in The Morning announcements via YouTube to bring the community together during advisory class

CHALLENGES

Academic Achievement:

-Overall math is strong at Green on the CA Dashboard from 2024-25, with students 26.9 points above standard, but growth was essentially flat, maintaining only 0.4 points. Several subgroups are below standard: Hispanic students are Yellow at 8.2 below standard, students with disabilities are Yellow at 29.3 below standard, and socioeconomically disadvantaged students are slightly below standard at 0.4 below standard. Asian students and students of two or more races also declined in math, even though they remain above standard.

Suspension:

-The overall suspension rate is Green on the CA Dashboard from 2024-25 at 1.9%, which is below the state rate. But several groups are Orange: socioeconomically disadvantaged students at 4.4%, students with disabilities at 3.0%, students of two or more races at 3.0%, and White students at 2.3%. African American students and English Learners are Gray due to small counts, but their rates increased and appear high: 11.8% and 7.7%, respectively.

Intervention Programs:

-Continually refine intervention programs to close the achievement gap for all student groups

-Establish a stronger and more structured tier two system for interventions.

Student Voice and Feedback:

-Improve the meeting cycles between the Wizard Council and school leadership to gather student feedback more frequently

Chronic Absenteeism:

-Overall chronic absenteeism is Yellow on the CA Dashboard from 2024-25 at 13.8%, which is better than the state rate of 17.1% and improved by 6.1 points, but it remains elevated compared with pre-pandemic levels. The biggest subgroup concern is Two or More Races, which is Orange at 17.7% and increased by 2.6 points. Hispanic students, socioeconomically disadvantaged students, students with disabilities, and White students are all Yellow

Support for English Learners:

-The English Learner Progress Indicator shows No Performance Review/Gray on the CA Dashboard in 2024-25, with only 10 students, but the underlying data is concerning: in 2025, 0% of ELs progressed at least one ELPI level, while 100% maintained lower ELPI levels. This is a major signal even though the group is small.

Parent and Community Engagement:

-Boost participation in parent workshops

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	At MSA-San Diego, we understand that active parent engagement is crucial for student success and school improvement. Our approach to engaging parents is multi-faceted and inclusive, ensuring that their voices are heard and their feedback is valued. Here's how we engage parents in the development process of the Local Control and Accountability Plan (LCAP): Regular Meetings We hold monthly Parent Task Force (PTF) meetings annually to discuss various school matters, gather input, and involve parents in decision-making processes. Additionally, we conduct monthly Parent Advisory Council (PAC) meetings throughout the year, specifically focusing on the LCAP and school improvement plans. These meetings provide a platform for parents to share their insights and collaborate on school initiatives. Surveys To gather comprehensive feedback, we conduct parent surveys that include questions about their experiences and perceptions of the school. These surveys cover topics such as safety, school connectedness, culture, and climate. The high participation rate in these surveys provides valuable insights that inform our school improvement strategies and LCAP development. Home Visits

Educational Partner(s)	Process for Engagement
	Our staff has conducted over 45 in-person and virtual home visits to engage parents directly in their homes. These visits offer an opportunity to discuss their child's progress, gather feedback, and address any concerns they may have. This personalized approach ensures that we understand the unique needs of each family and incorporate their input into the LCAP. School Events and Activities We organize at least 25 parent activities and workshops throughout the year, covering a range of topics including social-emotional learning (SEL), character education, and academic support. Additionally, we host a STEAM Expo to connect parents with various community organizations and resources, further supporting their involvement and engagement. Communication Channels Regular newsletters and updates are sent to parents to keep them informed about school events, important dates, and ongoing initiatives. We also use various digital platforms, including email, social media, and our school website, to communicate with parents and gather their feedback. These channels ensure that parents are always up-to-date and can easily share their thoughts and concerns. Advisory Roles Parents on the PTF and PAC also serve as our parent advisory committee for the LCAP. This involvement ensures that parent feedback is directly integrated into the development and review of the LCAP. By having parents in these advisory roles, we ensure that their perspectives are considered in our planning process, leading to more effective and inclusive school policies. By engaging parents through these multiple channels, MSA-San Diego fosters a collaborative environment where parents feel valued and involved in their child's education. This comprehensive approach ensures that we receive diverse perspectives and maintain strong partnerships with our parent community, ultimately enhancing the educational experience for all students.

Educational Partner(s)	Process for Engagement
Students	At MSA-San Diego, student involvement in the development of the Local Control and Accountability Plan (LCAP) is a fundamental priority. We believe that incorporating student perspectives is essential for creating a supportive and effective learning environment. Our comprehensive approach ensures that students' voices are heard and their feedback is integrated into our planning process. Here's how we engage students in the LCAP development process: Student Leadership and Voice The MSA Wizard Council, our student leadership committee, is central to our LCAP development efforts. This council meets regularly with school leadership to discuss various aspects of the school's performance and gather input on LCAP priorities. We are committed to improving the frequency and structure of these meetings to ensure that student feedback is continuously gathered and addressed. Surveys We conduct comprehensive student experience surveys that include specific questions about safety, school connectedness, culture, and climate. The insights from these surveys are crucial for identifying areas of improvement and setting priorities for the LCAP. The high participation rate in these surveys ensures that we capture a wide range of student perspectives. Direct Communication Classroom discussions and advisory sessions provide regular platforms for students to express their thoughts and suggestions regarding school improvement. Teachers facilitate these sessions to ensure that all students have the opportunity to contribute their ideas. Additionally, our daily "Live Donuts in the Morning" YouTube announcements keep students informed about LCAP-related activities and gather their feedback on ongoing initiatives. Student-Led Events and Activities Student-led events, such as the "Celebrations of Math, Science, History, PE, etc.." and parent-teacher conferences, offer opportunities for students to showcase their achievements and provide feedback on school programs and initiatives. These events also serve as forums

Educational Partner(s)	Process for Engagement
	for students to discuss their needs and expectations directly with school staff and administrators. Recognition and Incentives Our Positive Behavioral Interventions and Supports (PBIS) platform, Kickboard, recognizes students for positive behavior and adherence to The WIZARD Way. This system encourages students to engage in discussions about school improvement and provides a framework for rewarding constructive feedback and suggestions. Integration of Feedback Feedback gathered from the Wizards Council, student surveys, and classroom discussions is systematically reviewed and integrated into the LCAP. This ensures that student perspectives are considered in our planning process, leading to a more inclusive and effective LCAP. By actively involving students in the LCAP development process, MSA-San Diego ensures that their voices are heard and their needs are met. This comprehensive approach not only enhances the learning experience but also fosters a sense of ownership and responsibility among students, contributing to a positive and inclusive school culture.
Teachers and staff	At MSA-San Diego, engaging teachers and staff in the development of the Local Control and Accountability Plan (LCAP) is essential for creating a supportive and effective learning environment. Our approach ensures that their expertise and insights are integral to our school improvement strategies. Here's how we engage teachers and staff in the LCAP development process: Regular Meetings and Professional Development We conduct weekly staff meetings to provide continuous opportunities for teachers and staff to discuss school matters, share their insights, and contribute to the decision-making process. These meetings serve as a platform for open dialogue, allowing staff to voice their opinions on school policies and practices.

Educational Partner(s)	Process for Engagement
	In addition, we provide extensive professional development sessions focused on key areas such as the Multi-Tiered System of Support (MTSS), social-emotional learning (SEL), and Restorative Practices. These sessions are not only aimed at enhancing staff skills but also at gathering feedback on the implementation and effectiveness of these programs, which is then integrated into the LCAP. Surveys Comprehensive surveys are conducted to gather feedback from teachers and staff on various aspects of the school environment, including safety, connectedness, culture, and climate. These surveys provide valuable data that informs our school improvement strategies and LCAP priorities. The high participation rate in these surveys ensures that a wide range of perspectives is considered. Direct Communication and Advisory Roles Teachers and staff have direct communication channels with school leadership through regular check-ins, staff meetings, and advisory roles. Key staff members are involved our Leadership group that contribute to the development and review of the LCAP. Their feedback is crucial for understanding the on-ground realities and for making informed decisions. Additionally, staff and teachers are represented in the Parent Advisory Council (PAC), ensuring that their perspectives are included in the LCAP discussions and development. Recognition and Incentives We use the Positive Behavioral Interventions and Supports (PBIS) platform, Kickboard, to recognize staff who demonstrate outstanding commitment to The WIZARD Way. This system encourages staff to engage in school improvement discussions and provides a framework for acknowledging their contributions to the LCAP development process. Collaborative Work Culture We have established a collaborative work culture where teachers and staff are encouraged to share their ideas and collaborate on school improvement initiatives. This culture is reinforced through team-building activities, professional learning communities, and

Educational Partner(s)	Process for Engagement
	collaborative planning sessions. The favorable staff survey results on collaboration reflect the effectiveness of this approach. Feedback Integration Feedback gathered from surveys, meetings, professional development sessions, and direct communication is systematically reviewed and integrated into the LCAP. This ensures that the insights and expertise of teachers and staff are central to our planning process, leading to more effective and comprehensive school policies. By engaging teachers and staff through these multiple channels, MSA-San Diego fosters a collaborative and inclusive environment where their voices are valued. This comprehensive approach not only enhances the learning experience for students but also ensures that our school improvement strategies are informed by those who are directly involved in the educational process.
School administrators	At MSA-San Diego, school administrators play a pivotal role in the development of the Local Control and Accountability Plan (LCAP). Their leadership, strategic insights, and direct involvement are crucial for the success of our school improvement initiatives. Here's how we engage school administrators in the LCAP development process: Strategic Leadership Meetings We hold regular weekly strategic leadership meetings that include all school administrators. These meetings are designed to review school performance data, discuss priorities, and develop actionable plans for school improvement. Administrators bring their unique perspectives and expertise to these discussions, ensuring that the LCAP is comprehensive and aligned with the school's goals. Data-Driven Decision Making School administrators are integral to the data collection and analysis process. They review performance metrics from the SBAC (Smarter Balanced Assessment Consortium), IAB (Interim Assessment Blocks), and NWEA (Northwest Evaluation Association) for Fall, Winter, and Spring. Additionally, they analyze feedback from the Kelvin pulse check SEL survey and comprehensive Panorama surveys, which

Educational Partner(s)	Process for Engagement
	include data on school climate, safety, connectedness, and overall satisfaction from students, parents, and staff. This data-driven approach allows administrators to identify key areas of need and develop targeted strategies for inclusion in the LCAP. Their role in interpreting this data ensures that the LCAP is grounded in evidence and focused on measurable outcomes. Professional Development and Training Administrators participate in professional development sessions that focus on key areas such as the Multi-Tiered System of Support (MTSS), social-emotional learning (SEL), Artificial Intelligence (AI) and Restorative Practices. These sessions not only enhance their skills but also provide a forum for discussing best practices and integrating new strategies into the LCAP. By staying informed about the latest educational trends and techniques, administrators can make well-informed contributions to the LCAP. Collaborative Planning Sessions We organize collaborative planning sessions where administrators work closely with teachers, staff, and other stakeholders to develop and refine the LCAP. These sessions foster a team-based approach, allowing administrators to facilitate discussions, mediate differing viewpoints, and ensure that the final plan reflects the collective vision of the school community. Direct Communication and Feedback Channels Administrators maintain open lines of communication with all members of the school community, including students, parents, teachers, and staff. Regular check-ins and feedback sessions allow them to gather insights and address concerns in real-time. This direct engagement ensures that the LCAP is responsive to the needs of all stakeholders and that administrators can promptly incorporate feedback into the planning process. Representation in Advisory Committees School administrators are actively involved in advisory committees, including the Parent Advisory Council (PAC). Administrators attend all PAC meetings as non-members to address questions, present

Educational Partner(s)	Process for Engagement
	updates, and gather feedback. This involvement ensures that the administrative perspective is represented in discussions about the LCAP and allows them to advocate for necessary resources, support structures, and policy changes that benefit the entire school community. Integration of Feedback and Continuous Improvement The feedback gathered from various stakeholders, including teachers, staff, parents, and students, is systematically reviewed and integrated into the LCAP. Administrators play a key role in this process, ensuring that the plan is continuously refined and improved based on real-world experiences and outcomes. Their commitment to continuous improvement ensures that the LCAP remains a dynamic and effective tool for school development. By engaging school administrators through these structured and collaborative processes, MSA-San Diego ensures that their leadership and insights are central to the development of the LCAP. This comprehensive approach not only enhances the effectiveness of the plan but also fosters a culture of shared responsibility and collective ownership among all members of the school community.
SELPA	At MSA-San Diego, engaging the Special Education Local Plan Area (SELPA) in the development of the Local Control and Accountability Plan (LCAP) is essential to ensure that the needs of students with disabilities are effectively addressed. Our collaborative approach ensures that SELPA's expertise and insights are integral to our school improvement strategies. Here's how we engage SELPA in the LCAP development process: Regular Consultative Meetings We hold regular consultative meetings with SELPA representatives. These meetings are designed to review and discuss the needs of students with disabilities, evaluate current support structures, and identify areas for improvement. SELPA's specialized knowledge and experience provide valuable insights that inform our LCAP priorities and strategies.

Educational Partner(s)	Process for Engagement
	Professional Development and Training We collaborate with SELPA to provide professional development sessions focused on best practices in special education, the Multi-Tiered System of Support (MTSS), and social-emotional learning (SEL). These sessions are aimed at enhancing the skills of our staff and ensuring that the needs of students with disabilities are met effectively. SELPA's involvement in these sessions ensures that our training programs are comprehensive and aligned with the latest educational standards and practices. Direct Communication and Feedback Channels SELPA maintains open lines of communication with school leadership and staff. Regular check-ins and feedback sessions allow SELPA representatives to gather insights and address concerns in real-time. This direct engagement ensures that the LCAP is responsive to the needs of students with disabilities and that SELPA can promptly incorporate feedback into the planning process. Integration of Feedback and Continuous Improvement The feedback gathered from various stakeholders, including SELPA representatives, is systematically reviewed and integrated into the LCAP. SELPA plays a key role in this process, ensuring that the plan is continuously refined and improved based on real-world experiences and outcomes. Their commitment to continuous improvement ensures that the LCAP remains a dynamic and effective tool for school development. By engaging SELPA through these structured and collaborative processes, MSA-San Diego ensures that the needs of students with disabilities are effectively addressed in the LCAP. This comprehensive approach not only enhances the effectiveness of the plan but also fosters a culture of shared responsibility and collective ownership among all members of the school community.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted Local Control and Accountability Plan (LCAP) at MSA-San Diego was significantly influenced by the comprehensive feedback provided by our educational partners, including parents, students, teachers, staff, administrators, and SELPA representatives. Regular

meetings, surveys, home visits, and collaborative planning sessions ensured diverse perspectives were considered. Insights from parent and student surveys, feedback from Parent Advisory Council (PAC) meetings, and data analysis from assessments like SBAC, IAB, and NWEA were integral in identifying key areas of need. Professional development sessions and direct communications further informed our strategies, ensuring the plan addressed specific requirements such as enhanced support for students with disabilities and the implementation of effective intervention programs. This collaborative and data-driven approach led to a robust LCAP that reflects the collective vision and priorities of our school community, aiming to enhance student achievement and overall school improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 89.7%	2022-23: 88.9%	2023-24: 90.4%	2024-25: > 85%	+0.7 percentage points
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25):	2025-26 (As of 5/22/26):	2026-27: 0%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0	2025-26 (As of 5/22/26): 0	2026-27: 0	0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 75%	2024-25: (Fall 2023 to Fall 2024) 86%	2025-26 (Fall 2024 to Fall 2025): 91%	2026-27: (Fall 2025 to Fall 2026) >= 80%	+16 percentage points
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 97.2%	2024-25: (As of 5/31/25) 96.7%	2025-26 (As of 5/15/26): 96.2%	2026-27: >= 95.0%	-1.0 percentage point

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 1: Action 1: Teacher assignments and credentials - Our School and the MPS Human Resources team conducted credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Our school supports our teachers’ credentialing needs such as induction, mentor support and professional development. We also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Our School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.

Goal 1: Action 2: Instructional materials and technology - Our school manages the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Our school annually reviews alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Our school annually review budgets and plans to ensure adequate budget for instructional materials. We ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. We provided effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.We provided instructional materials and technology for our students and staff as planned. This year we were able to add a new Science Curriculum with lab materials and workbooks for students. We also added a new History curriculum. We additionally purchased new chromebooks for the following year.

Goal 1: Action 3: Clean and safe facilities that support learning - We strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. We continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. We were able to complete annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies are quickly remedied. Daily general cleaning from our custodial provider maintains campus cleanliness. We continued to provide two full time custodians to our campus due to our increased enrollment numbers. Maintenance and repairs are provided by custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Our school updates and continually monitors our comprehensive safety and security plan, conducts necessary safety training for all staff and continues to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. We have procured and maintain necessary safety/emergency supplies, equipment and items. We have established schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Due to a tragic accident at a neighborhood school, we added additional supervision to a road crossing near our campus.

Goal 1: Action 4: Healthy and nutritious meals - Our school maintains nutrition education resources and continues to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Our school promotes healthy food and beverage choices for all students throughout campus, as well as encourages participation in school meal programs. We continue to provide free breakfast and lunch with our full time meal server.

Goal 1: Action 5: Well-orchestrated Home Office support services - The MPS Home Office provides services to our school, supports and holds us accountable for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of our 12 schools, which reduces program and operations-related burdens of our school administration and enables us to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $37,883.00
Actual: $48,021.00
Explanation: The projected expenses are line with the planned initiatives, with a slight deviation. The difference in the projected expenses are due to additional professional development for our staff and Livescan/TB reimbursement to volunteers which is a new requirement this year.

Goal 1 Action 2
Budgeted: $481,601.27
Actual: $470,314.29
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 3
Budgeted: $1,251,346.54
Actual: $1,008,967.83
Explanation: The projected expenses are line with the planned initiatives, with a slight deviation. The difference in the projected expenses are due to increase in lease interest expense.

Goal 1 Action 4
Budgeted: $71,587.20
Actual: $73,410.16
Explanation: The projected expenses are line with the planned initiatives, with a slight deviation. The difference in the projected expenses are due to increased enrollment and number of student meals.

Goal 1 Action 5
Budgeted: $562,524.97
Actual: $896,395.04
Explanation: The projected expenses are line with the planned initiatives, but due to increased costs, above budget. The main driver of this increase is the CMO fee, which rose from $449k to $765k per the updated schedule.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

During the 2025-26 academic year, Magnolia Science Academy – San Diego made consistent progress toward achieving the goals outlined in the Local Control and Accountability Plan (LCAP). The implementation of planned actions was broadly effective across all goal areas, as evidenced by both quantitative metrics and qualitative outcomes.

All actions under Goal 1 were implemented with fidelity and demonstrated clear effectiveness. Credential verification, support for intern teachers, and administrator tuition reimbursement helped maintain a teacher retention rate of 86%, exceeding the target benchmark. Instructional materials were expanded to include updated science and history curricula, and new Chromebooks were purchased, enhancing technology access. The school maintained its facilities in “good repair” and improved specific campus features, such as repainting and safety netting. The nutrition program continued uninterrupted, supporting student wellness, while the MPS Home Office provided ongoing compliance and operational support. All associated metrics—such as teacher attendance and availability of instructional materials—met or exceeded expectations, with no substantive barriers encountered.

Expenditures were consistent with planned budgets, with only minor adjustments (e.g., increased spending on facilities repairs and new curriculum).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes are recommended. All actions under Goal 1 will be continued without modification, as they are successfully supporting a high-quality learning environment.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.	$41,767.00	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees. The following expenditures will be funded by federal Title funds: N/A		
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A	$536,992.57	No
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and	$1,010,403.83	No

Action #	Title	Description	Total Funds	Contributing
		safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A		
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, refreshments and office supplies related to the Healthy and nutritious meals	$74,489.84	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal funds: -Clerical & Tech: Federal CSP; Amount: $25,431.21 -STRS: Federal CSP; Amount: $4,859.04 -OASDI/Medicare: Federal CSP; Amount: $368.88 -Health & Welfare Benefits: Federal CSP; Amount: $4,652.63 -Unemployment Insurance: Federal CSP; Amount: $127.20	$935,138.73	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: 100%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 100%	2024-25: (As of 5/29/25) 125%	2025-26 (As of 6/10/26): 98%	2026-27: >= 85%	-2 percentage points
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 91%	2024-25: (First semester) 95%	2025-26 (First semester): 94%	2026-27: (First semester) >= 80%	+3 percentage points
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 63.01% -English Learners: 0.00% -Socioeconomically Disadvantaged: 52.03% -Students with Disabilities: 33.33% -Asian: 64.1% -Hispanic: 50.68%	2023-24: -All Students: 68.88% -English Learners: * -Socioeconomically Disadvantaged: 59.70%	2024-25: -All Students: 72.42% -English Learners: * -Socioeconomically Disadvantaged: 60.51%	2025-26: -All Students: >= 60.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 50.00% -Students with	-All Students: +9.41 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: +8.48 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: 73.95% -Two or More Races: 75.00% -African American: 43.33%	-Students with Disabilities: 48.00% -Asian: 74.41% -Hispanic: 53.73% -White: 77.25%	-Students with Disabilities: 44.94% -Asian: 75.56% -Hispanic: 61.07% -White: 81.93% -Two or More Races: 79.66% -African American: 47.06%	Disabilities: >= 35.00% -Two or More Races: >= 60.00% -Asian: >= 60.00% -Hispanic: >= 50.00% -White: >= 60.00%	-Students with Disabilities: +11.61 percentage points -Asian: +11.46 percentage points -Hispanic: +10.39 percentage points -White: +7.98 percentage points -Two or More Races: +4.66 percentage points -African American: +3.73 percentage points
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 27.2 points above standard -English Learners: 44.4 points below standard -Socioeconomically Disadvantaged: 1.3 points below standard -Students with Disabilities: 39.1 points below standard -Two or More Race: 33.0 points above standard -African American: 15.8 points below standard -Asian: 41.9 points above standard -Hispanic: 4.1 points above standard	2023-24: (2024 Dashboard) -All Students: 45.6 points above standard -English Learners: 9.4 points below standard -Socioeconomically Disadvantaged: 7.2 points above standard -Students with Disabilities: 7.0 points below standard -Asian: 60.4 points above standard -Hispanic: 161 points above standard	2024-25: (2025 Dashboard) -All Students: 50.8 points above standard -English Learners: 12.0 points above standard -Socioeconomically Disadvantaged: 24.9 points above standard -Students with Disabilities: 1.5 points below standard -Two or More Races: 61.0 points above standard	2025-26: (2026 Dashboard) -All Students: 28.0 points above standard -English Learners: 35.0 points below standard -Socioeconomically Disadvantaged: 2.0 points above standard -Students with Disabilities: 30.0 points below standard -Two or More Races: 34.0 points above standard	-All Students: +23.6 points -English Learners: +56.4 points -Socioeconomically Disadvantaged: +26.2 points -Students with Disabilities: +37.6 points -Two or More Races: +28.0 points -African American: +35.0 points -Asian: +19.7 points -Hispanic: +14.7 points -White: +24.8 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: 48.3 points above standard	-White: 69.7 points above standard	-African American: 19.2 points above standard -Asian: 61.6 points above standard -Hispanic: 18.8 points above standard -White: 73.1 points above standard	-African American: 6.0 points below standard -Asian: 43.0 points above standard -Hispanic: 8.0 points above standard -White: 49.0 points above standard	
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 55.7% -English Learners: 43.8% -Socioeconomically Disadvantaged: 54.6% -Students with Disabilities: 53.4% -Asian: 40.0% -Hispanic: 62.0% -White: 56.6%	2024-25: (Fall to Spring) -All Students: 57.9% -English Learners: 40.0% -Socioeconomically Disadvantaged: 53.5 -Students with Disabilities: 53.6% -Hispanic: 56.8% -Asian: 58.0% -White: 56.7%	2025-26 (Fall to Spring): -All Students: 70.8% -English Learners: 100.0% -Socioeconomically Disadvantaged: 68.1% -Students with Disabilities: 70.3% -Hispanic: 71.1% -Asian: 86.1% -White: 63.1%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -African American: >= 50% -Asian: >= 50% -Hispanic: >= 50% -White: >= 50%	-All Students: +15.1 percentage points -English Learners: +56.2 percentage points -Socioeconomically Disadvantaged: +13.5 percentage points -Students with Disabilities: +16.9 percentage points -Asian: +46.1 percentage points -Hispanic: +9.1 percentage points -White: +6.5 percentage points
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress	2023-24: (Fall to Spring) -All Students: CGI: 0.07 (CGP: 53rd percentile) -English Learners: CGI: 0.26 (CGP: 60th percentile)	2024-25: (Fall to Spring) -All Students: CGI: 0.07 (CGP: 53rd percentile)	2025-26 (Fall to Spring): -All Students: CGI: 0.99 (CGP: 84th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >=	-All Students: +0.92 CGI -English Learners: +1.59 CGI -Socioeconomically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	-Socioeconomically Disadvantaged: CGI: 0.04 (CGP: 52nd percentile) -Students with Disabilities: CGI: 0.55 (CGP: 71st percentile) -Asian: CGI: -0.79 (CGP: 22nd percentile) -Hispanic: CGI: 0.37 (CGP: 65th percentile) -White: CGI: 0.16 (CGP: 56th percentile)	-English Learners: CGI: 0.28 (CGP: 61st percentile) - Socioeconomically Disadvantaged: CGI: -0.01 (CGP: 49th percentile) -Students with Disabilities: CGI: -0.16 (CGP: 44th percentile) -Hispanic: CGI: 0.15 (CGP: 56th percentile) -Asian: CGI: -0.12 (CGP: 45th percentile) -White: CGI: 0.03 (CGP: 51st percentile)	-English Learners: CGI: 1.85 (CGP: 97th percentile) - Socioeconomically Disadvantaged: CGI: 0.94 (CGP: 83rd percentile) -Students with Disabilities: CGI: 0.82 (CGP: 79th percentile) -Hispanic: CGI: 0.97 (CGP: 83rd percentile) -Asian: CGI: 1.24 (CGP: 89th percentile) -White: CGI: 0.94 (CGP: 83rd percentile)	50th percentile) - Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -African American: CGI >= 0 (CGP >= 50th percentile) -Asian: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)	Disadvantaged: +0.90 CGI -Students with Disabilities: +0.27 CGI -Asian: +2.03 CGI -Hispanic: +0.60 CGI -White: +0.78 CGI
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 54.65% -English Learners: 5.88% -Socioeconomically Disadvantaged: 41.22% -Students with Disabilities: 34.67% -Two or More Races: 60.41% -Asian: 71.8% -Hispanic: 40.45% -White: 67.6%	2023-24: -All Students: 60.32% -English Learners: * - Socioeconomically Disadvantaged: 46.16% -Students with Disabilities: 41.89% -Asian: 81.39% -Hispanic: 45.52% -White: 70.48%	2024-25: -All Students: 60.09% -English Learners: * - Socioeconomically Disadvantaged: 49.69% -Students with Disabilities: 39.33% -African American: 41.18%	2025-26: -All Students: >= 55.00% -English Learners: >= 10.00% - Socioeconomically Disadvantaged: >= 44.00% -Students with Disabilities: >= 36.00% -Two or More Races: >= 55.00% -African American:	-All Students: +5.44 percentage points -English Learners: N/A - Socioeconomically Disadvantaged: +8.47 percentage points -Students with Disabilities: +4.66 percentage points -African American: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				-Two or More Races: 57.63% -Asian: 71.11% -Hispanic: 44.97% -White: 73.49%	>= 30.00% -Asian: >= 60.00% -Hispanic: >= 44.00% -White: >= 60.00%	-Two or More Races: -2.78 percentage points -Asian: -0.69 percentage points -Hispanic: +4.52 percentage points -White: +5.89 percentage points
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 8.5 points above standard -English Learners: 60.2 points below standard -Socioeconomically Disadvantaged: 27.0 points below standard -Students with Disabilities: 56.5 points below standard -Two or More Races: 14 points above standard -African American: 41.7 points below standard -Asian: 34.5 points above standard -Hispanic: 22.8 points below standard -White: 35.9 points above standard	2023-24: (2024 Dashboard) -All Students: 26.6 points above standard -English Learners: 24.9 points below standard -Socioeconomically Disadvantaged: 12.1 points below standard -Students with Disabilities: 35.4 points below standard -Asian: 65.7 points above standard -Hispanic: 9.3 points below standard -White: 52.4 points above standard	2024-25 (2025 Dashboard): -All Students: 26.9 points above standard -English Learners: 17.1 points below standard -Socioeconomically Disadvantaged: 0.4 points below standard -Students with Disabilities: 29.3 points below standard -African American: 31.4 points below standard -Two or More Races: 31.6 points above standard -Asian: 48.5 points above standard -Hispanic: 8.2 points below standard	2025-26: (2026 Dashboard) -All Students: 10.0 points above standard -English Learners: 51.0 points below standard -Socioeconomically Disadvantaged: 18.0 points below standard -Students with Disabilities: 47.0 points below standard -Two or More Races: 15.0 points above standard -African American: 32.0 points below standard -Asian: 35.0 points above standard -Hispanic: 13.0 points below standard	-All Students: +18.4 points -English Learners: +43.1 points -Socioeconomically Disadvantaged: +26.6 points -Students with Disabilities: +27.2 points -Two or More Races: +17.6 points -African American: +10.3 points -Asian: +14.0 points -Hispanic: +14.6 points -White: +19.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				-White: 55.5 points above standard	-White: 36.0 points above standard	
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 67.3% -English Learners: 70.6% -Socioeconomically Disadvantaged: 65.2% -Students with Disabilities: 67.1% -Asian: 78.7% -Hispanic: 58.3% -White: 73.2%	2024-25: (Fall to Spring) -All Students: 77.3% -English Learners: 72.7% -Socioeconomically Disadvantaged: 75.3% -Students with Disabilities: 78.7% -Hispanic: 71.8% -Asian: 86.3% -White: 80.2%	2025-26 (Fall to Spring): -All Students: 75.8% -English Learners: 50.0% -Socioeconomically Disadvantaged: 66.9% -Students with Disabilities: 69.1% -Hispanic: 72.4% -Asian: 64.1% -White: 82.2%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -African American: >= 50% -Asian: >= 50% -Hispanic: >= 50% -White: >= 50%	-All Students: +8.5 percentage points -English Learners: -20.6 percentage points -Socioeconomically Disadvantaged: +1.7 percentage points -Students with Disabilities: +2.0 percentage points -Hispanic: +14.1 percentage points -Asian: -14.6 percentage points -White: +9.0 percentage points
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 1.11 (CGP: 87th percentile) -English Learners: CGI: 2.37 (CGP: 99th percentile) -Socioeconomically Disadvantaged: CGI: 1.01 (CGP: 84th percentile) -Students with Disabilities: CGI: 1.50 (CGP: 93rd percentile) -Asian: CGI: 1.22 (CGP: 89th percentile)	2024-25: (Fall to Spring) -All Students: CGI: 2.31 (CGP: 99th percentile) -English Learners: CGI: 0.99 (CGP: 84th percentile) -Socioeconomically Disadvantaged: CGI: 2.35 (CGP: 99th percentile) -Students with Disabilities: CGI:	2025-26 (Fall to Spring): -All Students: CGI: 0.99 (CGP: 82nd percentile) -English Learners: CGI: -0.29 (CGP: 39th percentile) -Socioeconomically Disadvantaged: CGI: 0.58 (CGP: 72nd percentile) -Students with	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th	-All Students: -0.12 CGI -English Learners: -2.66 CGI -Socioeconomically Disadvantaged: -0.43 CGI -Students with Disabilities: -0.81 CGI -Hispanic: +0.31 CGI -Asian: -0.25 CGI -White: -0.24 CGI

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Hispanic: CGI: 0.50 (CGP: 69th percentile) -White: CGI: 1.54 (CGP: 94th percentile)	2.62 (CGP: 94th percentile) -Hispanic: CGI: 2.07 (CGP: 98th percentile) -Asian: CGI: 2.70 (CGP: 100th percentile) -White: CGI: 2.30 (CGP: 99th percentile)	Disabilities: CGI: 0.69 (CGP: 76th percentile) -Hispanic: CGI: 0.81 (CGP: 79th percentile) -Asian: CGI: 0.97 (CGP: 83rd percentile) -White: CGI: 1.30 (CGP: 90th percentile)	percentile) -African American: CGI >= 0 (CGP >= 50th percentile) -Asian: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)	
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 73.1%	2023-24: (2024 Dashboard) 76.9%	2024-25 (2025 Dashboard): N/A	2025-26: (2026 Dashboard) >= 50.0%	N/A (2025 Dashboard data not available)
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 35.5%	2023-24: (Internal) 42.9%	2024-25 (Internal): 33.3% 2025-26 (As of 6/10/26): 87.5%	2025-26: (CDE DataQuest) >= 10.0%	+52.0 percentage points
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 52.52% -English Learners: 0.00% -Socioeconomically Disadvantaged: 44.23%	2023-24: -All Students: 64.43% -English Learners: * -Socioeconomically	2024-25: -All Students: 64.93% -English Learners: * -Socioeconomically	2025-26: -All Students: >= 50.00% -English Learners: >= 5.00% -Socioeconomically	-All Students: +12.41 percentage points -English Learners: N/A -Socioeconomically

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Students with Disabilities: 24.19% -Two or More Races: 46.16% -African American: * -Asian: 63.63% -Hispanic: 46.42% -White: 58.70%	Disadvantaged: 50.00% -Students with Disabilities: 57.70% -Hispanic: 48.00% -White: 82.35%	Disadvantaged: 62.23% -Students with Disabilities: 56.00% -Two or More Races: 71.43% -African American: * -Asian: 63.16% -Hispanic: 54.00% -White: 75.55%	Disadvantaged: >= 45.00% -Students with Disabilities: >= 27.00% -Two or More Races: >= 45.00% -Asian: >= 60.00% -Hispanic: >= 45.00% -White: >= 55.00%	Disadvantaged: +18.00 percentage points -Students with Disabilities: +31.81 percentage points -Two or More Races: +25.27 percentage points -African American: N/A -Asian: -0.47 percentage points -Hispanic: +7.58 percentage points -White: +16.85 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 2:
Action 1: Broad course of study and standards-based curriculum - Our school provided students with a broad array of courses including core subjects (English, Mathematics, Social Sciences, and Science) and electives (Broadcasting, Spanish, Robotics, Band and Art). Our school also provided all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. Our school has designed the master schedule to meet the needs of our students to ensure all academic content areas are available to all students, including student groups. All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. Our school is appropriately staffed to implement the school master schedule.

Action 2: Professional development for high-quality instruction - Professional development occurs at the MPS organizational level and within our school. We ensure that curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff are provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough

protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at our school and at the Home Office assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders determine common staff development days and tailor staff development to individual staff needs.

Action 3: MTSS - Academic enrichment, intervention, and student support - Our school implements MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. We synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions are utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. We also provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, one on one executive funcioning support, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings are coordinated with our Guidance Counselor, teachers and other support roles (resource teachers, EL coordinator, department chairs, etc.)

Action 4: Designated and integrated ELD programs and support for ELs - Our school provides services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. We provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator (Dean of Academics) monitors EL student progress in program implementation according to our EL Master Plan. All of our teachers provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. We provide culturally and linguistically relevant materials for students. ELs receive further in-class instructional support which includes one-on-one teacher support and small group instruction. We strive to provide bilingual instructional or peer assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. We ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Our school also provides regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. These notifications include, but are not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.

Action 5: Support for students with disabilities - Students with disabilities receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including performance on statewide assessments. Students with disabilities have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams work in collaboration, monitor our scholars’ progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs are reviewed and present levels are updated during annual and triennial reviews as required by the IDEA.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $1,583,848.60
Actual: $1,739,989.24
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with a slight deviation due to our increased enrollment this year.

Goal 2 Action 2
Budgeted: $52,494.06
Actual: $64,346.06
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with a slight deviation due to our increased professional development needs and increasing costs.

Goal 2 Action 3
Budgeted: $320,616.61
Actual: $361,536.51
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with a slight deviation due to our increased enrollment this year.

Goal 2 Action 4
Budgeted: $0.00
Actual: $0.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives.

Goal 2 Action 5
Budgeted: $984,855.10
Actual: $950,066.55
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on the 2025-26 data available so far, our actions to date appear to be effective in maintaining student access to programs and services, supporting strong instructional implementation, and sustaining high levels of student course achievement. The school maintained 100% student access to programs and services in 2025-26, meeting the target and continuing the baseline level of full access. Administrative classroom observations were completed at 98%, exceeding the Year 3 target of at least 85%, which indicates that professional development, instructional monitoring, and feedback systems continue to be implemented with fidelity. In addition, 94% of students earned a grade of “C” or

better in core subjects and electives during the first semester, which is well above the Year 3 target of at least 80% and reflects continued student success in the instructional program.

The most recent preliminary state assessment and dashboard data also show areas of continued strength, while identifying student groups that require ongoing monitoring and support. In ELA, all students met or exceeded the 2025-26 target, with 72.42% meeting or exceeding standard in 2024-25 compared with the target of at least 60%. Socioeconomically disadvantaged students, students with disabilities, Asian students, Hispanic students, White students, students identifying as Two or More Races, and African American students also met or exceeded the listed ELA targets where data were available. ELA Distance from Standard results from the 2025 Dashboard show that all students performed 50.8 points above standard, with several student groups also above standard, including English Learners, socioeconomically disadvantaged students, Asian students, Hispanic students, White students, students identifying as Two or More Races, and African American students. Students with disabilities improved compared with baseline but remained slightly below standard, indicating a continued need for targeted supports.

In Mathematics preliminary data, all students also exceeded the 2025-26 target, with 60.09% meeting or exceeding standard in 2024-25 compared with the target of at least 55%. Socioeconomically disadvantaged students, students with disabilities, Asian students, Hispanic students, White students, and African American students met or exceeded their listed Mathematics targets where data were available. Mathematics Distance from Standard remained positive for all students overall at 26.9 points above standard on the 2025 Dashboard. However, several student groups, including English Learners, socioeconomically disadvantaged students, students with disabilities, African American students, and Hispanic students, remained below standard in Mathematics DFS, which indicates that subgroup performance should continue to be closely monitored and addressed through MTSS, intervention, and differentiated instructional supports.

Additional indicators also suggest that the school's actions are supporting student outcomes. The reclassification rate for English Learners was 88.0% as of June 5, 2026, exceeding the 2025-26 target of at least 10.0%. Preliminary Science results also remained strong, with 64.93% of all students meeting or exceeding standard in 2024-25, exceeding the 2025-26 target of at least 50%. Student groups with available Science data, including socioeconomically disadvantaged students, students with disabilities, Asian students, Hispanic students, White students, and students identifying as Two or More Races, also met or exceeded their listed targets.

The preliminary 2025-26 MAP growth data are now available and show strong evidence that the school's instructional, MTSS, intervention, and enrichment actions are contributing to measurable academic growth. In MAP Reading, 70.8% of MSA-SD students met their fall-to-spring growth targets, exceeding the 50% target by 20.8 percentage points. English Learners and students with disabilities also exceeded the target in Reading, with 100.0% of English Learners and 70.3% of students with disabilities meeting their growth targets. The Reading CGI/CGP results further support this positive trend, with all students earning a CGI of 0.99, which corresponds to the 84th percentile. English Learners earned a CGI of 1.85, or the 97th percentile, and students with disabilities earned a CGI of 0.82, or the 79th percentile.

Preliminary MAP Mathematics results also show strong overall growth. MSA-SD exceeded the 50% target for all students, with approximately three-fourths of students meeting their fall-to-spring Mathematics growth targets. Students with disabilities also exceeded the target in Mathematics, while English Learner results should continue to be monitored closely because the percentage meeting growth was closer to the target and the Mathematics CGI/CGP for English Learners was below the expected growth benchmark. Overall, the preliminary MAP data strengthen the conclusion that current actions are producing measurable academic growth, particularly in Reading and for students with disabilities, while also identifying English Learner Mathematics growth as an area for continued monitoring and targeted support.

Overall, based on the 2025-26 data available to date, our actions appear to be effective in maintaining full access to programs, supporting strong instructional implementation, sustaining high course achievement, meeting or exceeding several state assessment targets, and producing measurable academic growth on preliminary MAP measures. The preliminary MAP data strengthen the conclusion that MTSS, intervention, enrichment, and differentiated instructional supports are contributing to student progress, particularly in Reading and for students with disabilities. At the same time, the school should continue to monitor future Dashboard outcomes and subgroup results to ensure that growth is sustained for all student groups, with particular attention to English Learners in Mathematics and to student groups that remain below standard on Distance from Standard measures, including socioeconomically disadvantaged students, students with disabilities, African American students, and Hispanic students.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflection on prior practice and the 2025–26 data available to date, no major changes are recommended to Goal 2, the planned actions, or the overall structure of supports for the coming year. The current actions will be continued because they are supporting broad student access, strong instructional implementation, and high levels of student course performance.

Our school maintained 100% student access to all programs and services, and classroom observation completion remained above the target, indicating that systems for standards-based instruction, professional development, instructional monitoring, and program access continue to be implemented effectively. Student course performance also remained strong, with 94% of students earning a grade of “C” or better in core subjects and electives, exceeding the target of 80%.

As a result, the school will continue the current Goal 2 actions, including the broad course of study and standards-based curriculum, professional development for high-quality instruction, MTSS academic enrichment and intervention supports, designated and integrated ELD services, and supports for students with disabilities.

While no substantive changes are being made to the planned goal, metrics, target outcomes, or actions, the school will refine implementation based on areas identified for continued monitoring. Because some 2025–26 growth data, including MAP Reading, MAP Mathematics, and related CGI/CGP measures, is not yet available, our school will continue to monitor academic growth outcomes closely once complete data becomes available.

Our school will also continue to strengthen targeted supports for English Learners, socioeconomically disadvantaged students, and students with disabilities. This includes increased attention to academic language development, differentiated instruction, progress monitoring, intervention alignment, and collaboration among general education, special education, and EL support staff. Continued emphasis will be placed on ensuring that EL support strategies are aligned with English language development standards, reclassification criteria, and students’ individual academic needs.

Overall, the planned actions for Goal 2 will continue without major modification, with refinements focused on strengthening implementation, improving data monitoring, and accelerating progress for student groups with persistent performance gaps.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: -Teacher Salaries: Title I; Amount: $23,936.00 -STRS: Title I; Amount: $4,572.94 -OASDI/Medicare: Title I; Amount: $347.16 -Health & Wellness Benefits: Title I; Amount: $5,045.73 -Unemployment Insurance: Title I; Amount: $119.71	$1,719,936.45	No
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular	$54,783.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -Professional Development: Title II; Amount: $14,000.00		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)	$343,968.93	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: Dean of Academics salary and benefits, instructional aide salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, IXL, Quizizz, Membean, Cityspan, Newsela, and myON.) The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $32,342.51 -Educational Software: Title IV, Part A ESEA (ESSA); Amount: $3,370.80		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: -SpEd Ctrct Inst: IDEA SPED; Amount: $217,524.00 -Instructional Aides: Title I; Amount: $4,107.36 -PERS: Title I; Amount: $110.12 -OASDI/Medicare: Title I; Amount: $31.42 -Health & Welfare Benefits: Title I; Amount: $2,448.75 -Unemployment Insurance: Title I; Amount: $2.05	$985,067.65	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 22%	2024-25: (As of 6/5/25) 29%	2025-26 (As of 5/22/26): 35%	2026-27: >= 10%	+13 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 97%	2024-25: (As of 6/5/25) 84%	2025-26 (As of 5/22/26): 99%	2026-27: >= 90%	+2 percentage points
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 98%	2024-25: (As of 6/5/25) 98%	2025-26 (As of 5/22/26): 100%	2026-27: >= 80%	+2 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 3:
Action 1: College/Career readiness programs and activities - Our school promotes a college-going culture through college/career days, and other college/career related activities. We successfully hosted our College and Career Week event that extended into a month of extra activities with the addition of our Guidance Counselor who organized this event. Nearly 20 guest speakers participated, including representatives from colleges, the navy, various occupational and trade school programs, and businesses. Students also presented on different career pathways such as community colleges, trade schools, colleges/universities, and military branches. We were also able to add a High School Fair and workshops for parents and students.

Action 2: STEM and GATE programs - Our school offers STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students are provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We also provide information and access to quality out-of-school STEM activities and achievements. With the CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, our school designed and implemented computer science and engineering-related courses and activities, such as Scratch, Code.org activities, Robotics, etc. Gifted and talented students and students achieving above grade level are

engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing as well as during STEAM related after school clubs. Emphasis is on innovation, critical thinking, and logical reasoning. Learners are also challenged to investigate, use problem-based learning, and research. Our students engaged in numerous STEAM activities, including the San Diego STEAM Expo, MPS STEAM Expo, and the San Diego Festival of Science and Engineering. All of our students also participate in the Celebration of Science event and share projects with their peers.

Action 3: Digital Literacy and Citizenship Programs - Our school educates our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Our school offered Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers incorporate appropriate technology into lessons to support student learning and technology is kept up to date. Students are provided with opportunities to expand their literacy, computational, and communication skills with digital media; they write advanced essays, conduct internet research, and are engaged in data collection, presenting ideas and drawing conclusions. Our school staff teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.

Action 4: Access to Physical Education and Fitness Resources - Our school provides students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. Our curriculum promotes the benefits of a physically active lifestyle and helps students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. We offer recess before school and after lunch and students are provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, we ensure that our campus and facilities are safe, and that equipment is available to students to be active. We offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. We adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

Action 5: Additional Programs for a Well-Rounded Education - To provide a well-rounded education to our students, we strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, community service programs, clubs, etc. Our teachers and other staff offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, our school's Expanded Learning Opportunities Program (ELO-P) supports afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, and other areas.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $0.00
Actual: $0.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 2
Budgeted: $1.06
Actual: $0.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 3
Budgeted: $0.00
Actual: $0.00
Explanation: Due to the free resources, the projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 4
Budgeted: $268,748.52
Actual: $530,747.85
Explanation:The main variance here is primarily due to an unbudgeted purchase of $227k for Chromebooks that was added after the initial budget was set. The current chromebooks are 5-6 years old and performance has been an issue. After tech/financial research, the most cost efficient and highest performance chromebooks were selected to replace current inventory.

Goal 3 Action 5
Budgeted: $437,489.24
Actual: $415,316.10
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on the 2025–26 data available to date, the specific actions under Goal 3 have been effective in making progress toward providing students with college, career, STEAM, digital literacy, physical education, and well-rounded learning opportunities. The school exceeded all

available Year 3 target outcomes for the Goal 3 metrics, indicating that the actions implemented to date are supporting progress toward the goal.

Action 1, College/Career Readiness Programs and Activities, was effective in strengthening students' exposure to college and career pathways. The school successfully implemented College and Career Week, which expanded into a month of activities with the support of the Guidance Counselor. Nearly 20 guest speakers participated, including representatives from colleges, the Navy, occupational and trade programs, and businesses. Students also presented on different career pathways, and the school added a High School Fair and workshops for parents and students. These activities supported a stronger college-going and career-readiness culture.

Action 2, STEM and GATE Programs, was effective in expanding access to advanced math, STEAM activities, and enrichment opportunities. In 2025–26, 35% of students were enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, exceeding the Year 3 target of at least 10%. Students also participated in STEAM activities such as the San Diego STEAM Expo, MPS STEAM Expo, the San Diego Festival of Science and Engineering, and the Celebration of Science. In addition, 100% of students created or demonstrated a STEAM-focused project, experiment, model, or demo, exceeding the target of at least 80%. These outcomes suggest that the school's STEAM and GATE opportunities are being implemented effectively and reaching students broadly.

Action 3, Digital Literacy and Citizenship Programs, was also effective. In 2025–26, 99% of students in the current graduating class had taken a computer/technology course and/or experienced blended learning, exceeding the Year 3 target of at least 90%. The school continued to provide computer and digital literacy classes, blended learning experiences, and instruction in responsible technology use, including topics such as digital footprint, privacy, security, digital etiquette, and appropriate use of artificial intelligence. These efforts indicate strong implementation of digital literacy and citizenship supports.

Action 4, Access to Physical Education and Fitness Resources, was implemented as planned and supported students' access to physical education, physical activity, and safe fitness resources. The school provided standards-aligned physical education, opportunities for recess and movement throughout the day, and access to physical activity through clubs, sports, and other programming. Actual expenditures exceeded the budgeted amount due to upgrades to old equipment and the soccer field, which reflects an increased investment in student fitness resources and campus facilities. While this action does not have a specific outcome metric listed in the available data, implementation appears effective based on the school's continued provision of PE, activity opportunities, and facility improvements.

Action 5, Additional Programs for a Well-Rounded Education, was effective in supporting enrichment and broader student engagement. The school continued to offer elective courses, arts, music, language, clubs, field trips, community service, and Expanded Learning Opportunities Program supports. These programs helped provide students, including unduplicated students, with access to experiential learning and enrichment opportunities beyond the core academic program.

Overall, the Goal 3 actions to date have been effective. The strongest evidence of effectiveness is that the school exceeded all available 2025–26 target outcomes: 35% of students participated in accelerated or advanced math opportunities, 99% of graduating students accessed computer/technology coursework or blended learning, and 100% of students completed or demonstrated a STEAM-focused project. No major areas of ineffectiveness are evident from the available data. Continued monitoring should ensure that these opportunities remain accessible to all student groups and that increased investments in physical education and enrichment continue to support student engagement and well-rounded development.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflection on prior practice and the 2025–26 data available to date, no major changes are recommended to Goal 3, the metrics, target outcomes, or planned actions for the coming year. The current actions will be continued because they are effectively supporting college and career readiness, STEAM access, digital literacy, physical education, and well-rounded educational opportunities for students.

While no substantive changes are being made, the school will continue to refine implementation based on prior practice. College and career readiness activities will continue to be expanded and strengthened through guest speakers, student presentations, parent and student workshops, and high school transition activities. STEAM and advanced math opportunities will continue to be monitored to ensure broad and equitable access. Digital literacy instruction will continue to include responsible technology use, digital citizenship, and appropriate use of artificial intelligence. The school will also continue to maintain and improve physical education resources and enrichment opportunities, including clubs, electives, arts, athletics, field trips, and Expanded Learning Opportunities Program supports.

Overall, reflections on prior practice indicate that the planned Goal 3 actions are effective and should be maintained. Any changes for the coming year will be refinements to strengthen access, quality, and consistency of implementation rather than changes to the goal, metrics, targets, or core actions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities. Expenditures associated with this action include the following: college/career-related materials and activities. The following expenditures will be funded by federal Title funds: N/A	$0.00	Yes
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM	$1.06	Yes

Action #	Title	Description	Total Funds	Contributing
		activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A		
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.		Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A		
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: -PE Supplies: Title IV, Part A ESEA (ESSA); Amount: $1,742.00	$305,751.50	Yes
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential	$409,400.22	Yes

Action #	Title	Description	Total Funds	Contributing
		learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7	2024-25: (As of 6/5/25) 8	2025-26 (As of 5/15/26): 8	2026-27: >= 8	+1
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 0	2024-25: (As of 6/5/25) 0	2025-26 (As of 5/15/26): 8	2026-27: >= 4	+8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 25	2024-25: (As of 6/5/25) 25	2025-26 (As of 5/15/26): 27	2026-27: >= 10	+2
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 2.9%	2024-25: (As of 1/24/25) 10.4%	2025-26 (As of 5/22/26): 7.0%	2026-27: >= 15.0%	+4.1 percentage points
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.98%	2024-25 P-2 ADA: 94.74%	2025-26 P-2 ADA: 95.53%	2026-27: (P-2 ADA) >= 92.00%	+1.55 percentage points
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 21.6%	2023-24: (2024 Dashboard) 18.5%	2024-25 (2025 Dashboard): 13.8% 2025-26 (As of 5/22/26): 10.8%	2025-26: (2026 Dashboard) <= 20.0%	-10.8 percentage points
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%	2024-25: (As of 6/5/25) 0.7%	2025-26 (As of 6/10/26): 0.0%	2026-27: <= 2.0%	0 percentage points
4.8	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 2.5%	2023-24: (2024 Dashboard) 2.2%	2024-25 (2025 Dashboard): 1.9% 2025-26 (As of 5/22/26): 1.4%	2025-26: (2026 Dashboard) <= 2.5%	-1.1 percentage points
4.9	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00%	2024-25 (CDE DataQuest): 0.0%	2025-26: (CDE DataQuest) <= 0.50%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024-25: (As of 5/28/25) 0.0%	2025-26 (As of 5/22/26): 0.0%		
4.10	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 94.1% -Families: 65.0% -Staff: 100.0%	2024-25: -Students: 94.5% -Families: 65.1% -Staff: 91.7%	2025-26: -Students: 93.6% -Families: 88.3% -Staff: 100.0%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	-Students: -0.5 percentage points -Families: +23.3 percentage points -Staff: 0.0 percentage points
4.11	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 68.0% -Families: 96.0% -Staff: 88.0%	2024-25: -Students: 66% -Families: 96% -Staff: 82%	2025-26: -Students: 67% -Families: 95% -Staff: 80%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	-Students: -1 percentage point -Families: -1 percentage point -Staff: -8 percentage points
4.12	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other	2023-24: -Students: 82% -Families: 95% -Staff: 97%	2024-25: -Students: 77% -Families: 97% -Staff: 88%	2025-26: -Students: 76% -Families: 88% -Staff: 83%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	-Students: -6 percentage points -Families: -7 percentage points -Staff: -14 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)					
4.13	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 88.57%	2024-25: (Spring 2024 to Fall 2024) 89%	2025-26 (Spring 2025 to Fall 2025): 93%	2026-27: (Spring 2026 to Fall 2026) >= 85%	+4.43 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 4:
Action 1: Seeking family input for decision making - Our school builds the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. We provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC is composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Our school chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, our school conducts annual family surveys to seek feedback on school improvement.

Action 2: Building relationships and partnerships with families for student outcomes - Our school has developed the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff learns about each family's strengths, cultures, languages, and goals for their children. We promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and Student-Led Parent/Teacher conferences. Administrators greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. We provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. We communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff visit students at their homes to discuss student progress and enhance student learning and involvement.

We also support families to understand and exercise their legal rights and advocate for their own students and all students. We schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, internet and social media safety, using SIS to check student progress, study habits, and family literacy. We use a variety of communication channels to connect with families in a language that is understandable and accessible to them. Our parent communication software is utilized for voice and text communications, email, and push notifications. We provide language translators at parent meetings to the extent practicable.

Action 3: MTSS - PBIS and SEL support - Our school provides a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support is provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. We offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Our school implements a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. We also celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. We also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Action 4: Annual educational partner surveys - Our school annually administers school experience surveys to students, families, and staff. We implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.

Action 5: Community outreach and partnerships - We ahve established several community, business, institutional and civic partnerships that invest in and support the vision and goals of our school. School staff participate in local activities that engage community members and staff in communicating school successes to the broader community. We secure community support to sustain existing resources and add new resources that address emerging student needs. Our school leadership actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $2,172.00
Actual: $2,172.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 2
Budgeted: $130,268.33
Actual: $135,991.24
Explanation: All actions taken were in line with the planned initiatives, but the projected expenses are around $5k more than the budgeted amount due to our increased enrollment.

Goal 4 Action 3
Budgeted: $337,815.82
Actual: $324,012.23
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 4
Budgeted: $2,120.00
Actual: $2,120.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5
Budgeted: $456,885.31
Actual: $419,020.17
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on the 2025–26 data available to date, the specific actions under Goal 4 have been generally effective in making progress toward increasing family engagement, strengthening school connectedness, supporting attendance, and maintaining a safe and welcoming school environment. Most Goal 4 outcomes met or exceeded their Year 3 targets, indicating that the school's actions are supporting progress toward the goal.

Action 1, Seeking Family Input for Decision Making, was effective. The school held 8 Parent Advisory Committee meetings in 2025–26, meeting the Year 3 target of at least 8 meetings. The school also held 8 English Learner Advisory Committee meetings, exceeding the Year 3 target of at least 4 meetings. This reflects strong implementation of systems for family input, representation, and shared decision-making. The increase in ELAC meetings is especially significant because it shows strengthened engagement with English Learner families and improved structures for gathering input from this important educational partner group. To do this, we combined the Parent Advisory Committee and ELAC meetings.

Action 2, Building Relationships and Partnerships with Families for Student Outcomes, was effective overall, though one area needs continued attention. The school offered 27 parent engagement activities and events in 2025–26, exceeding the Year 3 target of at least 10 events. Family survey participation also increased substantially to 88.3%, exceeding the target of 75%, which suggests that family outreach and communication efforts are reaching more families. However, home visits reached 7.0%, which is below the Year 3 target of 15.0%. While the school continues to build relationships through orientations, conferences, communication systems, workshops, and family events, home visits remain an area for improvement.

Action 3, MTSS, PBIS, and SEL Support, was effective in supporting student engagement, attendance, behavior, and school climate. The 2025–26 P-2 ADA rate was 95.53%, exceeding the target of at least 92.00%. Chronic absenteeism decreased to 10.8%, which is well below the target of 20.0% or lower. The middle school dropout rate was 0.0%, meeting the target of 2.0% or lower. The suspension rate decreased to 1.4%, meeting the target of 2.5% or lower, and the expulsion rate remained at 0.0%, meeting the target of 0.50% or lower. These outcomes indicate that our school's attendance supports, PBIS systems, SEL supports, restorative practices, and student engagement efforts are having a positive impact.

Action 4, Annual Educational Partner Surveys, was effective in gathering feedback from students, families, and staff, though survey results show some areas for continued monitoring. Survey participation was strong for families and staff, with family participation at 88.3% and staff participation at 100%, both exceeding targets. Student participation was 93.6%, slightly below the 95% target. Average approval rates met the targets for all groups, with students at 67%, families at 95%, and staff at 80%. Overall satisfaction met the student target, with students at 76%, but family satisfaction was 88%, below the 95% target, and staff satisfaction was 83%, below the 85% target. This suggests that while the school is successfully gathering feedback and maintaining generally positive school climate indicators, additional follow-up is needed to better understand and respond to the decline in family and staff overall satisfaction.

Action 5, Community Outreach and Partnerships, was implemented as planned and contributed to the school's broader efforts to support students and families through community, business, institutional, and civic partnerships. Although this action does not have a single standalone outcome metric in the data provided, the school's strong attendance, reduced chronic absenteeism, strong family engagement participation, and high student retention rate suggest that outreach and partnership efforts are contributing positively to school connectedness and student support. Student retention increased to 93%, exceeding the Year 3 target of at least 85%.

Overall, the Goal 4 actions to date have been effective in making progress toward the goal. The strongest evidence of effectiveness includes meeting or exceeding targets for PAC meetings, ELAC meetings, parent engagement events, ADA, chronic absenteeism, dropout rate, suspension rate, expulsion rate, family and staff survey participation, average approval rates, and student retention. Areas of relative ineffectiveness or continued need include increasing home visits, improving student survey participation, and addressing lower family and

staff overall satisfaction rates. Moving forward, the school should continue the current Goal 4 actions while refining implementation in these targeted areas.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflection on prior practice and the 2025–26 data available to date, no major changes are recommended to Goal 4, the metrics, target outcomes, or planned actions for the coming year. The current actions will be continued because they are generally effective in supporting family engagement, educational partner input, student attendance, school connectedness, positive behavior supports, and a welcoming school climate.

In 2025–26, Magnolia Science Academy – San Diego maintained strong implementation of Goal 4 actions. The school held 8 Parent Advisory Committee meetings, meeting the Year 3 target, and held 8 English Learner Advisory Committee meetings, exceeding the Year 3 target. This reflects strengthened structures for family voice and decision-making, including increased opportunities for English Learner families to provide input. The school also hosted 27 parent engagement activities and events, exceeding the target of at least 10, and family survey participation increased to 88.3%, exceeding the target of 75%.

The school also showed strong progress in student engagement and school climate indicators. The P-2 ADA rate increased to 95.53%, chronic absenteeism decreased to 10.8%, the middle school dropout rate was 0.0%, the suspension rate decreased to 1.4%, and the expulsion rate remained at 0.0%. Student retention also increased to 93%, exceeding the target of at least 85%. These results indicate that the school's MTSS, PBIS, SEL, attendance, family engagement, and community partnership actions are supporting progress toward the goal.

As a result, the planned Goal 4 actions will continue without major modification. These include seeking family input for decision-making, building relationships and partnerships with families, implementing MTSS/PBIS/SEL supports, administering annual educational partner surveys, and strengthening community outreach and partnerships.

While no substantive changes are being made to the goal, metrics, target outcomes, or core actions, the school will refine implementation in response to areas identified through reflection on prior practice. The school will continue working toward the 15% home visit target, as the 2025–26 home visit rate was 7.0%. The school will also continue to strengthen student survey participation, which was slightly below target, and will follow up on family and staff overall satisfaction results to better understand areas for improvement and respond to stakeholder feedback.

For the coming year, the school will maintain its current Goal 4 structure while increasing focus on targeted refinements, including strengthening home visit systems, sustaining ELAC and PAC engagement, increasing student participation in school experience surveys, and using survey feedback to improve family and staff satisfaction. These refinements are intended to strengthen implementation while preserving the actions that are already producing positive outcomes for students and families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses. The following expenditures will be funded by federal Title funds: N/A	$2,172.00	Yes
4.2	Building relationships and partnerships with	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments	$130,193.98	Yes

Powered by BoardOnTrack

Action #	Title	Description	Total Funds	Contributing
	families for student outcomes	for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -Teacher Salaries: Title I; Amount: $5,000.00 -STRS: Title I; Amount: $955.00 -OASDI/Medicare: Title I; Amount: $72.50 -Unemployment Insurance: Title I; Amount: $25.00		

Action #	Title	Description	Total Funds	Contributing
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.	$323,529.84	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: -Instructional Materials & Supplies: Title I; Amount: $2,104.10 -Educational Software: Title IV, Part A ESEA (ESSA); Amount: $5,300.00		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: N/A The following expenditures will be funded by federal Title funds: N/A		Yes
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.	$408,615.01	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal funds: -Certified Pupil Support Salaries: Federal CSP; Amount: $96,316.00 -Classified Support: Federal CSP; Amount: $72,177.36 -Clerical & Tech: Federal CSP; Amount: $21,755.28 -STRS: Federal CSP; Amount: $18,396.36 -PERS: Federal CSP; Amount: $19,354.68 -OASDI/Medicare: Federal CSP; Amount: $8,584.52 -Health & Welfare Benefits: Federal CSP; Amount: $27,915.81 -Other Benefits: Federal CSP; Amount: $2,176.80		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$298,109	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.577%	0.000%	$0.00	5.577%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials,	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers	Goal 2: For all students, but particularly for the EL and LTEL student groups: • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students.	have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. **Scope:** LEA-wide	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who have created or demonstrated a

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:** LEA-wide	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "average approval rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			" (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. **Scope:** LEA-wide	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students'	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way	• Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:** It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see	Goal 4: • School experience survey "participation rates" by students, families, and staff (Source: Local

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	Indicator Priority 6, Panorama Education) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	• Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Magnolia Science Academy – San Diego does receive LCFF supplemental funds but does not qualify for concentration grants—meaning it gets money for each high-need student (low-income, EL, foster), but not the extra concentration add-on. The school does not qualify for the LCFF concentration grant, because its unduplicated pupil percentage (UPP) is well below the 55% threshold required for that additional funding. As a result, this section is not applicable for the school.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,345,677	298,109	5.577%	0.000%	5.577%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,790,230.36	$1,865,865.78	$0.00	$626,115.47	$7,282,211.61	$4,194,602.67	$3,087,608.94

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$41,767.00	$41,767.00				$41,767.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$146,111.66	$390,880.91	$476,595.57	$60,397.00			$536,992.57	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$30,325.54	$980,078.29	$674,132.83	$336,271.00			$1,010,403.83	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$41,027.84	$33,462.00	$74,489.84				$74,489.84	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$35,438.96	$899,699.77	$899,699.77			$35,438.96	$935,138.73	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$1,592,546.45	$127,390.00	$1,581,961.99	$103,952.91		$34,021.55	$1,719,936.45	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$54,783.00	$21,826.00	$18,957.00		$14,000.00	$54,783.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$302,545.62	$41,423.31	$143,311.12	$164,944.50		$35,713.31	$343,968.93	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$767,543.65	$217,524.00	$51,664.14	$709,179.81		$224,223.70	$985,067.65	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1.06	$1.06				$1.06	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$255,896.50	$49,855.00	$304,009.50			$1,742.00	$305,751.50	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$243,339.22	$166,061.00	$136,237.68	$273,162.54			$409,400.22	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,172.00	$2,172.00				$2,172.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$116,267.48	$13,926.50	$102,093.45	$22,048.03		$6,052.50	$130,193.98	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$298,125.74	$25,404.10	$237,087.41	$79,038.33		$7,404.10	$323,529.84	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$365,434.01	$43,181.00	$43,181.00	$97,914.66		$267,519.35	$408,615.01	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,345,677	298,109	5.577%	0.000%	5.577%	$1,064,409.06	0.000%	19.912 %	**Total:**	$1,064,409.06
								LEA-wide Total:	$1,064,409.06
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$74,489.84	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,826.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$143,311.12	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	$0.00	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1.06	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$304,009.50	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$136,237.68	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,172.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$102,093.45	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$237,087.41	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,181.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,982,257.63	$7,442,426.27

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$37,883.00	$48,021.00
1	**1.2**	Instructional materials and technology	No	$481,601.27	$470,314.29
1	**1.3**	Clean and safe facilities that support learning	No	$1,251,346.54	$1,008,967.83
1	**1.4**	Healthy and nutritious meals	Yes	$71,587.20	$73,410.16
1	**1.5**	Well-orchestrated Home Office support services	No	$562,524.97	$896,395.04
2	**2.1**	Broad course of study and standards based curriculum	No	$1,583,848.60	$1,739,989.24
2	**2.2**	Professional development for high-quality instruction	Yes	$52,494.06	$64,346.06
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$320,616.61	$361,536.51
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$0.00	
2	**2.5**	Support for students with disabilities	No	$984,855.10	$950,066.55
3	**3.1**	College/Career readiness programs and activities	Yes	$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$1.06	
3	3.3	Digital literacy and citizenship programs	Yes		
3	3.4	Physical education, activity, and fitness	Yes	$268,748.52	$530,747.85
3	3.5	Additional programs and activities that support well-rounded education	Yes	$437,489.24	$415,316.10
4	4.1	Seeking family input for decision-making	Yes	$2,172.00	$2,172.00
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$130,268.33	$135,991.24
4	4.3	MTSS - PBIS and SEL support	Yes	$337,815.82	$324,012.23
4	4.4	Annual educational partner surveys	Yes	$2,120.00	$2,120.00
4	4.5	Community outreach and partnerships	Yes	$456,885.31	$419,020.17

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
313,663	$1,048,177.92	$2,328,672.32	($1,280,494.40)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$71,587.20	$73,410.16		
2	2.2	Professional development for high-quality instruction	Yes	$23,947.06	$64,346.06		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$151,431.80	$361,536.51		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	$0.00			
3	3.1	College/Career readiness programs and activities	Yes	$0.00			
3	3.2	STEM and GATE programs	Yes	$1.06			
3	3.3	Digital literacy and citizenship programs	Yes				
3	3.4	Physical education, activity, and fitness	Yes	$268,006.52	$530,747.85		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$119,269.28	$415,316.10		
4	4.1	Seeking family input for decision-making	Yes	$2,172.00	$2,172.00		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$124,061.02	$135,991.24		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$244,520.98	$324,012.23		
4	4.4	Annual educational partner surveys	Yes		$2,120.00		
4	4.5	Community outreach and partnerships	Yes	$43,181.00	$419,020.17		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,293,175	313,663	0.000%	7.306%	$2,328,672.32	0.000%	54.241%	$0.00	0.000%

Powered by BoardOnTrack

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

Powered by BoardOnTrack

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

Powered by BoardOnTrack

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

Powered by BoardOnTrack

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Coversheet

Public Hearing for 2026-27 Budgets for All MPS

Section:	IV. Public Hearing
Item:	B. Public Hearing for 2026-27 Budgets for All MPS
Purpose:	Discuss
Submitted by:	
Related Material:	IV.B - Public Hearing 2026-27 Adopted_Budgets_FINAL.pdf

Agenda Item:	IV. B – Public Hearing
Date:	June 17, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Cafer Turan, Interim Chief Financial Officer
RE:	Public Hearing of the 2026-27 Adopted Budgets for All MPS Sites and Home Office Management Fee Policy

Action Proposed

NA

Purpose:

The purpose of this item is to present the 2026–27 Annual Budget for Board adoption in accordance with applicable state and county requirements. The budget reflects updated revenue projections based on current LCFF planning factors, enrollment and ADA assumptions, staffing plans, and expenditure projections for the upcoming fiscal year beginning July 1, 2026.

Background:

California charter schools are required to adopt an annual budget for the upcoming fiscal year prior to July 1. The annual budget is submitted to the authorizing agency and the Los Angeles County Office of Education (LACOE) and serves as the organization's financial plan for the year. The Board is responsible for approving the budget, which establishes revenue and expenditure authority for all MPS sites and the central office (MERF).

- **Revenue Projections**Revenue projections based on 2026–27 LCFF rates, enrollment and ADA targets, and other state and federal funding sources
- **Expenditure Budget**Salary and benefit costs, operational expenses, CMO fees, and other expenditures by site and function, reflecting Board-approved budget reductions and staffing

plans

The 2026–27 budget was developed in alignment with the organization's fiscal stabilization priorities, including enrollment growth as the primary recovery lever, implementation of Board-approved budget reductions, and continued oversight of site-level spending.

Board adoption of the annual budget authorizes management to implement the financial plan for 2026–27 and provides the framework for ongoing budget-to-actual monitoring throughout the fiscal year.

Analysis:

The 2026–27 Annual Budget was developed using the 2026–27 LCFF rates published by the California Department of Education, enrollment and ADA projections by site, updated staffing plans, and expenditure assumptions informed by 2025–26 actuals and known cost changes. Budget reduction measures previously reviewed by the Board are incorporated into the preliminary budget presented for adoption.

In developing the 2026–27 budget, management evaluated:

- Enrollment trends and ADA projections
- One-time versus ongoing revenue sources
- Staffing levels, negotiated salary agreements, and benefit cost projections
- Facilities and debt service commitments
- Cash flow projections and reserve adequacy for the 2026–27 fiscal year and the two subsequent years

The multiyear projections reflect the organization's most current estimates for fiscal years 2026–27, 2027–28, and 2028–29. Where deficit spending is projected, management has identified corresponding budget adjustments and fiscal stabilization strategies—primarily enrollment growth at $14,912 per ADA—to maintain compliance with state reserve requirements and ensure long-term fiscal sustainability.

Cash flow projections indicate that the organization will maintain sufficient liquidity to meet its financial obligations throughout 2026–27.

Management Discussion

Revenue

The 2026–27 budget projects total revenues of approximately $60.7 million in LCFF across all sites, based on enrollment and ADA targets and the 2026–27 LCFF rate of approximately $14,912 per ADA. Total organization-wide revenues, including federal, state categorical, and local sources, are projected at approximately $92.5 million, or approximately $20,271 per ADA excluding fundraising and grant revenue. Enrollment growth remains the primary revenue recovery lever, with each ADA gained representing approximately $14,912 in additional LCFF entitlement.

Expenses

Total projected expenditures for 2026–27 reflect Board-approved budget reductions of approximately $797K (primarily in contingency and technology accounts), updated staffing plans, and renegotiated vendor contracts. CMO fees are budgeted at negotiated rates per site, with total CMO fee revenue to MERF of $6.45 million. Special education, substitute, and facilities costs continue to be monitored closely as the largest areas of variable spending.

Changes in Net Assets

The 2026–27 budget projects an overall net operating deficit of approximately ($126,063) across all MPS sites and MERF. MSA-2, MSA-3, MSA-7, and MERF carry projected net operating deficits, with enrollment shortfalls as the primary driver. Budget reduction measures already approved by the Board are reflected in these projections. Each site with a deficit has an accompanying enrollment action plan; achieving projected ADA targets is the critical path to structural balance. Sites currently projecting positive net income include MSA-1, MSA-4, MSA-5, MSA-6, MSA-8, MSA-SA, MSA-SD, MSA-Anaheim, and MSA-Irvine.

Enrollment and Other

The 2026–27 budget is built on enrollment and ADA targets that represent growth over 2025–26 actuals, particularly at MSA-2, MSA-3, MSA-7, and MSA-Anaheim where enrollment gaps are most pronounced. Management has developed site-level enrollment action plans and will provide monthly budget-to-actual reporting to the Board, covering ADA progress, substitute and special education spending trends, and adherence to the no-overspend directive. Continued focus on enrollment growth and discretionary expenditure management remains central to the organization’s path to long-term fiscal sustainability.

Exhibits:

- Board Budget Summary and 2026–27 CMO Fee Policy
- 2026–27 July Budget Detail by MPS Site and Home Office

2026-27 July Budget

June 17, 2026 Board Meeting

2025-26 Estimated Actuals – By Site

Board Summary • June 17, 2026

2025-26 ESTIMATED ACTUALS - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MSA-OC	MERF	TOTAL
Enrollment	665	440	388	121	191	154	271	388	577	473	79		3,747
ADA%	92.39%	93.26%	91.83%	91.41%	92.01%	94.67%	93.05%	92.48%	94.58%	94.74%	94.00%		93.20%
Attendance	614.66	410.58	356.45	110.49	175.41	146.06	252.38	358.98	545.58	447.82	74.26		3,492.67
Revenue													
LCFF Entitlement	10,206,572	6,675,890	5,074,872	1,872,218	2,949,476	2,200,491	3,991,153	5,221,165	8,603,458	5,142,770	1,120,530	-	53,058,593
Federal Revenue	552,221	543,439	213,872	279,608	339,595	436,511	183,334	260,103	457,547	321,953	318,960	-	3,907,142
Other State Revenues	4,384,452	2,120,556	1,473,524	539,415	1,474,893	460,033	1,908,189	1,055,015	2,343,491	2,116,519	251,382	-	18,127,468
Other Local Revenues	407,545	108,500	33,952	133,049	32,597	145,564	296,430	346,422	235,500	120,000	1,426,158	8,088,806	11,374,523
Total Revenue	**15,550,790**	**9,448,384**	**6,796,220**	**2,824,290**	**4,796,561**	**3,242,599**	**6,379,106**	**6,882,704**	**11,639,996**	**7,701,241**	**3,117,030**	**8,088,806**	**86,467,726**
Expenses													
Certificated Salaries	4,634,925	2,602,359	2,295,445	1,045,861	1,717,599	1,096,487	1,851,220	2,288,387	4,060,665	2,542,434	1,188,571	-	25,323,954
Classified Salaries	1,715,413	1,045,144	817,672	179,378	643,503	389,624	765,096	865,967	1,241,644	483,659	590,179	5,032,909	13,770,188
Benefits	2,437,203	1,311,632	1,254,304	469,988	951,664	533,757	1,020,035	1,272,100	2,142,440	1,151,162	583,976	1,590,107	14,718,369
Books and Supplies	595,786	434,348	256,305	103,841	240,728	161,824	204,265	386,576	424,146	588,886	461,900	167,681	4,026,287
Services and Operations	5,476,771	3,988,551	2,787,305	1,178,956	1,098,196	981,016	3,237,322	2,225,772	2,944,140	2,619,570	1,163,538	2,510,477	30,211,614
Depreciation / Cap Outlay	315,808	51,482	48,651	10,910	24,179	2,838	68,247	54,940	631,178	75,636	7,308	515	1,291,693
Other Outflows	15,000	-	-	-	250,000	-	-	-	293,654	3,180	108,000	15,000	684,834
Total Expenses	**15,190,906**	**9,433,516**	**7,459,683**	**2,988,935**	**4,925,869**	**3,165,546**	**7,146,185**	**7,093,743**	**11,737,868**	**7,464,528**	**4,103,472**	**9,316,689**	**90,026,940**
Net Revenue	**359,884**	**14,869**	**(663,463)**	**(164,645)**	**(129,308)**	**77,053**	**(767,079)**	**(211,039)**	**(97,872)**	**236,713**	**(986,442)**	**(1,227,883)**	**(3,559,213)**
Fund Balance													
Beginning Balance	12,369,603	5,793,009	3,079,166	1,061,838	12,620,393	2,565,702	3,447,230	7,406,149	8,606,891	1,778,183		441,370	59,169,534
Net Revenue	359,884	14,869	(663,463)	(164,645)	(129,308)	77,053	(767,079)	(211,039)	(97,872)	236,713	(986,442)	(1,227,883)	(3,559,213)
Projected Ending Balance	**12,729,487**	**5,807,878**	**2,415,703**	**897,193**	**12,491,085**	**2,642,755**	**2,680,151**	**7,195,110**	**8,509,019**	**2,014,896**	**(986,442)**	**(786,513)**	**55,610,321**
Ending Bal. as % of Exp.:	83.8%	61.6%	32.4%	30.0%	253.6%	83.5%	37.5%	101.4%	72.5%	27.0%	-24.0%	-8.4%	61.8%

Financial Overview

The June Estimated Actuals project a deficit of approximately $3.6 million, compared to $3.3 million projected at Second Interim. Operating expenditures exceeded the Second Interim Budget by approximately $1.6 million, substantially offset by additional revenue from the P-2 enrollment adjustment and related funding recalculations.

The remaining variance of approximately $300,000 unfavorable is primarily attributable to higher Special Education costs, substitute staffing expenses, technology investments, facilities repairs, insurance costs, and other operational expenditures across several school sites.

Key Site Drivers

MSA-1: Increased Special Education, substitutes, technology, and professional development costs, partially offset by facility and staffing savings.
MSA-5: Lower CCSPP/ELOP revenue recognition and increased loan interest expense.
MSA-SD: Technology purchases and reduced CSP revenue recognition.
MSA-8 & MSA-SA: Higher substitutes, operational costs, and student program expenditures.
MSA-OC & MERF: Higher organizational support costs partially offset by staffing vacancies and salary savings.

2026-27 July Budget – By Site

Board Summary • June 17, 2026

2026-27 BUDGET PROJECTIONS SUMMARY

OPERATIONAL SUMMARY	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MSA-Anaheim	MSA-Irvine	MERF	Total / Avg
First day of Enrollment	715	431	340	120	453	137	294	373	630	490	140	240		**4,363**
Projected P2 Enrollment Numbers	708	427	338	120	449	136	293	370	626	484	138	237	0	**4,326**
Current Enrollment as of 5/15/26	685	453	377	119	197	160	273	391	590	469	80			**3794**
ADA	662.9	402.32	313.73	110.63	421.66	129.34	274.16	348.32	594.32	462.37	129.51	222.78		**4072.04**
ADA %	93.63%	94.22%	92.82%	92.19%	93.91%	95.10%	93.57%	94.14%	94.94%	95.53%	94%	94%		**94.14%**
UPP (2026-27)	76.40%	72.80%	58.00%	67.50%	73.70%	92.40%	77.90%	76.20%	77.80%	26.00%	74.70%	41.00%		**70.31%**
UPP (3-year Rolling %)	80.69%	80.25%	63.36%	75.73%	78.59%	93.30%	80.92%	78.20%	79.06%	29.60%	74.88%			**74.05%**
ADA Recovery Rate %	2.46%	0.90%	0.29%	0.86%	1.03%	0.66%	0.44%	1.79%	2.08%	0.00%	0.00%			**0.96%**
Total Enrollment	**708**	**427**	**338**	**120**	**449**	**136**	**293**	**370**	**626**	**484**	**138**	**237**		**4,089**
25-26 Enrollment based on P2	682	450	383	122	196	156	274	393	586	476	78			**3,794**
25-26 ADA based on P2	638.19	423.53	355.06	112.63	183.92	148.78	256.24	369.5	555.89	454.87	73.41			**2,934**
REVENUE SUMMARY														
LCFF Entitlement	$10,662,447	$6,300,454	$4,506,938	$1,809,478	$6,492,525	$1,967,775	$4,388,681	$4,976,194	$9,298,958	$5,345,677	$2,063,445	$2,912,055	$0	$60,724,627
Federal Revenue	$546,778	$486,484	$208,929	$271,875	$143,776	$411,666	$184,822	$245,871	$473,085	$326,554	$181,491	$225,180	$0	$3,706,511
Other State Revenue	$3,817,501	$1,899,122	$1,565,829	$594,914	$1,345,128	$554,834	$1,671,516	$1,194,922	$2,893,657	$1,898,947	$386,334	$286,349	$0	$18,109,053
Local Revenue	$10,000	$78,500	$20,000	$148,742	$25,000	$175,310	$379,375	$473,496	$100,500	$60,000	$121,986	$288,115	$6,452,476	$8,333,500
Fundraising & Grants	$8,706	$30,000	$13,952	$30,000	$30,000	$8,000	$4,593	$6,494	$101,173	$60,000	$350,000	$700,000	$245,000	$1,587,918
Total Revenue	**$15,045,432**	**$8,794,560**	**$6,315,648**	**$2,855,009**	**$8,036,429**	**$3,117,585**	**$6,628,987**	**$6,896,977**	**$12,867,373**	**$7,691,178**	**$3,103,256**	**$4,411,699**	**$6,697,476**	**$92,461,609**
EXPENSE SUMMARY														
Certificated Salaries	$4,242,404	$2,706,342	$2,084,228	$1,020,091	$2,309,450	$1,078,777	$1,861,000	$2,310,672	$4,445,914	$2,575,029	$1,098,043	$1,487,633	$0	$27,219,583
Classified Salaries	$1,293,634	$868,281	$796,356	$206,126	$777,896	$370,008	$726,829	$826,127	$1,219,058	$471,390	$327,385	$370,901	$4,326,475	$12,580,466
Employee Benefits	$2,180,558	$1,243,064	$1,168,648	$492,825	$1,180,296	$510,002	$997,746	$1,278,174	$2,243,644	$1,148,183	$563,515	$1,431,619	$1,352,506	$15,790,780
Books & Supplies	$527,468	$362,348	$250,032	$94,241	$388,747	$107,143	$165,515	$366,269	$387,903	$348,551	$181,400	$279,734	$167,681	$3,627,032
Services & Other Operating Expenses	$4,182,563	$2,925,818	$1,721,093	$910,006	$1,115,661	$785,096	$3,044,451	$1,409,455	$1,983,859	$1,858,389	$842,299	$751,219	$1,802,699	$23,332,608
Capital Outlay & Depreciation	$315,808	$51,482	$48,651	$10,910	$1,072,190	$2,838	$68,248	$54,940	$631,178	$75,636	$12,555	$0	$515	$2,344,951
Other Outflows	$15,000	$0	$0	$0	$920,725	$0	$0	$0	$285,871	$3,180	$0	$0	$15,000	$1,239,776
CMO Fee	$1,599,367	$819,059	$585,902	$105,232	$243,504	$255,811	$0	$646,905	$1,394,844	$801,852	$0	$0		$6,452,476
Total Expense	**$14,356,802**	**$8,976,394**	**$6,654,910**	**$2,839,431**	**$8,008,469**	**$3,109,675**	**$6,863,789**	**$6,892,542**	**$12,592,271**	**$7,282,210**	**$3,025,197**	**$4,321,106**	**$7,664,876**	**$92,587,672**
FINANCIAL SUMMARY														
Net Income	**$688,630**	**($181,834)**	**($339,262)**	**$15,578**	**$27,960**	**$7,910**	**($234,802)**	**$4,435**	**$275,102**	**$408,968**	**$78,059**	**$90,593**	**($967,400)**	**($126,063)**

2026-27 Budget – One-Time Funding & Key Ratios

Board Summary • June 17, 2026

ONE-TIME FUNDING LIST	001 - MSA-1	002 - MSA-2	003 - MSA-3	004 - MSA-4	005 - MSA-5	006 - MSA-6	007 - MSA-7	008 - MSA-8	009 - MSA-SA	010 - MSA-SD	011 - Anaheim	MSA-Irvine	MERF	Grand Total
4611 Federal CSP	$0	$196,365	$0	$0	$199,131	$200,000	$0	$0	$149,607	$175,000	$150,000	$120,000	$0	**$1,190,103**
6019 SSPDD - Student Support & PD	$575,936	$384,713	$333,994	$103,529	$164,359	$136,830	$236,480	$336,364	$511,208	$419,607	$68,382		$0	**$3,271,404**
6332 CA Community Schools Partnership	$300,000	$300,000	$203,572	$130,000	$250,000	$142,500	$250,000	$250,000	$300,000	$0	$0		$0	**$2,126,072**
6339 CCAP	$0	$0	$30,000	$0	$0	$0	$0	$0	$25,000	$0	$0		$0	**$55,000**
6386 CTE: Robotics with AI	$0	$0	$0	$0	$0	$0	$0	$0	$50,000	$0	$0		$0	**$50,000**
7435 Learning Recovery Emergency Blk	$407,012	$90,445	$60,865	$46,400	$18,911	$15,976	$48,265	$68,449	$94,385	$35,009				**$885,717**
9119 CYBHI Mental													$45,000	**$45,000**
9118 Charter School Growth Fund											$350,000	$700,000	$200,000	**$1,250,000**
Total One-Time Funding	**$1,282,948**	**$971,523**	**$628,431**	**$279,929**	**$632,401**	**$495,306**	**$534,745**	**$654,813**	**$1,130,200**	**$629,616**	**$568,382**	**$820,000**	**$245,000**	**$8,873,296**
Net Income Less One-Time	($594,318)	($1,153,357)	($967,693)	($264,351)	($604,441)	($487,396)	($769,547)	($650,378)	($855,098)	($220,648)	($490,323)	($729,407)	($1,212,400)	($8,999,359)

Key Operating Ratios

Key Operating Ratios	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MSA-OC	MERF	Total
Staffing % (incl. benefits)	54.0%	54.0%	61.0%	61.0%	53.0%	63.0%	52.0%	64.0%	63.0%	58.0%	66.0%	74.0%	**59.0%**
Rent to Expense Ratio	9.53%	15.46%	6.07%	9.87%	13.56%	4.93%	23.53%	8.20%	4.84%	7.43%	4.76%	2.77%	**8.85%**
CMO Fee / LCFF	15%	13%	13%	6%	3%	13%	0%	13%	15%	15%	0%	–	–
Students per Certificated Employee	19.1x	18.6x	18.8x	15.0x	23.6x	17.0x	18.3x	18.5x	16.1x	26.9x	17.3x		**19.0x**

Debt Service Coverage Ratio & Days Cash on Hand

Board Summary • FY 2025-26 • June 17, 2026

Bond Covenant Compliance:
Although some school sites did not individually meet debt service coverage requirements, the covenant is tested on a consolidated basis. The Organization met the required debt service coverage ratio and remains in compliance with bond covenants.

	Consolidated	001 - MSA-1	009 - MSA-SA	010 - MSA-SD	005 - MSA-5
Net Income	369,418	359,885	(97,871)	236,713	(129,308)
Depreciation	1,046,801	315,808	631,178	75,636	24,179
Rent	1,872,139	1,035,032	352,655	241,757	242,696
50% of Management Fee	1,636,898	627,092	519,591	382,714	107,502
Income Available for Coverage	**4,925,256**	**2,337,816**	**1,405,552**	**936,820**	**245,068**
Debt Service	1,872,139	1,372,916	609,586	290,425	242,696
Debt Service Coverage	**2.63**	**1.70**	**2.31**	**3.23**	**1.01**
Limit	1.10	1.10	1.10	1.10	1.10
Compliance	**Yes**	**Yes**	**Yes**	**Yes**	**No**
Total Expenses	39,319,169	15,190,905	11,737,867	7,464,528	4,925,869
Less: Depreciation	(1,046,801)	(315,808)	(631,178)	(75,636)	(24,179)
Cash Expenses	38,272,368	14,875,097	11,106,689	7,388,892	4,901,690
Expense/Day	104,856	40,754	30,429	20,244	13,429
Cash & Cash Equivalents	5,707,166	3,880,135	307,648	975,537	543,846
Days Cash on Hand	**54**	**95**	**10**	**48**	**40**
Limit	45	45	45	45	45
Compliance	**Yes**	**Yes**	**No**	**Yes**	**No**

CMO Fee Schedule – Fiscal Year 2026-27

Board Summary • June 17, 2026

School Name	2026-27 Projected LCFF	CMO Fee %	CMO Fee Per Site	Maximum Amount (15%)	Difference
Magnolia Science Academy	$10,662,447	15.00%	$1,599,367	$1,599,367	$—
Magnolia Science Academy 2	$6,300,454	13.00%	$819,059	$945,068	$126,009
Magnolia Science Academy 3	$4,506,938	13.00%	$585,902	$676,041	$90,139
Magnolia Science Academy 4	$1,809,478	5.82%	$105,232	$271,422	$166,190
Magnolia Science Academy 5[1]	$8,036,429	3.03%	$243,504	$973,879	$730,375
Magnolia Science Academy 6	$1,967,775	13.00%	$255,811	$295,166	$39,356
Magnolia Science Academy 7	$4,388,681	0.00%	$—	$658,302	$658,302
Magnolia Science Academy Bell	$4,976,194	13.00%	$646,905	$746,429	$99,524
MSA – Santa Ana	$9,298,958	15.00%	$1,394,844	$1,394,844	$—
MSA – San Diego	$5,345,677	15.00%	$801,852	$801,852	$—
MSA – OC	$1,470,735	0.00%	$—	$220,610	$220,610
TOTAL	**$58,763,766**		**$6,452,475**	**$8,582,979**	**$2,130,504**

CMO fee is capped at 15% of projected LCFF per site. Sites shown at 0.00% have fees waived for 2026-27. The "Difference" column reflects the gap between the charged fee and the 15% maximum.

[1] The CMO fee for Magnolia Science Academy 5 is calculated as 3.03% of total revenue, not LCFF.

Magnolia Public Schools
CMO Fee Policy

The Board of Directors ("Board") of Magnolia Public Schools ("MPS") adopts this policy for the MPS charter schools to support the Home Office's provision of administrative, operational, educational, compliance, and organizational services to the schools through a Charter Management Organization ("CMO") fee.

The Board authorizes and delegates to the MPS Chief Executive Officer, Executive Team, and their designees (collectively, the "Home Office Team") to recommend, calculate, administer, and collect the CMO fee in accordance with this policy.

CMO Fee

The Home Office provides centralized services and support to all MPS schools, including, but not limited to:

- Executive leadership and management;
- Human resources;
- Accounting and financial reporting;
- Payroll administration;
- Student and special education services;
- Technology support;
- Procurement support;
- Compliance and reporting;
- Operational oversight; and
- Other centralized organizational services.

The Home Office Team shall assess each school's CMO fee as follows:

- The annual CMO fee for each MPS school shall not exceed fifteen percent (15%) of the school's total Local Control Funding Formula (LCFF) revenue for the applicable fiscal year.
- The actual CMO fee assessed may be less than the maximum allowable amount and shall be determined through the annual budget process and approved by the Board.
- In determining the CMO fee, the Home Office Team may consider factors including the financial condition of the school, enrollment trends, cash-flow position, operational needs, fiscal stability, and organizational priorities.

School-Specific Costs

Certain costs are specific to an individual school or site, including but not limited to rent, debt service, utilities, facilities management, and other site-specific operational expenses ("School-Specific Costs").

School-Specific Costs shall be assigned to and paid by the applicable school based on actual costs incurred.

School-Specific Costs are separate from and in addition to the CMO fee and are not subject to the fifteen percent (15%) limitation described in this policy.

Fee Modifications

The Home Office Team may reduce, defer, waive, or restructure all or a portion of a school's CMO fee based on the financial condition, enrollment trends, cash-flow position, operational needs, or fiscal stability of the school.

Any such adjustment shall be made at the discretion of MPS and shall not create an entitlement to future reductions, waivers, or modifications.

Documentation and Oversight

The Finance Department shall maintain documentation supporting CMO fee assessments and School-Specific Cost allocations.

The CMO fee shall not be considered an automatic entitlement or guaranteed transfer and shall remain subject to annual Board review, budget approval, organizational financial capacity, applicable legal requirements, and financing covenants.

Periodic Review

This CMO Fee Policy shall be reviewed periodically by the Board and may be amended as necessary to ensure continued fiscal responsibility, transparency, and organizational effectiveness.

2026-27 July Budget

June 17, 2026 Board Meeting

2025-26 ESTIMATED ACTUALS - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MSA-OC	MERF	TOTAL
Enrollment	**665**	**440**	**388**	**121**	**191**	**154**	**271**	**388**	**577**	**473**	**79**		**3,747**
ADA%	**92.39%**	**93.26%**	**91.83%**	**91.41%**	**92.01%**	**94.67%**	**93.05%**	**92.48%**	**94.58%**	**94.74%**	**94.00%**		**93.20%**
Attendance	**614.66**	**410.58**	**356.45**	**110.49**	**175.41**	**146.06**	**252.38**	**358.98**	**545.58**	**447.82**	**74.26**		**3,492.67**
Revenue													
LCFF Entitlement	10,206,572	6,675,890	5,074,872	1,872,218	2,949,476	2,200,491	3,991,153	5,221,165	8,603,458	5,142,770	1,120,530	-	53,058,593
Federal Revenue	552,221	543,439	213,872	279,608	339,595	436,511	183,334	260,103	457,547	321,953	318,960	-	3,907,142
Other State Revenues	4,384,452	2,120,556	1,473,524	539,415	1,474,893	460,033	1,908,189	1,055,015	2,343,491	2,116,519	251,382	-	18,127,468
Other Local Revenues	407,545	108,500	33,952	133,049	32,597	145,564	296,430	346,422	235,500	120,000	1,426,158	8,088,806	11,374,523
Total Revenue	**15,550,790**	**9,448,384**	**6,796,220**	**2,824,290**	**4,796,561**	**3,242,599**	**6,379,106**	**6,882,704**	**11,639,996**	**7,701,241**	**3,117,030**	**8,088,806**	**86,467,726**
Expenses													
Certificated Salaries	4,634,925	2,602,359	2,295,445	1,045,861	1,717,599	1,096,487	1,851,220	2,288,387	4,060,665	2,542,434	1,188,571	-	25,323,954
Classified Salaries	1,715,413	1,045,144	817,672	179,378	643,503	389,624	765,096	865,967	1,241,644	483,659	590,179	5,032,909	13,770,188
Benefits	2,437,203	1,311,632	1,254,304	469,988	951,664	533,757	1,020,035	1,272,100	2,142,440	1,151,162	583,976	1,590,107	14,718,369
Books and Supplies	595,786	434,348	256,305	103,841	240,728	161,824	204,265	386,576	424,146	588,886	461,900	167,681	4,026,287
Services and Operations	5,476,771	3,988,551	2,787,305	1,178,956	1,098,196	981,016	3,237,322	2,225,772	2,944,140	2,619,570	1,163,538	2,510,477	30,211,614
Depreciation / Cap Outlay	315,808	51,482	48,651	10,910	24,179	2,838	68,247	54,940	631,178	75,636	7,308	515	1,291,693
Other Outflows	15,000	-	-	-	250,000	-	-	-	293,654	3,180	108,000	15,000	684,834
Total Expenses	**15,190,906**	**9,433,516**	**7,459,683**	**2,988,935**	**4,925,869**	**3,165,546**	**7,146,185**	**7,093,743**	**11,737,868**	**7,464,528**	**4,103,472**	**9,316,689**	**90,026,940**
Net Revenue	**359,884**	**14,869**	**(663,463)**	**(164,645)**	**(129,308)**	**77,053**	**(767,079)**	**(211,039)**	**(97,872)**	**236,713**	**(986,442)**	**(1,227,883)**	**(3,559,213)**
Fund Balance													
Beginning Balance	12,369,603	5,793,009	3,079,166	1,061,838	12,620,393	2,565,702	3,447,230	7,406,149	8,606,891	1,778,183		441,370	59,169,534
Net Revenue	359,884	14,869	(663,463)	(164,645)	(129,308)	77,053	(767,079)	(211,039)	(97,872)	236,713	(986,442)	(1,227,883)	(3,559,213)
Projected Ending Balance	**12,729,487**	**5,807,878**	**2,415,703**	**897,193**	**12,491,085**	**2,642,755**	**2,680,151**	**7,195,110**	**8,509,019**	**2,014,896**	**(986,442)**	**(786,513)**	**55,610,321**
Ending Bal. as % of Exp.:	83.8%	61.6%	32.4%	30.0%	253.6%	83.5%	37.5%	101.4%	72.5%	27.0%	-24.0%	-8.4%	61.8%

2026-27 JULY BUDGET - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MSA-OC	MERF	TOTAL
Enrollment	708	427	338	120	449	136	293	370	626	484	375		4,326
ADA%	93.63%	94.22%	92.82%	92.19%	93.91%	95.10%	93.57%	94.14%	94.94%	95.53%	93.85%		94.12%
Attendance	662.90	402.32	313.73	110.63	421.66	129.34	274.16	348.32	594.32	462.37	351.94		4,071.68
Revenue													
LCFF Entitlement	10,662,447	6,300,454	4,506,938	1,809,478	6,492,525	1,967,775	4,388,681	4,976,194	9,298,958	5,345,677	4,975,501	-	60,724,627
Federal Revenue	546,778	486,484	208,929	271,875	143,776	411,666	184,822	245,871	473,085	326,554	406,671	-	3,706,511
Other State Revenues	3,817,501	1,899,122	1,565,829	594,914	1,345,128	554,834	1,671,516	1,194,922	2,893,657	1,898,947	794,670	-	18,231,040
Other Local Revenues	18,706	108,500	33,952	178,742	55,000	183,310	383,967	479,990	201,673	120,000	1,338,115	6,697,476	9,799,431
Total Revenue	**15,045,432**	**8,794,560**	**6,315,649**	**2,855,008**	**8,036,429**	**3,117,586**	**6,628,986**	**6,896,976**	**12,867,372**	**7,691,177**	**7,514,957**	**6,697,476**	**92,461,609**
Expenses													
Certificated Salaries	4,242,404	2,706,342	2,084,228	1,020,091	2,309,450	1,078,777	1,861,000	2,310,672	4,445,914	2,575,029	2,585,676	-	27,219,583
Classified Salaries	1,293,634	868,281	796,356	206,126	777,896	370,008	726,829	826,127	1,219,058	471,390	698,286	4,326,475	12,580,465
Benefits	2,180,558	1,243,064	1,168,648	492,825	1,180,296	510,002	997,746	1,278,174	2,243,644	1,148,183	1,995,134	1,352,506	15,790,780
Books and Supplies	527,468	362,348	250,032	94,241	388,747	107,143	165,515	366,269	387,903	348,551	461,134	167,681	3,627,033
Services and Operations	5,781,930	3,744,877	2,306,995	1,015,238	1,359,165	1,040,907	3,044,451	2,056,360	3,378,703	2,660,241	1,593,519	1,802,699	29,785,087
Depreciation / Cap Outlay	315,808	51,482	48,651	10,910	1,072,190	2,838	68,247	54,940	631,178	75,636	12,555	515	2,344,951
Other Outflows	15,000	-	-	-	920,725	-	-	-	285,871	3,180	-	15,000	1,239,776
Total Expenses	**14,356,802**	**8,976,394**	**6,654,910**	**2,839,431**	**8,008,469**	**3,109,676**	**6,863,788**	**6,892,543**	**12,592,271**	**7,282,212**	**7,346,304**	**7,664,876**	**92,587,676**
Net Revenue	**688,630**	**(181,834)**	**(339,261)**	**15,577**	**27,960**	**7,910**	**(234,802)**	**4,433**	**275,102**	**408,966**	**168,653**	**(967,400)**	**(126,067)**
Fund Balance													
Beginning Balance	12,729,487	5,807,878	2,415,703	897,193	12,491,085	2,642,755	2,680,151	7,195,110	8,509,019	2,014,896	(986,442)	(786,513)	55,610,321
Net Revenue	688,630	(181,834)	(339,261)	15,577	27,960	7,910	(234,802)	4,433	275,102	408,966	168,653	(967,400)	(126,067)
Projected Ending Balance	**13,418,117**	**5,626,044**	**2,076,442**	**912,770**	**12,519,045**	**2,650,665**	**2,445,349**	**7,199,543**	**8,784,121**	**2,423,862**	**(817,789)**	**(1,753,913)**	**55,484,254**
Ending Bal. as % of Exp.:	93.5%	62.7%	31.2%	32.1%	156.3%	85.2%	35.6%	104.5%	69.8%	33.3%	-11.1%	-22.9%	59.9%

2026-27 July Budget		Annual Budget	
CONSOLIDATED	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Projected Average Daily Attendance:	3,493	4,072	579
SUMMARY			
Revenue			
LCFF Entitlement	53,058,593	60,724,627	7,666,034
Federal Revenue	3,907,142	3,706,511	(200,631)
Other State Revenues	18,127,468	18,231,040	103,572
Other Local Revenues	11,374,523	9,799,431	(1,575,092)
Total Revenue	**86,467,726**	**92,461,609**	**5,993,882**
Expenditures			
Certificated Salaries	25,323,954	27,219,583	1,895,629
Classified Salaries	13,770,188	12,580,465	(1,189,723)
Benefits	14,718,369	15,790,780	1,072,411
Books and Supplies	4,026,287	3,627,033	(399,254)
Services and Operating Exp.	30,211,614	29,785,087	(426,528)
Depreciation & Cap Outlay	1,291,693	2,344,951	1,053,258
Other Outflows	684,834	1,239,776	554,942
Total Expenditures	**90,026,940**	**92,587,676**	**2,560,736**
Net Revenues	**(3,559,213)**	**(126,067)**	**3,433,146**
Fund Balance			
Beginning Balance (Audited)	59,169,534	55,610,321	
Net Revenues	(3,559,213)	(126,067)	
Ending Fund Balance	**55,610,321**	**55,484,254**	
Components of Fund Bal.			
Available For Econ. Uncert.		26,379,312	28.5% of Exp.
Restricted Balances (Est.)		-	0.0% of Exp.
Net Fixed Assets		29,104,942	31.4% of Exp.
Ending Fund Balance		**55,484,254**	**59.9% of Exp.**

2026-27 July Budget			Annual Budget	
CONSOLIDATED		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
REVENUE				
LCFF Entitlement				
8011	State Aid	31,669,231	36,635,710	4,966,479
8012	EPA Entitlement	6,676,506	7,817,759	1,141,253
8019	Prior Year Adjustments	-	-	-
8096	InLieuPropTaxes	14,712,856	16,271,158	1,558,302
	SUBTOTAL - LCFF Entitlement	**53,058,593**	**60,724,627**	**7,666,034**
Federal Revenue				
8181	SpEd - Revenue	437,490	497,830	60,340
8220	SchLunchFederal	-	-	-
8285	SpEd - Revenue	223,772	222,363	(1,409)
8290	All Other Federal Revenue	3,245,880	2,986,317	(259,563)
8295	Prior Year Adjustments (Fed Rev)	-	-	-
	SUBTOTAL - Federal Revenue	**3,907,142**	**3,706,511**	**(200,631)**
Other State Revenue				
8311	SpEd Revenue	2,750,170	3,889,085	1,138,915
8520	SchoolNutrState	-	-	-
8550	MandCstReimburs	114,006	116,325	2,319
8560	StateLotteryRev	992,263	1,157,535	165,272
8590	AllOthStateRev	14,271,029	13,068,094	(1,202,935)
8595	Prior Year Adjustments (Other State Rev)	-	-	-
	SUBTOTAL - Other State Revenue	**18,127,468**	**18,231,040**	**103,572**
Local Revenue				
8600	Other Local Rev	502,000	70,000	(432,000)
8634	StudentLunchFee	2,000	2,000	-
8650	Leases &Rentals	-	-	-
8660	Interest	12,000	12,000	-
8698	OthRev-Suspense	-	-	-
8701	CMO Fee - MSA-1	1,254,184	1,599,367	345,183
8702	CMO Fee - MSA-2	967,513	819,059	(148,454)
8703	CMO Fee - MSA-3	716,676	585,902	(130,774)
8704	CMO Fee - MSA-4	179,169	105,232	(73,937)
8705	CMO Fee - MSA-5	215,003	243,504	28,501
8706	CMO Fee - MSA-6	179,169	255,811	76,642
8707	CMO Fee - MSA-7	537,507	-	(537,507)
8708	CMO Fee - MSA-8	716,676	646,905	(69,771)
8709	CMO Fee - MSA-SA	1,039,181	1,394,844	355,663
8712	CMO Fee - MSA-SD	765,427	801,852	36,425
8713	CMO Fee - MSA-OC	-	-	-
8677	SpEd Revenue	805,529	1,155,672	350,143
8699	Other Revenue	2,149,319	519,365	(1,629,954)
8999	Misc Revenue (Suspense)	-	-	-
	SUBTOTAL - Local Revenue	**10,041,354**	**8,211,513**	**(1,829,841)**

2026-27 July Budget			Annual Budget	
CONSOLIDATED		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Fundraising & Grants				
8802	Donations - Private	987,500	952,500	(35,000)
8803	Fundraising	345,669	635,418	289,749
	SUBTOTAL - Fundraising & Grants	**1,333,169**	**1,587,918**	**254,749**
TOTAL REVENUE		**86,467,726**	**92,461,609**	**5,993,882**
EXPENSES				
Certificated Salaries				
1100	TeacherSalaries	17,643,941	19,408,721	1,764,780
1200	Cert Aid	2,820,767	2,947,884	127,117
1300	Cert Adminis	4,859,246	4,862,978	3,732
	SUBTOTAL - Certificated Salaries	**25,323,954**	**27,219,583**	**1,895,629**
Classified Salaries				
2100	Instructional Aides	1,868,147	2,104,566	236,418
2200	Classified Support	3,429,124	3,050,891	(378,232)
2300	Classified Admin	-	-	-
2400	Clerical & Tech	8,467,677	7,425,008	(1,042,668)
2900	OtherClassStaff	5,240	-	(5,240)
	SUBTOTAL - Classified Salaries	**13,770,188**	**12,580,465**	**(1,189,723)**
Employee Benefits				
3101	STRS-Certified	3,746,507	4,523,174	776,666
3102	STRS-Classified	1,434,649	1,255,143	(179,506)
3201	PERS-Cert	972,456	1,217,633	245,177
3202	PERS-Classified	734,433	712,045	(22,388)
3301	OASDI/Med-Cert	573,452	698,903	125,451
3302	OASDI/Med-Class	498,719	463,378	(35,340)
3401	HlthWelfareCert	6,105,358	6,261,773	156,415
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	167,464	187,253	19,789
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	331,513	331,513	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	9,833	8,507	(1,326)
3902	OthBenes-Class	143,986	131,459	(12,527)
	SUBTOTAL - Employee Benefits	**14,718,369**	**15,790,780**	**1,072,411**

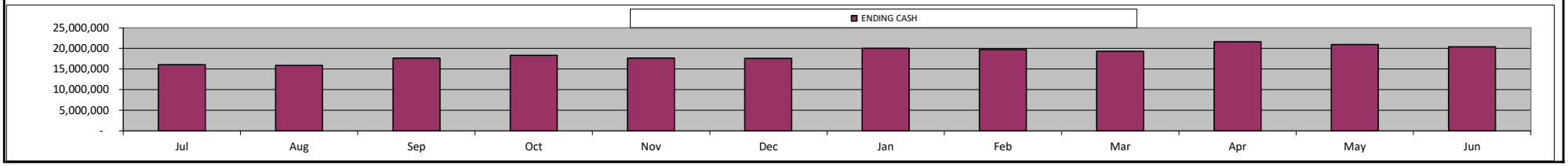
2026-27 July Budget			Annual Budget	
CONSOLIDATED		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Books & Supplies				
4100	Text&CoreCurric	548,262	670,397	122,135
4200	BooksOthRefMats	95,429	54,429	(41,000)
4300	Materials and Supplies	66,605	76,205	9,600
4310	Ins Mats & Sups	144,768	144,327	(441)
4315	OthrSupplies	66,647	101,622	34,975
4320	Office Supplies	247,533	234,745	(12,788)
4325	ProfDevMat&Sups	6,317	6,317	-
4326	Arts&MusicSupps	123,889	103,303	(20,586)
4330	Staff Meals & Events	13,949	13,949	-
4335	PE Supplies	52,286	68,419	16,133
4340	Educat Software	459,322	468,435	9,113
4345	NonInstStdntSup	383,570	379,623	(3,947)
4346	TeacherSupplies	45,835	47,855	2,020
4350	Cust. Supplies	168,598	181,430	12,832
4351	Yearbook	8,218	8,218	-
4390	Uniforms	221,690	262,449	40,759
4400	NonCapEquip-Gen	99,776	119,569	19,793
4410	ClssrmFrnEqp<5k	21,458	15,478	(5,980)
4430	OffceFurnEqp<5k	192,135	119,071	(73,064)
4440	Computers <$5k	653,903	163,015	(490,888)
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	7,574	15,574	8,000
4710	Food	111,762	88,332	(23,430)
4720	Food:Other Food	286,761	284,271	(2,490)
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**4,026,287**	**3,627,033**	**(399,254)**

2026-27 July Budget			Annual Budget	
CONSOLIDATED		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Services & Other Operating Expenses				
5101	CMO Fees	6,570,506	6,452,476	(118,030)
5200	Travel - General	6,120	8,140	2,020
5205	Conference Fees	33,655	16,898	(16,757)
5210	MilesParkTolls	44,178	29,691	(14,487)
5215	TravConferences	-	3,000	3,000
5220	TraLodging	91,642	66,652	(24,990)
5300	DuesMemberships	290,187	402,105	111,918
5450	Other Insurance	975,859	1,057,308	81,449
5500	OpsHousekeeping	763,330	907,830	144,500
5510	Gas & Electric	889,542	1,021,727	132,185
5610	Rent & Leases	3,791,073	3,453,429	(337,644)
5611	Rent & Leases- Interest	2,782,684	3,342,475	559,791
5620	EquipmentLeases	306,201	315,201	9,000
5621	EquipmentLeases- Interest	5,250	5,250	-
5630	Reps&MaintBldng	358,591	350,991	(7,600)
5800	ProfessServices	1,328,920	1,220,815	(108,105)
5810	Legal	421,635	346,635	(75,000)
5813	SchPrgAftSchool	1,595,228	1,494,661	(100,567)
5814	SchPrgAcadComps	36,101	28,892	(7,209)
5819	SchlProgs-Other	435,972	475,277	39,305
5820	Audit & CPA	124,719	142,869	18,150
5825	DMSBusinessSvcs	692,000	519,000	(173,000)
5835	Field Trips	257,270	302,320	45,050
5836	FieldTrip Trans	482,644	442,694	(39,950)
5840	MarkngStdtRecrt	642,611	472,111	(170,500)
5850	Oversight Fees	547,110	601,320	54,210
5857	Payroll Fees	322,137	305,799	(16,338)
5860	Service Fees	54,025	56,853	2,828
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	230,906	184,100	(46,806)
5864	Prof Dev-Other	228,733	114,128	(114,605)
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	2,412,919	2,229,091	(183,828)
5870	Livescan	17,122	16,988	(134)
5872	SPED Fees (incl Encroachment)	278,500	214,050	(64,450)
5875	Staff Recruiting	16,532	16,532	-
5884	Substitutes	2,040,000	2,025,034	(14,966)
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	64,720	61,405	(3,315)
5910	Communications 2	9,000	7,000	(2,000)
5920	TelecomInternet	393,551	411,636	18,085
5930	PostageDelivery	65,480	69,387	3,907
5940	Technology	604,962	593,318	(11,644)
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**30,211,614**	**29,785,087**	**(426,528)**

2026-27 July Budget			Annual Budget	
CONSOLIDATED		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6100	Site Improvement (Pre-Capitalization)	-	-	-
6400	EquipFixed	-	-	-
6900	Depreciation	1,291,693	2,344,951	1,053,258
	SUBTOTAL - Capital Outlay & Depreciation	**1,291,693**	**2,344,951**	**1,053,258**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	684,834	1,239,776	554,942
	SUBTOTAL - Other Outflows	**684,834**	**1,239,776**	**554,942**
TOTAL EXPENSES		**90,026,940**	**92,587,676**	**2,560,736**

Monthly Cash Flow 2026-27

All MPS	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**20,185,357**	**16,056,887**	**15,849,057**	**17,635,954**	**18,293,060**	**17,653,014**	**17,599,051**	**19,997,131**	**19,762,529**	**19,294,687**	**21,592,007**	**20,967,525**	**20,387,636**	
Revenue														
LCFF: State Aid	589,351	1,688,041	3,223,230	2,078,020	2,956,972	3,474,453	2,956,972	3,362,415	3,362,415	3,142,677	3,142,677	3,142,677	3,515,809	**36,635,710**
LCFF: EPA	-	-	68,602	1,885,838	-	68,602	1,885,838	-	68,602	1,885,838	-	68,602	1,885,838	**7,817,759**
LCFF: ILPT	-	976,269	1,952,539	1,301,693	1,301,693	1,301,693	1,301,693	1,301,693	1,366,777	1,366,777	1,366,777	1,366,777	1,366,777	**16,271,158**
Federal Revenue	17,105	17,105	763,684	17,105	17,105	17,105	763,684	17,105	17,105	763,684	17,105	17,105	1,261,514	**3,706,511**
Other State Revenues	931,196	931,196	1,453,920	1,743,304	1,453,920	1,453,920	1,859,630	1,453,920	1,218,695	1,508,078	1,218,695	1,218,695	1,785,870	**18,231,040**
Other Local Revenues	816,453	816,453	816,453	816,453	816,453	816,453	816,453	816,453	816,453	816,453	816,453	792,443	26,010	**9,799,431**
Total Revenue	**2,354,104**	**4,429,064**	**8,278,428**	**7,842,412**	**6,546,142**	**7,132,225**	**9,584,269**	**6,951,586**	**6,850,046**	**9,483,508**	**6,561,707**	**6,606,299**	**9,841,818**	**92,461,609**
Expenses														
Certificated Salaries	1,088,783	2,212,974	2,212,974	2,212,974	2,212,974	2,212,974	2,212,974	2,212,974	2,212,974	2,212,974	2,212,974	2,212,974	1,788,083	**27,219,583**
Classified Salaries	861,992	990,961	990,961	990,961	990,961	990,961	990,961	990,961	990,961	990,961	990,961	990,961	817,902	**12,580,465**
Benefits	706,911	1,279,312	1,279,312	1,279,312	1,279,312	1,279,312	1,279,312	1,279,312	1,279,312	1,279,312	1,279,312	1,279,312	1,011,436	**15,790,780**
Books and Supplies	290,163	290,163	290,163	290,163	290,163	290,163	290,163	290,163	290,163	290,163	290,163	290,163	145,081	**3,627,033**
Services and Operations	2,296,081	2,296,081	2,296,081	2,296,081	2,296,081	2,296,081	2,296,081	2,296,081	2,296,081	2,296,081	2,296,081	2,296,081	2,232,113	**29,785,087**
Depreciation / Cap Outlay	195,411	195,411	195,411	195,411	195,411	195,411	195,411	195,411	195,411	195,411	195,411	195,411	21	**2,344,951**
Other Outflows	109,565	102,065	102,065	102,065	102,947	102,947	102,947	102,947	102,947	102,947	102,947	102,947	441	**1,239,776**
Total Expenses	**5,548,906**	**7,366,967**	**7,366,967**	**7,366,967**	**7,367,849**	**7,367,849**	**7,367,849**	**7,367,849**	**7,367,849**	**7,367,849**	**7,367,849**	**7,367,849**	**5,995,077**	**92,587,676**
Other Transactions Affecting Cash														
Accounts Receivable	3,964,960	4,738,557	2,901,172	-	-	-	-	-	-	-	-	-		**11,604,689**
Fixed Assets - Depreciation Addback	195,411	195,411	195,411	195,411	195,411	195,411	195,411	195,411	195,411	195,411	195,411	195,411		**2,344,930**
Fixed Assets - Acquisitions	(700,000)	-	-	-	-	-	-	-	-	-	-	-		**(700,000)**
Accounts Payable	(4,380,289)	(2,190,145)	(2,077,002)	-	-	-	-	-	-	-	-	-		**(8,647,436)**
Other	(13,750)	(13,750)	(144,146)	(13,750)	(13,750)	(13,750)	(13,750)	(13,750)	(145,450)	(13,750)	(13,750)	(13,750)		**(427,096)**
Total Other Transactions	**(933,668)**	**2,730,073**	**875,435**	**181,661**	**181,661**	**181,661**	**181,661**	**181,661**	**49,961**	**181,661**	**181,661**	**181,661**		**4,175,088**
Total Change in Cash	**(4,128,470)**	**(207,829)**	**1,786,896**	**657,106**	**(640,046)**	**(53,963)**	**2,398,081**	**(234,603)**	**(467,842)**	**2,297,319**	**(624,482)**	**(579,890)**		**4,049,020**
ENDING CASH	**16,056,887**	**15,849,057**	**17,635,954**	**18,293,060**	**17,653,014**	**17,599,051**	**19,997,131**	**19,762,529**	**19,294,687**	**21,592,007**	**20,967,525**	**20,387,636**	<<< = 80 days cash	



2026-27 July Budget		Annual Budget	
MSA 1	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Projected Average Daily Attendance:	615	663	48.24
SUMMARY			
Revenue			
LCFF Entitlement	10,206,572	10,662,447	455,875
Federal Revenue	552,221	546,778	(5,443)
Other State Revenues	4,384,452	3,817,501	(566,952)
Other Local Revenues	407,545	18,706	(388,839)
Total Revenue	**15,550,790**	**15,045,432**	**(505,358)**
Expenditures			
Certificated Salaries	4,634,925	4,242,404	(392,521)
Classified Salaries	1,715,413	1,293,634	(421,779)
Benefits	2,437,203	2,180,558	(256,645)
Books and Supplies	595,786	527,468	(68,318)
Services and Operating Exp.	5,476,771	5,781,930	305,160
Depreciation & Cap Outlay	315,808	315,808	-
Other Outflows	15,000	15,000	-
Total Expenditures	**15,190,906**	**14,356,802**	**(834,103)**
Net Revenues	**359,884**	**688,630**	**328,745**
Fund Balance			
Beginning Balance (Budgeted)	12,369,603	12,729,487	
Net Revenues	359,884	688,630	
Ending Fund Balance	**12,729,487**	**13,418,117**	
Components of Fund Bal.			
Available For Econ. Uncert.		5,802,055	40.4% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets		7,616,062	53.0% of Expenditures
Ending Fund Balance		**13,418,117**	**93.5% of Expenditures**

2026-27 July Budget			Annual Budget	
MSA 1		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
REVENUE				
LCFF Entitlement				
8011	State Aid	5,913,584	5,831,597	(81,987)
8012	EPA Entitlement	1,699,467	1,946,429	246,962
8019	Prior Year Adjustments	-	-	-
8096	InLieuPropTaxes	2,593,521	2,884,421	290,900
	SUBTOTAL - LCFF Entitlement	**10,206,572**	**10,662,447**	**455,875**
Federal Revenue				
8181	SpEd - Revenue	113,305	114,558	1,253
8220	SchLunchFederal	-	-	-
8285	SpEd - Revenue	-	-	-
8290	All Other Federal Revenue	438,916	432,220	(6,696)
8295	Prior Year Adjustments (Fed Rev)	-	-	-
	SUBTOTAL - Federal Revenue	**552,221**	**546,778**	**(5,443)**
Other State Revenue				
8311	SpEd Revenue	667,641	861,638	193,997
8520	SchoolNutrState	-	-	-
8550	MandCstReimburs	26,723	25,190	(1,533)
8560	StateLotteryRev	174,621	188,325	13,704
8590	AllOthStateRev	3,515,467	2,742,347	(773,120)
8595	Prior Year Adjustments (Other State Rev)	-	-	-
	SUBTOTAL - Other State Revenue	**4,384,452**	**3,817,501**	**(566,952)**
Local Revenue				
8600	Other Local Rev	242,000	10,000	(232,000)
8660	Interest	-	-	-
8698	OthRev-Suspense	-	-	-
8690	Prior Year Adj (Local1)	-	-	-
8677	SpEd Revenue	-	-	-
8699	Other Revenue	156,839	-	(156,839)
8999	Misc Revenue (Suspense)	-	-	-
	SUBTOTAL - Local Revenue	**398,839**	**10,000**	**(388,839)**

2026-27 July Budget			Annual Budget	
MSA 1		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Fundraising & Grants				
8802	Donations - Private	-	-	-
8803	Fundraising	8,706	8,706	-
	SUBTOTAL - Fundraising & Grants	**8,706**	**8,706**	**-**
TOTAL REVENUE		**15,550,790**	**15,045,432**	**(505,358)**
EXPENSES				
Certificated Salaries				
1100	TeacherSalaries	3,391,218	3,123,174	(268,044)
1200	Cert Aid	489,131	474,584	(14,547)
1300	Cert Adminis	754,576	644,646	(109,930)
	SUBTOTAL - Certificated Salaries	**4,634,925**	**4,242,404**	**(392,521)**
Classified Salaries				
2100	Instructional Aides	509,941	463,169	(46,771)
2200	Classified Support	719,093	378,733	(340,360)
2300	Classified Admin	-	-	-
2400	Clerical & Tech	486,380	451,732	(34,648)
2900	OtherClassStaff	-	-	-
	SUBTOTAL - Classified Salaries	**1,715,413**	**1,293,634**	**(421,779)**
Employee Benefits				
3101	STRS-Certified	630,712	625,191	(5,521)
3102	STRS-Classified	208,611	168,815	(39,795)
3201	PERS-Cert	217,255	218,547	1,292
3202	PERS-Classified	99,531	78,909	(20,622)
3301	OASDI/Med-Cert	111,219	111,003	(216)
3302	OASDI/Med-Class	48,492	37,896	(10,596)
3401	HlthWelfareCert	1,051,550	872,916	(178,634)
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	27,880	26,333	(1,547)
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	36,588	36,588	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	1,151	1,128	(23)
3902	OthBenes-Class	4,214	3,230	(983)
	SUBTOTAL - Employee Benefits	**2,437,203**	**2,180,558**	**(256,645)**

2026-27 July Budget			Annual Budget	
MSA 1		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Books & Supplies				
4100	Text&CoreCurric	58,000	58,000	-
4200	BooksOthRefMats	4,000	4,000	-
4300	Materials and Supplies	11,500	8,000	(3,500)
4310	Ins Mats & Sups	20,000	20,000	-
4315	OthrSupplies	10,000	10,000	-
4320	Office Supplies	25,000	20,000	(5,000)
4325	ProfDevMat&Sups	-	-	-
4326	Arts&MusicSupps	5,000	5,000	-
4330	Staff Meals & Events	5,273	5,273	-
4335	PE Supplies	10,000	10,000	-
4340	Educat Software	72,222	70,222	(2,000)
4345	NonInstStdntSup	59,500	59,500	-
4346	TeacherSupplies	5,273	5,273	-
4350	Cust. Supplies	45,000	42,182	(2,818)
4351	Yearbook	4,218	4,218	-
4390	Uniforms	48,300	68,300	20,000
4400	NonCapEquip-Gen	20,000	15,000	(5,000)
4410	ClssrmFrnEqp<5k	-	-	-
4430	OffceFurnEqp<5k	15,000	20,000	5,000
4440	Computers <$5k	131,000	59,000	(72,000)
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	-	-	-
4710	Food	7,500	7,500	-
4720	Food:Other Food	39,000	36,000	(3,000)
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**595,786**	**527,468**	**(68,318)**

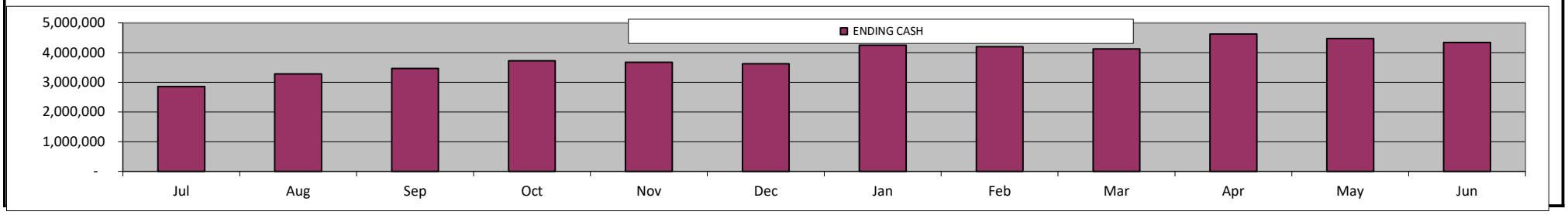
2026-27 July Budget			Annual Budget	
MSA 1		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Services & Other Operating Expenses				
5101	CMO Fees	1,254,184	1,599,367	345,183
5200	Travel - General	-	-	-
5205	Conference Fees	2,000	2,000	-
5210	MilesParkTolls	1,750	1,000	(750)
5215	TravConferences	-	-	-
5220	TraLodging	5,000	5,000	-
5300	DuesMemberships	52,727	52,727	-
5450	Other Insurance	201,036	201,036	-
5500	OpsHousekeeping	250,000	250,000	-
5510	Gas & Electric	220,000	220,000	-
5610	Rent & Leases	418,349	418,349	-
5611	Rent & Leases- Interest	950,229	950,229	-
5620	EquipmentLeases	94,909	94,909	-
5621	EquipmentLeases- Interest	3,000	3,000	-
5630	Reps&MaintBldng	100,000	100,000	-
5800	ProfessServices	105,176	248,063	142,888
5810	Legal	35,000	35,000	-
5813	SchPrgAftSchool	145,250	145,250	-
5814	SchPrgAcadComps	2,000	1,000	(1,000)
5819	SchlProgs-Other	72,342	72,342	-
5820	Audit & CPA	9,000	9,000	-
5825	DMSBusinessSvcs	-	-	-
5835	Field Trips	20,000	50,000	30,000
5836	FieldTrip Trans	55,000	40,000	(15,000)
5840	MarkngStdtRecrt	38,000	40,000	2,000
5850	Oversight Fees	114,994	106,624	(8,370)
5857	Payroll Fees	55,000	31,636	(23,364)
5860	Service Fees	16,873	16,873	-
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	35,000	35,000	-
5864	Prof Dev-Other	53,500	19,000	(34,500)
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	726,438	607,710	(118,728)
5870	Livescan	2,000	2,000	-
5872	SPED Fees (incl Encroachment)	20,000	10,000	(10,000)
5875	Staff Recruiting	-	-	-
5884	Substitutes	260,000	256,800	(3,200)
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	10,545	10,545	-
5910	Communications 2	-	-	-
5920	TelecomInternet	50,000	50,000	-
5930	PostageDelivery	9,491	9,491	-
5940	Technology	87,978	87,978	-
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**5,476,771**	**5,781,930**	**305,160**

2026-27 July Budget			Annual Budget	
MSA 1		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed	-	-	-
6900	Depreciation	315,808	315,808	-
	SUBTOTAL - Capital Outlay & Depreciation	**315,808**	**315,808**	**-**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	15,000	15,000	-
	SUBTOTAL - Other Outflows	**15,000**	**15,000**	**-**
TOTAL EXPENSES		**15,190,906**	**14,356,802**	**(834,103)**

Monthly Cash Flow 2026-27

MSA-1

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	TOTAL
BEGINNING CASH	**3,644,264**	**2,859,915**	**3,283,261**	**3,465,773**	**3,720,605**	**3,675,011**	**3,629,418**	**4,250,758**	**4,205,165**	**4,121,747**	**4,621,757**	**4,480,023**	**4,338,289**	
Revenue														
LCFF: State Aid	-	291,580	291,580	291,580	524,844	524,844	524,844	524,844	524,844	466,528	466,528	466,528	933,056	**5,831,597**
LCFF: EPA	-	-	-	486,607	-	-	486,607	-	-	486,607	-	-	486,607	**1,946,429**
LCFF: ILPT	-	173,065	346,131	230,754	230,754	230,754	230,754	230,754	242,291	242,291	242,291	242,291	242,291	**2,884,421**
Federal Revenue	-	-	108,055	-	-	-	108,055	-	-	108,055	-	-	222,613	**546,778**
Other State Revenues	198,663	198,663	308,357	355,438	308,357	308,357	380,628	308,357	258,995	306,076	258,995	258,995	367,622	**3,817,501**
Other Local Revenues	1,559	1,559	1,559	1,559	1,559	1,559	1,559	1,559	1,559	1,559	1,559	1,559	-	**18,706**
Total Revenue	**200,222**	**664,867**	**1,055,681**	**1,365,938**	**1,065,513**	**1,065,513**	**1,732,447**	**1,065,513**	**1,027,689**	**1,611,116**	**969,373**	**969,373**	**2,252,189**	**15,045,432**
Expenses														
Certificated Salaries	169,696	344,911	344,911	344,911	344,911	344,911	344,911	344,911	344,911	344,911	344,911	344,911	278,688	**4,242,404**
Classified Salaries	80,852	101,065	101,065	101,065	101,065	101,065	101,065	101,065	101,065	101,065	101,065	101,065	101,065	**1,293,634**
Benefits	90,039	176,919	176,919	176,919	176,919	176,919	176,919	176,919	176,919	176,919	176,919	176,919	144,409	**2,180,558**
Books and Supplies	42,197	42,197	42,197	42,197	42,197	42,197	42,197	42,197	42,197	42,197	42,197	42,197	21,099	**527,468**
Services and Operations	444,764	444,764	444,764	444,764	444,764	444,764	444,764	444,764	444,764	444,764	444,764	444,764	444,764	**5,781,930**
Depreciation / Cap Outlay	26,317	26,317	26,317	26,317	26,317	26,317	26,317	26,317	26,317	26,317	26,317	26,317	-	**315,808**
Other Outflows	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	**15,000**
Total Expenses	**855,116**	**1,137,424**	**1,137,424**	**1,137,424**	**1,137,424**	**1,137,424**	**1,137,424**	**1,137,424**	**1,137,424**	**1,137,424**	**1,137,424**	**1,137,424**	**990,025**	**14,356,802**
Other Transactions Affecting Cash														
Accounts Receivable	631,648	1,263,296	631,648	-	-	-	-	-	-	-	-	-		**2,526,592**
Fixed Assets - Depreciation Addback	26,317	26,317	26,317	26,317	26,317	26,317	26,317	26,317	26,317	26,317	26,317	26,317		**315,808**
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable	(787,421)	(393,710)	(393,710)	-	-	-	-	-	-	-	-	-		**(1,574,841)**
Other	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**(129,455)**	**895,903**	**264,255**	**26,317**	**26,317**	**26,317**	**26,317**	**26,317**	**26,317**	**26,317**	**26,317**	**26,317**		**1,267,559**
Total Change in Cash	**(784,350)**	**423,346**	**182,512**	**254,831**	**(45,593)**	**(45,593)**	**621,340**	**(45,593)**	**(83,418)**	**500,010**	**(141,734)**	**(141,734)**		**1,956,189**
ENDING CASH	**2,859,915**	**3,283,261**	**3,465,773**	**3,720,605**	**3,675,011**	**3,629,418**	**4,250,758**	**4,205,165**	**4,121,747**	**4,621,757**	**4,480,023**	**4,338,289**		<<< = 110 days cash



2026-27 July Budget		Annual Budget	
MSA 2	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Projected Average Daily Attendance:	411	402	(8.26)
SUMMARY			
Revenue			
LCFF Entitlement	6,675,890	6,300,454	(375,436)
Federal Revenue	543,439	486,484	(56,955)
Other State Revenues	2,120,556	1,899,122	(221,434)
Other Local Revenues	108,500	108,500	-
Total Revenue	**9,448,384**	**8,794,560**	**(653,824)**
Expenditures			
Certificated Salaries	2,602,359	2,706,342	103,983
Classified Salaries	1,045,144	868,281	(176,863)
Benefits	1,311,632	1,243,064	(68,568)
Books and Supplies	434,348	362,348	(72,000)
Services and Operating Exp.	3,988,551	3,744,877	(243,674)
Depreciation & Cap Outlay	51,482	51,482	-
Other Outflows	-	-	-
Total Expenditures	**9,433,516**	**8,976,394**	**(457,122)**
Net Revenues	**14,869**	**(181,834)**	**(196,703)**
Fund Balance			
Beginning Balance (Budgeted)	5,793,009	5,807,878	
Net Revenues	14,869	(181,834)	
Ending Fund Balance	**5,807,878**	**5,626,044**	
Components of Fund Bal.			
Available For Econ. Uncert.		3,682,777	41.0% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets		1,943,267	21.6% of Expenditures
Ending Fund Balance		**5,626,044**	**62.7% of Expenditures**

2026-27 July Budget			Annual Budget	
MSA 2		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
REVENUE				
LCFF Entitlement				
8011	State Aid	3,833,480	3,394,850	(438,630)
8012	EPA Entitlement	1,109,993	1,155,049	45,056
8019	Prior Year Adjustments	-	-	-
8096	InLieuPropTaxes	1,732,417	1,750,555	18,138
	SUBTOTAL - LCFF Entitlement	**6,675,890**	**6,300,454**	**(375,436)**
Federal Revenue				
8181	SpEd - Revenue	78,558	76,036	(2,522)
8220	SchLunchFederal	-	-	-
8285	SpEd - Revenue	-	-	-
8290	All Other Federal Revenue	464,881	410,448	(54,433)
8295	Prior Year Adjustments (Fed Rev)	-	-	-
	SUBTOTAL - Federal Revenue	**543,439**	**486,484**	**(56,955)**
Other State Revenue				
8311	SpEd Revenue	483,076	522,935	39,859
8520	SchoolNutrState	-	-	-
8550	MandCstReimburs	16,942	15,068	(1,875)
8560	StateLotteryRev	116,642	114,296	(2,346)
8590	AllOthStateRev	1,503,896	1,246,824	(257,072)
8595	Prior Year Adjustments (Other State Rev)	-	-	-
	SUBTOTAL - Other State Revenue	**2,120,556**	**1,899,122**	**(221,434)**
Local Revenue				
8600	Other Local Rev	-	-	-
8634	StudentLunchFee	-	-	-
8650	Leases &Rentals	-	-	-
8660	Interest	-	-	-
8698	OthRev-Suspense	-	-	-
8690	Prior Year Adj (Local1)	-	-	-
8677	SpEd Revenue	-	-	-
8699	Other Revenue	78,500	78,500.00	-
8999	Misc Revenue (Suspense)	-	-	-
	SUBTOTAL - Local Revenue	**78,500**	**78,500**	**-**

2026-27 July Budget			Annual Budget	
MSA 2		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Fundraising & Grants				
8802	Donations - Private	-	-	-
8803	Fundraising	30,000	30,000	-
	SUBTOTAL - Fundraising & Grants	**30,000**	**30,000**	**-**
TOTAL REVENUE		**9,448,384**	**8,794,560**	**(653,824)**
EXPENSES				
Certificated Salaries				
1100	TeacherSalaries	1,861,422	1,916,083	54,661
1200	Cert Aid	256,029	276,364	20,335
1300	Cert Adminis	484,908	513,895	28,987
	SUBTOTAL - Certificated Salaries	**2,602,359**	**2,706,342**	**103,983**
Classified Salaries				
2100	Instructional Aides	189,192	143,508	(45,684)
2200	Classified Support	417,498	303,333	(114,164)
2300	Classified Admin	-	-	-
2400	Clerical & Tech	438,454	421,440	(17,015)
2900	OtherClassStaff	-	-	-
	SUBTOTAL - Classified Salaries	**1,045,144**	**868,281**	**(176,863)**
Employee Benefits				
3101	STRS-Certified	366,064	401,198	35,134
3102	STRS-Classified	108,773	98,880	(9,893)
3201	PERS-Cert	88,364	75,734	(12,630)
3202	PERS-Classified	77,334	59,931	(17,403)
3301	OASDI/Med-Cert	51,758	53,082	1,325
3302	OASDI/Med-Class	38,435	28,273	(10,162)
3401	HlthWelfareCert	523,780	471,022	(52,758)
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	15,521	15,621	100
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	33,526	33,526	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	(736)	1,070	1,806
3902	OthBenes-Class	8,812	4,726	(4,086)
	SUBTOTAL - Employee Benefits	**1,311,632**	**1,243,064**	**(68,568)**

2026-27 July Budget			Annual Budget	
MSA 2		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Books & Supplies				
4100	Text&CoreCurric	75,000	75,000	-
4200	BooksOthRefMats	2,000	2,000	-
4300	Materials and Supplies	1,000	1,000	-
4310	Ins Mats & Sups	7,000	7,000	-
4315	OthrSupplies	-	-	-
4320	Office Supplies	45,000	45,000	-
4325	ProfDevMat&Sups	-	-	-
4326	Arts&MusicSupps	22,000	22,000	-
4330	Staff Meals & Events	-	-	-
4335	PE Supplies	7,500	7,500	-
4340	Educat Software	50,000	50,000	-
4345	NonInstStdntSup	41,900	41,900	-
4346	TeacherSupplies	3,076	3,076	-
4350	Cust. Supplies	20,506	20,506	-
4351	Yearbook	-	-	-
4390	Uniforms	22,557	22,557	-
4400	NonCapEquip-Gen	10,253	10,253	-
4410	ClssrmFrnEqp<5k	7,177	7,177	-
4430	OffceFurnEqp<5k	10,253	10,253	-
4440	Computers <$5k	82,000	10,000	(72,000)
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	-	-	-
4710	Food	5,126	5,126	-
4720	Food:Other Food	22,000	22,000	-
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**434,348**	**362,348**	**(72,000)**

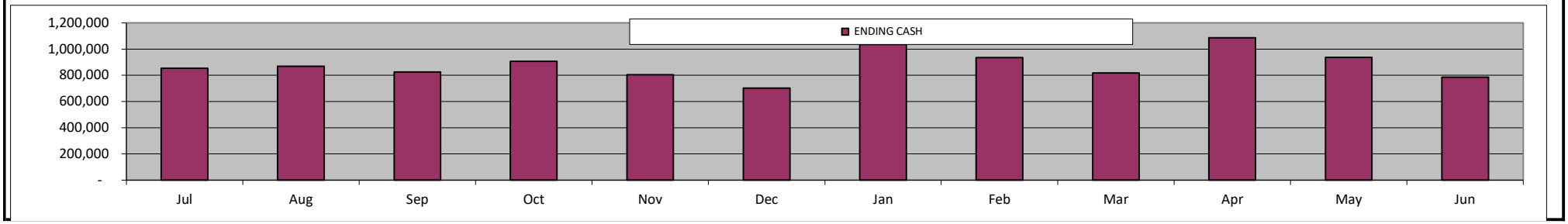
2026-27 July Budget			Annual Budget	
MSA 2		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Services & Other Operating Expenses				
5101	CMO Fees	967,513	819,059	(148,454)
5200	Travel - General	1,000	1,000	-
5205	Conference Fees	3,076	3,076	-
5210	MilesParkTolls	2,051	2,051	-
5215	TravConferences	-	-	-
5220	TraLodging	2,000	2,000	-
5300	DuesMemberships	32,000	32,000	-
5450	Other Insurance	120,000	120,000	-
5500	OpsHousekeeping	32,500	30,000	(2,500)
5510	Gas & Electric	260,000	260,000	-
5610	Rent & Leases	474,840	474,840	-
5611	Rent & Leases- Interest	913,111	913,111	-
5620	EquipmentLeases	36,132	25,632	(10,500)
5621	EquipmentLeases- Interest	-	-	-
5630	Reps&MaintBldng	15,000	15,000	-
5800	ProfessServices	74,971	30,000	(44,971)
5810	Legal	20,506	20,506	-
5813	SchPrgAftSchool	204,000	204,000	-
5814	SchPrgAcadComps	4,101	4,101	-
5819	SchlProgs-Other	75,000	75,000	-
5820	Audit & CPA	12,816	12,816	-
5825	DMSBusinessSvcs	-	-	-
5835	Field Trips	25,000	25,000	-
5836	FieldTrip Trans	61,644	61,644	-
5840	MarkngStdtRecrt	25,000	25,000	-
5850	Oversight Fees	65,305	63,005	(2,300)
5857	Payroll Fees	30,000	25,632	(4,368)
5860	Service Fees	4,101	4,101	-
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	28,906	19,500	(9,406)
5864	Prof Dev-Other	26,145	11,000	(15,145)
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	120,000	120,000	-
5870	Livescan	769	769	-
5872	SPED Fees (incl Encroachment)	12,500	8,000	(4,500)
5875	Staff Recruiting	-	-	-
5884	Substitutes	250,000	270,470	20,470
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	5,126	5,126	-
5910	Communications 2	2,000	2,000	-
5920	TelecomInternet	20,506	20,506	-
5930	PostageDelivery	5,126	5,126	-
5940	Technology	55,807	33,807	(22,000)
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**3,988,551**	**3,744,877**	**(243,674)**

2026-27 July Budget			Annual Budget	
MSA 2		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed	-	-	-
6900	Depreciation	51,482	51,482	-
	SUBTOTAL - Capital Outlay & Depreciation	**51,482**	**51,482**	**-**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**9,433,516**	**8,976,394**	**(457,122)**

Monthly Cash Flow 2026-27

MSA-2

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**1,547,925**	**852,556**	**867,734**	**824,681**	**904,778**	**803,333**	**701,888**	**1,035,458**	**934,013**	**817,127**	**1,086,241**	**935,407**	**784,573**	
Revenue														
LCFF: State Aid	-	169,742	169,742	169,742	305,536	305,536	305,536	305,536	305,536	271,588	271,588	271,588	543,176	**3,394,850**
LCFF: EPA	-	-	-	288,762	-	-	288,762	-	-	288,762	-	-	288,762	**1,155,049**
LCFF: ILPT	-	105,033	210,067	140,044	140,044	140,044	140,044	140,044	147,047	147,047	147,047	147,047	147,047	**1,750,555**
Federal Revenue	-	-	102,612	-	-	-	102,612	-	-	102,612	-	-	178,648	**486,484**
Other State Revenues	99,694	99,694	149,567	178,141	149,567	149,567	193,208	149,567	127,124	155,698	127,124	127,124	193,050	**1,899,122**
Other Local Revenues	9,042	9,042	9,042	9,042	9,042	9,042	9,042	9,042	9,042	9,042	9,042	9,042	-	**108,500**
Total Revenue	**108,735**	**383,511**	**641,029**	**785,731**	**604,189**	**604,189**	**1,039,205**	**604,189**	**588,749**	**974,748**	**554,800**	**554,800**	**1,350,683**	**8,794,560**
Expenses														
Certificated Salaries	108,254	220,028	220,028	220,028	220,028	220,028	220,028	220,028	220,028	220,028	220,028	220,028	177,782	**2,706,342**
Classified Salaries	54,268	67,834	67,834	67,834	67,834	67,834	67,834	67,834	67,834	67,834	67,834	67,834	67,834	**868,281**
Benefits	51,958	100,794	100,794	100,794	100,794	100,794	100,794	100,794	100,794	100,794	100,794	100,794	82,374	**1,243,064**
Books and Supplies	28,988	28,988	28,988	28,988	28,988	28,988	28,988	28,988	28,988	28,988	28,988	28,988	14,494	**362,348**
Services and Operations	287,991	287,991	287,991	287,991	287,991	287,991	287,991	287,991	287,991	287,991	287,991	287,991	288,991	**3,744,877**
Depreciation / Cap Outlay	4,290	4,290	4,290	4,290	4,290	4,290	4,290	4,290	4,290	4,290	4,290	4,290	-	**51,482**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**535,748**	**709,925**	**709,925**	**709,925**	**709,925**	**709,925**	**709,925**	**709,925**	**709,925**	**709,925**	**709,925**	**709,925**	**631,476**	**8,976,394**
Other Transactions Affecting Cash														
Accounts Receivable	315,750	631,499	315,750	-	-	-	-	-	-	-	-	-		**1,262,998**
Fixed Assets - Depreciation Addbac	4,290	4,290	4,290	4,290	4,290	4,290	4,290	4,290	4,290	4,290	4,290	4,290		**51,482**
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable	(588,396)	(294,198)	(294,198)	-	-	-	-	-	-	-	-	-		**(1,176,791)**
Other	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**(268,356)**	**341,591**	**25,842**	**4,290**	**4,290**	**4,290**	**4,290**	**4,290**	**4,290**	**4,290**	**4,290**	**4,290**		**137,689**
Total Change in Cash	**(695,369)**	**15,178**	**(43,053)**	**80,097**	**(101,445)**	**(101,445)**	**333,571**	**(101,445)**	**(116,886)**	**269,114**	**(150,834)**	**(150,834)**		**(44,145)**
ENDING CASH	**852,556**	**867,734**	**824,681**	**904,778**	**803,333**	**701,888**	**1,035,458**	**934,013**	**817,127**	**1,086,241**	**935,407**	**784,573**		<<< = 32 days cash



2026-27 July Budget		Annual Budget	
MSA 3	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Projected Average Daily Attendance:	356	314	(42.72)
SUMMARY			
Revenue			
LCFF Entitlement	5,074,872	4,506,938	(567,933)
Federal Revenue	213,872	208,929	(4,944)
Other State Revenues	1,473,524	1,565,829	92,305
Other Local Revenues	33,952	33,952	-
Total Revenue	**6,796,220**	**6,315,649**	**(480,572)**
Expenditures			
Certificated Salaries	2,295,445	2,084,228	(211,217)
Classified Salaries	817,672	796,356	(21,317)
Benefits	1,254,304	1,168,648	(85,656)
Books and Supplies	256,305	250,032	(6,273)
Services and Operating Exp.	2,787,305	2,306,995	(480,311)
Depreciation & Cap Outlay	48,651	48,651	-
Other Outflows	-	-	-
Total Expenditures	**7,459,683**	**6,654,910**	**(804,773)**
Net Revenues	**(663,463)**	**(339,261)**	**324,202**
Fund Balance			
Beginning Balance (Budgeted)	3,079,166	2,415,703	
Net Revenues	(663,463)	(339,261)	
Ending Fund Balance	**2,415,703**	**2,076,442**	
Components of Fund Bal.			
Available For Econ. Uncert.		2,020,480	30.4% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets		55,962	0.8% of Expenditures
Ending Fund Balance		**2,076,442**	**31.2% of Expenditures**

2026-27 July Budget			Annual Budget	
MSA 3		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
REVENUE				
LCFF Entitlement				
8011	State Aid	2,613,733	2,247,314	(366,419)
8012	EPA Entitlement	957,078	894,538	(62,540)
8019	Prior Year Adjustments	-	-	-
8096	InLieuPropTaxes	1,504,061	1,365,086	(138,975)
	SUBTOTAL - LCFF Entitlement	**5,074,872**	**4,506,938**	**(567,933)**
Federal Revenue				
8181	SpEd - Revenue	62,284	66,427	4,143
8220	SchLunchFederal	-	-	-
8285	SpEd - Revenue	-	-	-
8290	All Other Federal Revenue	151,588	142,502	(9,086)
8295	Prior Year Adjustments (Fed Rev)	-	-	-
	SUBTOTAL - Federal Revenue	**213,872**	**208,929**	**(4,944)**
Other State Revenue				
8311	SpEd Revenue	364,837	407,788	42,951
8520	SchoolNutrState	-	-	-
8550	MandCstReimburs	15,730	14,807	(923)
8560	StateLotteryRev	101,267	89,129	(12,138)
8590	AllOthStateRev	991,690	1,054,105	62,415
8595	Prior Year Adjustments (Other State Rev)	-	-	-
	SUBTOTAL - Other State Revenue	**1,473,524**	**1,565,829**	**92,305**
Local Revenue				
8600	Other Local Rev	-	-	-
8660	Interest	-	-	-
8698	OthRev-Suspense	-	-	-
8690	Prior Year Adj (Local1)	-	-	-
8677	SpEd Revenue	-	-	-
8699	Other Revenue	20,000	20,000	-
8999	Misc Revenue (Suspense)	-	-	-
	SUBTOTAL - Local Revenue	**20,000**	**20,000**	**-**

2026-27 July Budget			Annual Budget	
MSA 3		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Fundraising & Grants				
8802	Donations - Private	-	-	-
8803	Fundraising	13,952	13,952	-
	SUBTOTAL - Fundraising & Grants	**13,952**	**13,952**	**-**
TOTAL REVENUE		**6,796,220**	**6,315,649**	**(480,572)**
EXPENSES				
Certificated Salaries				
1100	TeacherSalaries	1,541,694	1,551,041	9,347
1200	Cert Aid	274,994	165,264	(109,730)
1300	Cert Adminis	478,758	367,923	(110,835)
	SUBTOTAL - Certificated Salaries	**2,295,445**	**2,084,228**	**(211,217)**
Classified Salaries				
2100	Instructional Aides	173,379	207,266	33,887
2200	Classified Support	311,054	333,862	22,808
2300	Classified Admin	-	-	-
2400	Clerical & Tech	333,240	255,228	(78,012)
2900	OtherClassStaff	-	-	-
	SUBTOTAL - Classified Salaries	**817,672**	**796,356**	**(21,317)**
Employee Benefits				
3101	STRS-Certified	317,819	317,026	(793)
3102	STRS-Classified	90,019	70,336	(19,683)
3201	PERS-Cert	125,096	132,645	7,549
3202	PERS-Classified	97,258	88,188	(9,070)
3301	OASDI/Med-Cert	60,982	63,019	2,037
3302	OASDI/Med-Class	36,846	31,928	(4,918)
3401	HlthWelfareCert	482,011	422,347	(59,664)
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	14,823	14,259	(564)
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	25,599	25,599	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	1,453	1,441	(13)
3902	OthBenes-Class	2,399	1,862	(537)
	SUBTOTAL - Employee Benefits	**1,254,304**	**1,168,648**	**(85,656)**

2026-27 July Budget			Annual Budget	
MSA 3		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Books & Supplies				
4100	Text&CoreCurric	75,000	75,000	-
4200	BooksOthRefMats	5,000	5,000	-
4300	Materials and Supplies	-	-	-
4310	Ins Mats & Sups	15,986	15,986	-
4315	OthrSupplies	6,088	6,088	-
4320	Office Supplies	8,000	7,748	(252)
4325	ProfDevMat&Sups	-	-	-
4326	Arts&MusicSupps	10,000	3,000	(7,000)
4330	Staff Meals & Events	-	-	-
4335	PE Supplies	3,000	2,214	(786)
4340	Educat Software	48,760	48,760	-
4345	NonInstStdntSup	41,747	35,600	(6,147)
4346	TeacherSupplies	3,321	3,321	-
4350	Cust. Supplies	1,107	1,107	-
4351	Yearbook	-	-	-
4390	Uniforms	18,000	18,000	0
4400	NonCapEquip-Gen	4,000	4,000	-
4410	ClssrmFrnEqp<5k	2,088	2,088	-
4430	OffceFurnEqp<5k	-	-	-
4440	Computers <$5k	2,088	10,000	7,912
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	-	-	-
4710	Food	-	-	-
4720	Food:Other Food	12,120	12,120	-
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**256,305**	**250,032**	**(6,273)**

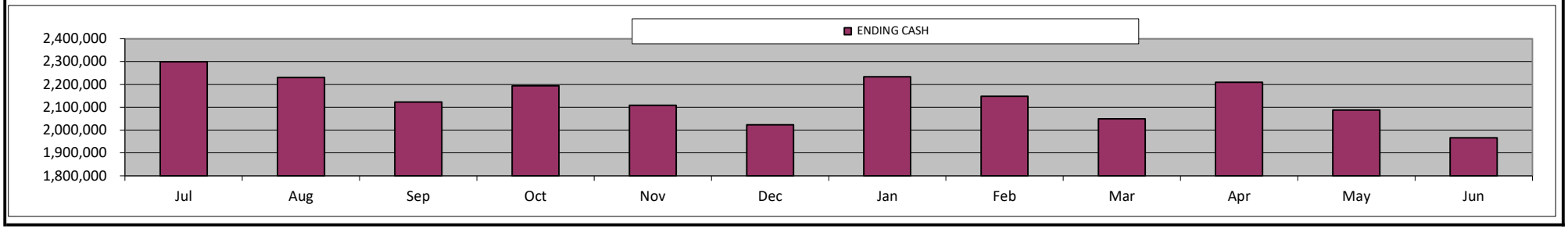
2026-27 July Budget			Annual Budget	
MSA 3		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Services & Other Operating Expenses				
5101	CMO Fees	716,676	585,902	(130,774)
5200	Travel - General	-	-	-
5205	Conference Fees	-	-	-
5210	MilesParkTolls	553	553	-
5215	TravConferences	-	-	-
5220	TraLodging	3,133	3,133	-
5300	DuesMemberships	25,000	25,000	-
5450	Other Insurance	75,500	75,500	-
5500	OpsHousekeeping	34,980	34,980	-
5510	Gas & Electric	-	-	-
5610	Rent & Leases	403,997	403,997	-
5611	Rent & Leases- Interest	-	-	-
5620	EquipmentLeases	15,000	15,000	-
5621	EquipmentLeases- Interest	1,000	1,000	-
5630	Reps&MaintBldng	2,000	2,000	-
5800	ProfessServices	72,219	42,720	(29,499)
5810	Legal	55,000	55,000	-
5813	SchPrgAftSchool	158,980	158,980	-
5814	SchPrgAcadComps	-	-	-
5819	SchlProgs-Other	32,892	32,892	-
5820	Audit & CPA	9,408	9,408	-
5825	DMSBusinessSvcs	-	-	-
5835	Field Trips	14,000	14,000	-
5836	FieldTrip Trans	30,000	30,000	-
5840	MarkngStdtRecrt	17,500	15,000	(2,500)
5850	Oversight Fees	52,727	45,069	(7,658)
5857	Payroll Fees	22,137	22,137	-
5860	Service Fees	7,309	7,309	-
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	8,000	8,000	-
5864	Prof Dev-Other	20,000	10,000	(10,000)
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	406,264	316,264	(90,000)
5870	Livescan	553	553	-
5872	SPED Fees (incl Encroachment)	10,000	-	(10,000)
5875	Staff Recruiting	-	-	-
5884	Substitutes	485,000	285,120	(199,880)
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	5,534	5,534	-
5910	Communications 2	-	-	-
5920	TelecomInternet	50,434	50,434	-
5930	PostageDelivery	7,748	7,748	-
5940	Technology	43,761	43,761	-
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**2,787,305**	**2,306,995**	**(480,311)**

2026-27 July Budget			Annual Budget	
MSA 3		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed	-	-	-
6900	Depreciation	48,651	48,651	-
	SUBTOTAL - Capital Outlay & Depreciation	**48,651**	**48,651**	**-**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**7,459,683**	**6,654,910**	**(804,773)**

Monthly Cash Flow 2026-27

MSA-3

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**2,837,145**	**2,298,794**	**2,230,656**	**2,123,477**	**2,194,028**	**2,108,554**	**2,023,080**	**2,233,955**	**2,148,481**	**2,049,493**	**2,209,575**	**2,088,114**	**1,966,653**	
Revenue														
LCFF: State Aid	-	112,366	112,366	112,366	202,258	202,258	202,258	202,258	202,258	179,785	179,785	179,785	359,570	**2,247,314**
LCFF: EPA	-	-	-	223,635	-	-	223,635	-	-	223,635	-	-	223,635	**894,538**
LCFF: ILPT	-	81,905	163,810	109,207	109,207	109,207	109,207	109,207	114,667	114,667	114,667	114,667	114,667	**1,365,086**
Federal Revenue	-	-	35,626	-	-	-	35,626	-	-	35,626	-	-	102,052	**208,929**
Other State Revenues	81,833	81,833	123,997	146,279	123,997	123,997	161,086	123,997	105,023	127,306	105,023	105,023	156,433	**1,565,829**
Other Local Revenues	2,829	2,829	2,829	2,829	2,829	2,829	2,829	2,829	2,829	2,829	2,829	2,829	-	**33,952**
Total Revenue	**84,662**	**278,933**	**438,628**	**594,316**	**438,292**	**438,292**	**734,641**	**438,292**	**424,778**	**683,847**	**402,305**	**402,305**	**956,358**	**6,315,649**
Expenses														
Certificated Salaries	83,369	169,449	169,449	169,449	169,449	169,449	169,449	169,449	169,449	169,449	169,449	169,449	136,915	**2,084,228**
Classified Salaries	49,772	62,215	62,215	62,215	62,215	62,215	62,215	62,215	62,215	62,215	62,215	62,215	62,215	**796,356**
Benefits	49,592	94,637	94,637	94,637	94,637	94,637	94,637	94,637	94,637	94,637	94,637	94,637	78,046	**1,168,648**
Books and Supplies	20,003	20,003	20,003	20,003	20,003	20,003	20,003	20,003	20,003	20,003	20,003	20,003	10,001	**250,032**
Services and Operations	177,461	177,461	177,461	177,461	177,461	177,461	177,461	177,461	177,461	177,461	177,461	177,461	177,461	**2,306,995**
Depreciation / Cap Outlay	4,054	4,054	4,054	4,054	4,054	4,054	4,054	4,054	4,054	4,054	4,054	4,054	-	**48,651**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**384,251**	**527,820**	**527,820**	**527,820**	**527,820**	**527,820**	**527,820**	**527,820**	**527,820**	**527,820**	**527,820**	**527,820**	**464,639**	**6,654,910**
Other Transactions Affecting Cash														
Accounts Receivable	198,735	397,471	198,735	-	-	-	-	-	-	-	-	-		**794,941**
Fixed Assets - Depreciation Addback	4,054	4,054	4,054	4,054	4,054	4,054	4,054	4,054	4,054	4,054	4,054	4,054		**48,651**
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable	(441,552)	(220,776)	(220,776)	-	-	-	-	-	-	-	-	-		**(883,104)**
Other	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**(238,762)**	**180,749**	**(17,986)**	**4,054**	**4,054**	**4,054**	**4,054**	**4,054**	**4,054**	**4,054**	**4,054**	**4,054**		**(39,512)**
Total Change in Cash	**(538,351)**	**(68,138)**	**(107,178)**	**70,550**	**(85,474)**	**(85,474)**	**210,875**	**(85,474)**	**(98,988)**	**160,082**	**(121,461)**	**(121,461)**		**(378,773)**
ENDING CASH	**2,298,794**	**2,230,656**	**2,123,477**	**2,194,028**	**2,108,554**	**2,023,080**	**2,233,955**	**2,148,481**	**2,049,493**	**2,209,575**	**2,088,114**	**1,966,653**		<<< = 108 days cash



2026-27 July Budget		Annual Budget	
MSA 4	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Projected Average Daily Attendance:	110	111	0.14
SUMMARY			
Revenue			
LCFF Entitlement	1,872,218	1,809,478	(62,740)
Federal Revenue	279,608	271,875	(7,733)
Other State Revenues	539,415	594,914	55,499
Other Local Revenues	133,049	178,742	45,693
Total Revenue	**2,824,290**	**2,855,008**	**30,719**
Expenditures			
Certificated Salaries	1,045,861	1,020,091	(25,770)
Classified Salaries	179,378	206,126	26,747
Benefits	469,988	492,825	22,837
Books and Supplies	103,841	94,241	(9,600)
Services and Operating Exp.	1,178,956	1,015,238	(164,921)
Depreciation & Cap Outlay	10,910	10,910	-
Other Outflows	-	-	-
Total Expenditures	**2,988,935**	**2,839,431**	**(150,708)**
Net Revenues	**(164,645)**	**15,577**	**181,426**
Fund Balance			
Beginning Balance (Budgeted)	1,061,838	897,193	
Net Revenues	(164,645)	15,577	
Ending Fund Balance	**897,193**	**912,770**	
Components of Fund Bal.			
Available For Econ. Uncert.		910,492	32.1% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets		2,278	0.1% of Expenditures
Ending Fund Balance		**912,770**	**32.1% of Expenditures**

2026-27 July Budget			Annual Budget	
MSA 4		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
REVENUE				
LCFF Entitlement				
8011	State Aid	1,097,034	999,649	(97,385)
8012	EPA Entitlement	308,935	328,461	19,526
8019	Prior Year Adjustments	-	-	-
8096	InLieuPropTaxes	466,249	481,368	15,119
	SUBTOTAL - LCFF Entitlement	**1,872,218**	**1,809,478**	**(62,740)**
Federal Revenue				
8181	SpEd - Revenue	-	-	-
8220	SchLunchFederal	-	-	-
8285	SpEd - Revenue	28,488	28,523	35
8290	All Other Federal Revenue	251,120	243,352	(7,768)
8295	Prior Year Adjustments (Fed Rev)	-	-	-
	SUBTOTAL - Federal Revenue	**279,608**	**271,875**	**(7,733)**
Other State Revenue				
8311	SpEd Revenue	-	9,645	9,645
8520	SchoolNutrState	-	-	-
8550	MandCstReimburs	5,941	5,521	(420)
8560	StateLotteryRev	31,389	31,429	40
8590	AllOthStateRev	502,085	548,319	46,234
8595	Prior Year Adjustments (Other State Rev)	-	-	-
	SUBTOTAL - Other State Revenue	**539,415**	**594,914**	**55,499**
Local Revenue				
8600	Other Local Rev	-	-	-
8634	StudentLunchFee	-	-	-
8650	Leases &Rentals	-	-	-
8660	Interest	-	-	-
8698	OthRev-Suspense	-	-	-
8690	Prior Year Adj (Local1)	-	-	-
8677	SpEd Revenue	102,549	148,242	45,693
8699	Other Revenue	500	500	-
8999	Misc Revenue (Suspense)	-	-	-
	SUBTOTAL - Local Revenue	**103,049**	**148,742**	**45,693**

2026-27 July Budget			Annual Budget	
MSA 4		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Fundraising & Grants				
8802	Donations - Private	-	-	-
8803	Fundraising	30,000	30,000	-
	SUBTOTAL - Fundraising & Grants	**30,000**	**30,000**	**-**
TOTAL REVENUE		**2,824,290**	**2,855,008**	**30,719**
EXPENSES				
Certificated Salaries				
1100	TeacherSalaries	619,203	650,342	31,139
1200	Cert Aid	169,992	103,488	(66,504)
1300	Cert Adminis	256,667	266,261	9,594
	SUBTOTAL - Certificated Salaries	**1,045,861**	**1,020,091**	**(25,770)**
Classified Salaries				
2100	Instructional Aides	76,370	83,198	6,828
2200	Classified Support	54,392	41,508	(12,884)
2300	Classified Admin	-	-	-
2400	Clerical & Tech	48,616	81,420	32,804
2900	OtherClassStaff	-	-	-
	SUBTOTAL - Classified Salaries	**179,378**	**206,126**	**26,747**
Employee Benefits				
3101	STRS-Certified	156,388	155,983	(405)
3102	STRS-Classified	15,902	22,295	6,393
3201	PERS-Cert	34,736	48,997	14,262
3202	PERS-Classified	20,410	17,802	(2,607)
3301	OASDI/Med-Cert	21,567	25,823	4,256
3302	OASDI/Med-Class	7,841	7,095	(746)
3401	HlthWelfareCert	190,871	192,366	1,495
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	5,539	5,913	374
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	16,129	16,129	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	-	-	-
3902	OthBenes-Class	606	422	(184)
	SUBTOTAL - Employee Benefits	**469,988**	**492,825**	**22,837**

2026-27 July Budget			Annual Budget	
MSA 4		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Books & Supplies				
4100	Text&CoreCurric	10,000	7,000	(3,000)
4200	BooksOthRefMats	2,000	2,000	-
4300	Materials and Supplies	3,000	2,000	(1,000)
4310	Ins Mats & Sups	10,000	12,000	2,000
4315	OthrSupplies	3,000	2,000	(1,000)
4320	Office Supplies	13,500	12,000	(1,500)
4325	ProfDevMat&Sups	-	-	-
4326	Arts&MusicSupps	2,000	2,000	-
4330	Staff Meals & Events	-	-	-
4335	PE Supplies	1,000	1,000	-
4340	Educat Software	26,041	26,041	-
4345	NonInstStdntSup	10,000	8,000	(2,000)
4346	TeacherSupplies	1,000	1,000	-
4350	Cust. Supplies	2,000	-	(2,000)
4351	Yearbook	1,000	1,000	-
4390	Uniforms	6,000	6,000	-
4400	NonCapEquip-Gen	200	200	-
4410	ClssrmFrnEqp<5k	-	-	-
4430	OffceFurnEqp<5k	-	-	-
4440	Computers <$5k	8,100	7,000	(1,100)
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	-	-	-
4710	Food	2,000	2,000	-
4720	Food:Other Food	3,000	3,000	-
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**103,841**	**94,241**	**(9,600)**

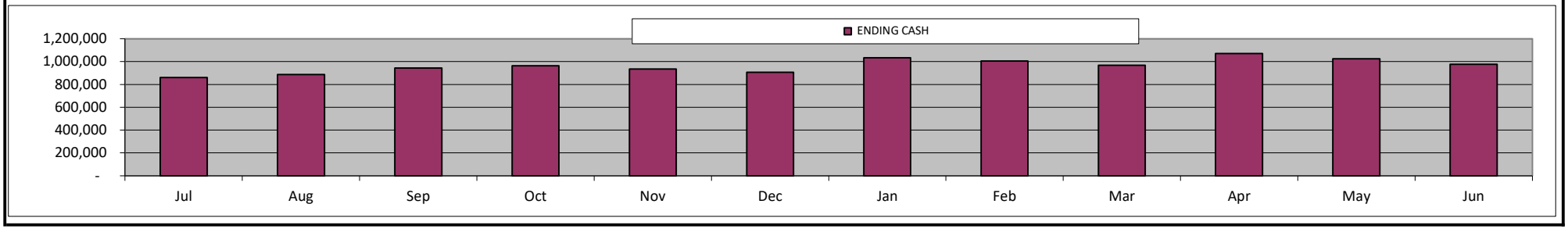
2026-27 July Budget			Annual Budget	
MSA 4		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Services & Other Operating Expenses				
5101	CMO Fees	179,169	105,232	(73,937)
5200	Travel - General	-	-	-
5205	Conference Fees	-	-	-
5210	MilesParkTolls	1,000	500	(500)
5215	TravConferences	-	-	-
5220	TraLodging	500	500	-
5300	DuesMemberships	8,000	8,000	-
5450	Other Insurance	22,500	25,000	2,500
5500	OpsHousekeeping	75,000	50,000	(25,000)
5510	Gas & Electric	-	-	-
5610	Rent & Leases	280,121	280,121	-
5611	Rent & Leases- Interest	-	-	-
5620	EquipmentLeases	10,000	10,000	-
5621	EquipmentLeases- Interest	500	500	-
5630	Reps&MaintBldng	3,558	3,558	-
5800	ProfessServices	25,000	10,000	(15,000)
5810	Legal	20,000	20,000	-
5813	SchPrgAftSchool	35,000	35,000	-
5814	SchPrgAcadComps	-	-	-
5819	SchlProgs-Other	10,000	10,000	-
5820	Audit & CPA	9,150	9,150	-
5825	DMSBusinessSvcs	-	-	-
5835	Field Trips	5,000	5,000	-
5836	FieldTrip Trans	80,000	75,000	(5,000)
5840	MarkngStdtRecrt	15,000	15,000	-
5850	Oversight Fees	18,665	18,095	(570)
5857	Payroll Fees	15,000	14,000	(1,000)
5860	Service Fees	3,050	3,050	-
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	5,000	5,000	-
5864	Prof Dev-Other	5,131	5,131	-
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	145,000	120,000	(25,000)
5870	Livescan	300	300	-
5872	SPED Fees (incl Encroachment)	30,000	30,000	-
5875	Staff Recruiting	-	-	-
5884	Substitutes	125,000	104,790	(20,210)
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	3,050	3,050	-
5910	Communications 2	-	-	-
5920	TelecomInternet	31,000	31,000	-
5930	PostageDelivery	1,200	1,200	-
5940	Technology	17,062	17,062	-
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp	**1,178,956**	**1,015,238**	**(164,921)**

2026-27 July Budget			Annual Budget	
MSA 4		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed	-	-	-
6900	Depreciation	10,910	10,910	-
	SUBTOTAL - Capital Outlay & Depreciation	**10,910**	**10,910**	**-**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**2,988,935**	**2,839,431**	**(150,708)**

Monthly Cash Flow 2026-27

MSA-4

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**971,474**	**859,355**	**887,733**	**942,543**	**963,473**	**934,416**	**905,360**	**1,032,635**	**1,003,579**	**966,578**	**1,070,391**	**1,023,394**	**976,396**	
Revenue														
LCFF: State Aid	-	49,982	49,982	49,982	89,968	89,968	89,968	89,968	89,968	79,972	79,972	79,972	159,944	**999,649**
LCFF: EPA	-	-	-	82,115	-	-	82,115	-	-	82,115	-	-	82,115	**328,461**
LCFF: ILPT	-	28,882	57,764	38,509	38,509	38,509	38,509	38,509	40,435	40,435	40,435	40,435	40,435	**481,368**
Federal Revenue	2,194	2,194	63,032	2,194	2,194	2,194	63,032	2,194	2,194	63,032	2,194	2,194	63,032	**271,875**
Other State Revenues	28,105	28,105	50,038	57,895	50,038	50,038	63,416	50,038	40,168	48,025	40,168	40,168	48,714	**594,914**
Other Local Revenues	14,895	14,895	14,895	14,895	14,895	14,895	14,895	14,895	14,895	14,895	14,895	14,895	-	**178,742**
Total Revenue	**45,194**	**124,059**	**235,711**	**245,591**	**195,605**	**195,605**	**351,936**	**195,605**	**187,660**	**328,474**	**177,664**	**177,664**	**394,240**	**2,855,008**
Expenses														
Certificated Salaries	40,804	82,934	82,934	82,934	82,934	82,934	82,934	82,934	82,934	82,934	82,934	82,934	67,011	**1,020,091**
Classified Salaries	12,883	16,104	16,104	16,104	16,104	16,104	16,104	16,104	16,104	16,104	16,104	16,104	16,104	**206,126**
Benefits	20,292	39,989	39,989	39,989	39,989	39,989	39,989	39,989	39,989	39,989	39,989	39,989	32,656	**492,825**
Books and Supplies	7,539	7,539	7,539	7,539	7,539	7,539	7,539	7,539	7,539	7,539	7,539	7,539	3,770	**94,241**
Services and Operations	78,095	78,095	78,095	78,095	78,095	78,095	78,095	78,095	78,095	78,095	78,095	78,095	78,095	**1,015,238**
Depreciation / Cap Outlay	909	909	909	909	909	909	909	909	909	909	909	909	-	**10,910**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**160,522**	**225,570**	**225,570**	**225,570**	**225,570**	**225,570**	**225,570**	**225,570**	**225,570**	**225,570**	**225,570**	**225,570**	**197,635**	**2,839,431**
Other Transactions Affecting Cash														
Accounts Receivable	85,220	170,440	85,220	-	-	-	-	-	-	-	-	-		**340,881**
Fixed Assets - Depreciation Addback	909	909	909	909	909	909	909	909	909	909	909	909		**10,910**
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable	(82,921)	(41,460)	(41,460)	-	-	-	-	-	-	-	-	-		**(165,841)**
Other	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**3,209**	**129,889**	**44,669**	**909**	**909**	**909**	**909**	**909**	**909**	**909**	**909**	**909**		**185,950**
Total Change in Cash	**(112,119)**	**28,378**	**54,810**	**20,930**	**(29,056)**	**(29,056)**	**127,275**	**(29,056)**	**(37,001)**	**103,813**	**(46,997)**	**(46,997)**		**201,527**
ENDING CASH	**859,355**	**887,733**	**942,543**	**963,473**	**934,416**	**905,360**	**1,032,635**	**1,003,579**	**966,578**	**1,070,391**	**1,023,394**	**976,396**		<<< = 126 days cash



2026-27 July Budget		Annual Budget	
MSA 5	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Projected Average Daily Attendance:	175	422	246.24
SUMMARY			
Revenue			
LCFF Entitlement	2,949,476	6,492,525	3,543,049
Federal Revenue	339,595	143,776	(195,818)
Other State Revenues	1,474,893	1,345,128	(129,765)
Other Local Revenues	32,597	55,000	22,403
Total Revenue	**4,796,561**	**8,036,429**	**3,239,868**
Expenditures			
Certificated Salaries	1,717,599	2,309,450	591,851
Classified Salaries	643,503	777,896	134,393
Benefits	951,664	1,180,296	228,632
Books and Supplies	240,728	388,747	148,019
Services and Operating Exp.	1,098,196	1,359,165	260,969
Depreciation & Cap Outlay	24,179	1,072,190	1,048,011
Other Outflows	250,000	920,725	670,725
Total Expenditures	**4,925,869**	**8,008,469**	**3,082,600**
Net Revenues	**(129,308)**	**27,960**	**157,268**
Fund Balance			
Beginning Balance (Budgeted)	12,620,393	12,491,085	
Net Revenues	(129,308)	27,960	
Ending Fund Balance	**12,491,085**	**12,519,045**	
Components of Fund Bal.			
Available For Econ. Uncert.		2,817,755	35.2% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets		9,701,290	121.1% of Expenditures
Ending Fund Balance		**12,519,045**	**156.3% of Expenditures**

2026-27 July Budget		Annual Budget		
MSA 5		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
REVENUE				
LCFF Entitlement				
8011	State Aid	1,739,388	3,458,194	1,718,806
8012	EPA Entitlement	469,956	1,199,668	729,712
8019	Prior Year Adjustments	-	-	-
8096	InLieuPropTaxes	740,132	1,834,663	1,094,531
	SUBTOTAL - LCFF Entitlement	**2,949,476**	**6,492,525**	**3,543,049**
Federal Revenue				
8181	SpEd - Revenue	33,136	32,772	(364)
8220	SchLunchFederal	-	-	-
8285	SpEd - Revenue	-	-	-
8290	All Other Federal Revenue	306,459	111,004	(195,455)
8295	Prior Year Adjustments (Fed Rev)	-	-	-
	SUBTOTAL - Federal Revenue	**339,595**	**143,776**	**(195,818)**
Other State Revenue				
8311	SpEd Revenue	205,214	548,068	342,854
8520	SchoolNutrState	-	-	-
8550	MandCstReimburs	7,989	7,492	(497)
8560	StateLotteryRev	49,833	119,790	69,957
8590	AllOthStateRev	1,211,857	669,778	(542,079)
8595	Prior Year Adjustments (Other State Rev)	-	-	-
	SUBTOTAL - Other State Revenue	**1,474,893**	**1,345,128**	**(129,765)**
Local Revenue				
8600	Other Local Rev	-	-	-
8660	Interest	-	-	-
8698	OthRev-Suspense	-	-	-
8690	Prior Year Adj (Local1)	-	-	-
8677	SpEd Revenue	-	-	-
8699	Other Revenue	25,000	25,000	-
8999	Misc Revenue (Suspense)	-	-	-
	SUBTOTAL - Local Revenue	**25,000**	**25,000**	**-**

2026-27 July Budget			Annual Budget	
MSA 5		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Fundraising & Grants				
8802	Donations - Private	-	-	-
8803	Fundraising	7,597	30,000	22,403
	SUBTOTAL - Fundraising & Grants	**7,597**	**30,000**	**22,403**
TOTAL REVENUE		**4,796,561**	**8,036,429**	**3,239,868**
EXPENSES				
Certificated Salaries				
1100	TeacherSalaries	1,068,070	1,650,587	582,517
1200	Cert Aid	246,165	257,642	11,477
1300	Cert Adminis	403,364	401,221	(2,143)
	SUBTOTAL - Certificated Salaries	**1,717,599**	**2,309,450**	**591,851**
Classified Salaries				
2100	Instructional Aides	123,614	163,879	40,266
2200	Classified Support	166,536	233,759	67,223
2300	Classified Admin	-	-	-
2400	Clerical & Tech	353,353	380,258	26,904
2900	OtherClassStaff	-	-	-
	SUBTOTAL - Classified Salaries	**643,503**	**777,896**	**134,393**
Employee Benefits				
3101	STRS-Certified	279,754	360,273	80,519
3102	STRS-Classified	59,624	95,184	35,560
3201	PERS-Cert	51,090	85,774	34,684
3202	PERS-Classified	52,941	55,220	2,279
3301	OASDI/Med-Cert	34,932	53,067	18,136
3302	OASDI/Med-Class	26,026	25,528	(498)
3401	HlthWelfareCert	404,008	460,146	56,138
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	10,824	14,552	3,729
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	25,599	25,599	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	(110)	1,624	1,733
3902	OthBenes-Class	6,975	3,328	(3,648)
	SUBTOTAL - Employee Benefits	**951,664**	**1,180,296**	**228,632**

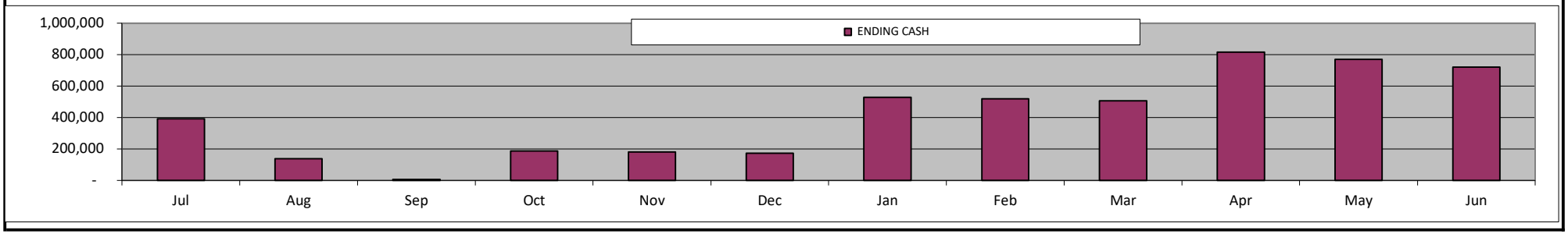
2026-27 July Budget			Annual Budget	
MSA 5		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Books & Supplies				
4100	Text&CoreCurric	36,865	80,000	43,135
4200	BooksOthRefMats	13,885	13,885	-
4300	Materials and Supplies	5,192	5,192	-
4310	Ins Mats & Sups	9,908	14,907	4,999
4315	OthrSupplies	3,115	30,000	26,885
4320	Office Supplies	12,000	12,000	-
4325	ProfDevMat&Sups	-	-	-
4326	Arts&MusicSupps	10,385	10,385	-
4330	Staff Meals & Events	-	-	-
4335	PE Supplies	7,000	25,000	18,000
4340	Educat Software	46,379	41,379	(5,000)
4345	NonInstStdntSup	26,499	26,499	-
4346	TeacherSupplies	3,000	3,000	-
4350	Cust. Supplies	-	20,000	20,000
4351	Yearbook	3,000	3,000	-
4390	Uniforms	15,000	35,000	20,000
4400	NonCapEquip-Gen	5,000	20,000	15,000
4410	ClssrmFrnEqp<5k	-	-	-
4430	OffceFurnEqp<5k	500	500	-
4440	Computers <$5k	9,000	6,000	(3,000)
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	2,000	10,000	8,000
4710	Food	7,000	7,000	-
4720	Food:Other Food	25,000	25,000	-
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**240,728**	**388,747**	**148,019**

2026-27 July Budget			Annual Budget	
MSA 5		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Services & Other Operating Expenses				
5101	CMO Fees	215,003	243,504	28,501
5200	Travel - General	-	-	-
5205	Conference Fees	1,651	1,651	-
5210	MilesParkTolls	1,650	1,101	(549)
5215	TravConferences	-	-	-
5220	TraLodging	10,634	10,634	-
5300	DuesMemberships	15,162	40,000	24,838
5450	Other Insurance	45,143	95,000	49,857
5500	OpsHousekeeping	10,000	70,000	60,000
5510	Gas & Electric	3,115	100,000	96,885
5610	Rent & Leases	247,272	-	(247,272)
5611	Rent & Leases- Interest	-	-	-
5620	EquipmentLeases	6,000	40,000	34,000
5621	EquipmentLeases- Interest	750	750	-
5630	Reps&MaintBldng	4,000	30,000	26,000
5800	ProfessServices	53,711	39,610	(14,101)
5810	Legal	5,000	20,000	15,000
5813	SchPrgAftSchool	-	-	-
5814	SchPrgAcadComps	-	-	-
5819	SchlProgs-Other	23,325	36,164	12,839
5820	Audit & CPA	9,907	9,907	-
5825	DMSBusinessSvcs	-	-	-
5835	Field Trips	40,000	50,000	10,000
5836	FieldTrip Trans	15,000	15,000	-
5840	MarkngStdtRecrt	85,000	55,000	(30,000)
5850	Oversight Fees	33,382	64,925	31,543
5857	Payroll Fees	20,000	20,000	-
5860	Service Fees	1,101	1,101	-
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	18,000	13,000	(5,000)
5864	Prof Dev-Other	10,000	9,000	(1,000)
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	70,000	170,000	100,000
5870	Livescan	826	826	-
5872	SPED Fees (incl Encroachment)	5,000	-	(5,000)
5875	Staff Recruiting	-	-	-
5884	Substitutes	90,000	153,690	63,690
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	3,302	3,302	-
5910	Communications 2	-	-	-
5920	TelecomInternet	22,015	30,000	7,985
5930	PostageDelivery	4,403	7,000	2,597
5940	Technology	27,844	28,000	156
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**1,098,196**	**1,359,165**	**260,969**

2026-27 July Budget			Annual Budget	
MSA 5		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed	-	-	-
6900	Depreciation	24,179	1,072,190	1,048,011
	SUBTOTAL - Capital Outlay & Depreciation	**24,179**	**1,072,190**	**1,048,011**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	250,000	920,725	670,725
	SUBTOTAL - Other Outflows	**250,000**	**920,725**	**670,725**
TOTAL EXPENSES		**4,925,869**	**8,008,469**	**3,082,600**

Monthly Cash Flow 2026-27

MSA-5	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**948,682**	**391,916**	**137,903**	**5,205**	**188,389**	**180,037**	**171,684**	**528,439**	**520,087**	**507,017**	**816,981**	**769,329**	**721,678**	
Revenue														
LCFF: State Aid	-	172,910	172,910	172,910	311,237	311,237	311,237	311,237	311,237	276,656	276,656	276,656	553,311	**3,458,194**
LCFF: EPA	-	-	-	299,917	-	-	299,917	-	-	299,917	-	-	299,917	**1,199,668**
LCFF: ILPT	-	110,080	220,160	146,773	146,773	146,773	146,773	146,773	154,112	154,112	154,112	154,112	154,112	**1,834,663**
Federal Revenue	-	-	27,751	-	-	-	27,751	-	-	27,751	-	-	60,523	**143,776**
Other State Revenues	72,637	72,637	99,428	129,375	99,428	99,428	136,867	99,428	87,372	117,319	87,372	87,372	156,467	**1,345,128**
Other Local Revenues	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	-	**55,000**
Total Revenue	**77,220**	**360,209**	**524,831**	**753,558**	**562,022**	**562,022**	**927,129**	**562,022**	**557,304**	**880,338**	**522,722**	**522,722**	**1,224,330**	8,036,429
Expenses														
Certificated Salaries	92,378	187,760	187,760	187,760	187,760	187,760	187,760	187,760	187,760	187,760	187,760	187,760	151,710	**2,309,450**
Classified Salaries	48,618	60,773	60,773	60,773	60,773	60,773	60,773	60,773	60,773	60,773	60,773	60,773	60,773	**777,896**
Benefits	49,243	95,713	95,713	95,713	95,713	95,713	95,713	95,713	95,713	95,713	95,713	95,713	78,214	**1,180,296**
Books and Supplies	31,100	31,100	31,100	31,100	31,100	31,100	31,100	31,100	31,100	31,100	31,100	31,100	15,550	**388,747**
Services and Operations	104,551	104,551	104,551	104,551	104,551	104,551	104,551	104,551	104,551	104,551	104,551	104,551	104,551	**1,359,165**
Depreciation / Cap Outlay	89,349	89,349	89,349	89,349	89,349	89,349	89,349	89,349	89,349	89,349	89,349	89,349	-	**1,072,190**
Other Outflows	76,727	76,727	76,727	76,727	76,727	76,727	76,727	76,727	76,727	76,727	76,727	76,727	-	**920,725**
Total Expenses	**491,967**	**645,973**	**645,973**	**645,973**	**645,973**	**645,973**	**645,973**	**645,973**	**645,973**	**645,973**	**645,973**	**645,973**	**410,798**	8,008,469
Other Transactions Affecting Cash														
Accounts Receivable	43,307	86,613	43,307	-	-	-	-	-	-	-	-	-		**173,227**
Fixed Assets - Depreciation Addback	89,349	89,349	89,349	89,349	89,349	89,349	89,349	89,349	89,349	89,349	89,349	89,349		**1,072,190**
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable	(260,925)	(130,462)	(130,462)	-	-	-	-	-	-	-	-	-		**(521,849)**
Other	(13,750)	(13,750)	(13,750)	(13,750)	(13,750)	(13,750)	(13,750)	(13,750)	(13,750)	(13,750)	(13,750)	(13,750)		**(165,000)**
Total Other Transactions	**(142,019)**	**31,750**	**(11,556)**	**75,599**	**75,599**	**75,599**	**75,599**	**75,599**	**75,599**	**75,599**	**75,599**	**75,599**		558,568
Total Change in Cash	**(556,766)**	**(254,013)**	**(132,698)**	**183,184**	**(8,352)**	**(8,352)**	**356,755**	**(8,352)**	**(13,070)**	**309,964**	**(47,652)**	**(47,652)**		586,528
ENDING CASH	**391,916**	**137,903**	**5,205**	**188,389**	**180,037**	**171,684**	**528,439**	**520,087**	**507,017**	**816,981**	**769,329**	**721,678**		<<< = 33 days cash



2026-27 July Budget		Annual Budget	
MSA 6	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Projected Average Daily Attendance:	146	129	(16.73)
SUMMARY			
Revenue			
LCFF Entitlement	2,200,491	1,967,775	(232,716)
Federal Revenue	436,511	411,666	(24,845)
Other State Revenues	460,033	554,834	94,801
Other Local Revenues	145,564	183,310	37,746
Total Revenue	**3,242,599**	**3,117,586**	**(125,014)**
Expenditures			
Certificated Salaries	1,096,487	1,078,777	(17,710)
Classified Salaries	389,624	370,008	(19,615)
Benefits	533,757	510,002	(23,755)
Books and Supplies	161,824	107,143	(54,681)
Services and Operating Exp.	981,016	1,040,907	59,891
Depreciation & Cap Outlay	2,838	2,838	-
Other Outflows	-	-	-
Total Expenditures	**3,165,546**	**3,109,676**	**(55,870)**
Net Revenues	**77,053**	**7,910**	**(69,143)**
Fund Balance			
Beginning Balance (Budgeted)	2,565,702	2,642,755	
Net Revenues	77,053	7,910	
Ending Fund Balance	**2,642,755**	**2,650,665**	
Components of Fund Bal.			
Available For Econ. Uncert.		2,650,665	85.2% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets			0.0% of Expenditures
Ending Fund Balance		**2,650,665**	**85.2% of Expenditures**

DMS
DELTA MANAGED SOLUTIONS

2026-27 July Budget			Annual Budget	
MSA 6		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
REVENUE				
LCFF Entitlement				
8011	State Aid	1,211,044	1,054,155	(156,889)
8012	EPA Entitlement	373,156	350,886	(22,270)
8019	Prior Year Adjustments	-	-	-
8096	InLieuPropTaxes	616,291	562,734	(53,557)
	SUBTOTAL - LCFF Entitlement	**2,200,491**	**1,967,775**	**(232,716)**
Federal Revenue				
8181	SpEd - Revenue	-	-	-
8220	SchLunchFederal	-	-	-
8285	SpEd - Revenue	37,659	33,347	(4,312)
8290	All Other Federal Revenue	398,852	378,320	(20,533)
8295	Prior Year Adjustments (Fed Rev)	-	-	-
	SUBTOTAL - Federal Revenue	**436,511**	**411,666**	**(24,845)**
Other State Revenue				
8311	SpEd Revenue	-	-	-
8520	SchoolNutrState	-	-	-
8550	MandCstReimburs	2,505	3,113	608
8560	StateLotteryRev	41,495	36,743	(4,752)
8590	AllOthStateRev	416,033	514,978	98,945
8595	Prior Year Adjustments (Other State Rev)	-	-	-
	SUBTOTAL - Other State Revenue	**460,033**	**554,834**	**94,801**
Local Revenue				
8600	Other Local Rev	-	-	-
8634	StudentLunchFee	-	-	-
8650	Leases &Rentals	-	-	-
8660	Interest	-	-	-
8698	OthRev-Suspense	-	-	-
8690	Prior Year Adj (Local1)	-	-	-
8677	SpEd Revenue	135,564	173,310	37,746
8699	Other Revenue	2,000	2,000	-
8999	Misc Revenue (Suspense)	-	-	-
	SUBTOTAL - Local Revenue	**137,564**	**175,310**	**37,746**

2026-27 July Budget			Annual Budget	
MSA 6		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Fundraising & Grants				
8802	Donations - Private	-	-	-
8803	Fundraising	8,000	8,000	-
	SUBTOTAL - Fundraising & Grants	**8,000**	**8,000**	**-**
TOTAL REVENUE		**3,242,599**	**3,117,586**	**(125,014)**
EXPENSES				
Certificated Salaries				
1100	TeacherSalaries	713,153	689,002	(24,151)
1200	Cert Aid	117,568	120,956	3,388
1300	Cert Adminis	265,765	268,819	3,054
	SUBTOTAL - Certificated Salaries	**1,096,487**	**1,078,777**	**(17,710)**
Classified Salaries				
2100	Instructional Aides	3,700	5,129	1,429
2200	Classified Support	226,565	203,023	(23,541)
2300	Classified Admin	-	-	-
2400	Clerical & Tech	159,359	161,856	2,497
2900	OtherClassStaff	-	-	-
	SUBTOTAL - Classified Salaries	**389,624**	**370,008**	**(19,615)**
Employee Benefits				
3101	STRS-Certified	170,347	167,727	(2,621)
3102	STRS-Classified	40,668	43,232	2,564
3201	PERS-Cert	34,471	40,863	6,391
3202	PERS-Classified	40,627	30,692	(9,935)
3301	OASDI/Med-Cert	23,882	25,071	1,189
3302	OASDI/Med-Class	17,043	13,350	(3,693)
3401	HlthWelfareCert	185,919	170,112	(15,807)
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	6,924	6,857	(67)
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	9,500	9,500	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	1,486	887	(599)
3902	OthBenes-Class	2,891	1,712	(1,178)
	SUBTOTAL - Employee Benefits	**533,757**	**510,002**	**(23,755)**

2026-27 July Budget			Annual Budget	
MSA 6		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Books & Supplies				
4100	Text&CoreCurric	33,000	25,000	(8,000)
4200	BooksOthRefMats	544	544	-
4300	Materials and Supplies	1,632	1,632	-
4310	Ins Mats & Sups	2,306	2,306	-
4315	OthrSupplies	3,263	3,263	-
4320	Office Supplies	4,612	4,612	-
4325	ProfDevMat&Sups	-	-	-
4326	Arts&MusicSupps	7,615	7,615	-
4330	Staff Meals & Events	-	-	-
4335	PE Supplies	1,153	1,153	-
4340	Educat Software	19,720	19,720	-
4345	NonInstStdntSup	21,756	21,756	-
4346	TeacherSupplies	1,500	1,500	-
4350	Cust. Supplies	1,088	1,088	-
4351	Yearbook	-	-	-
4390	Uniforms	4,733	4,612	(121)
4400	NonCapEquip-Gen	1,153	1,153	-
4410	ClssrmFrnEqp<5k	-	-	-
4430	OffceFurnEqp<5k	577	577	-
4440	Computers <$5k	50,000	5,000	(45,000)
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	-	-	-
4710	Food	1,000	1,000	-
4720	Food:Other Food	6,172	4,612	(1,560)
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**161,824**	**107,143**	**(54,681)**

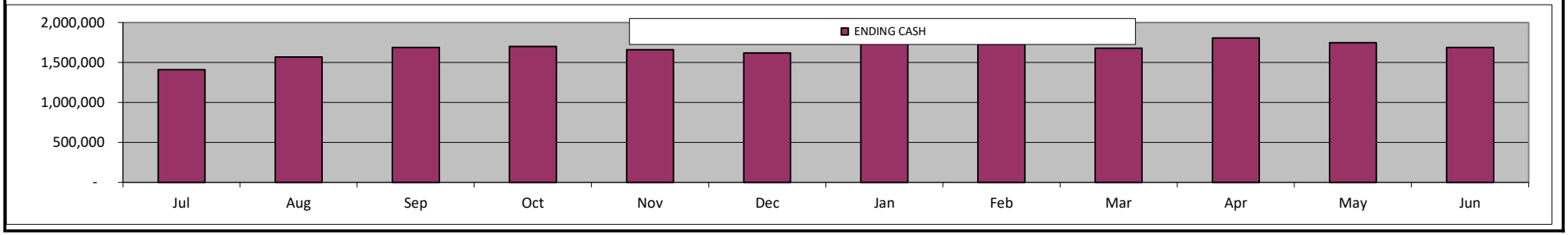
2026-27 July Budget			Annual Budget	
MSA 6		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Services & Other Operating Expenses				
5101	CMO Fees	179,169	255,811	76,642
5200	Travel - General	-	-	-
5205	Conference Fees	577	577	-
5210	MilesParkTolls	700	577	(123)
5215	TravConferences	-	-	-
5220	TraLodging	577	577	-
5300	DuesMemberships	10,497	10,497	-
5450	Other Insurance	55,716	49,358	(6,358)
5500	OpsHousekeeping	45,000	45,000	-
5510	Gas & Electric	577	577	-
5610	Rent & Leases	153,210	153,210	-
5611	Rent & Leases- Interest	-	-	-
5620	EquipmentLeases	7,772	21,272	13,500
5621	EquipmentLeases- Interest	-	-	-
5630	Reps&MaintBldng	2,306	2,306	-
5800	ProfessServices	22,866	22,866	-
5810	Legal	1,000	1,000	-
5813	SchPrgAftSchool	90,000	90,000	-
5814	SchPrgAcadComps	-	-	-
5819	SchlProgs-Other	9,000	9,000	-
5820	Audit & CPA	10,378	10,378	-
5825	DMSBusinessSvcs	-	-	-
5835	Field Trips	10,000	10,000	-
5836	FieldTrip Trans	80,000	75,000	(5,000)
5840	MarkngStdtRecrt	20,000	20,000	-
5850	Oversight Fees	21,600	19,678	(1,922)
5857	Payroll Fees	15,000	10,378	(4,622)
5860	Service Fees	1,730	1,730	-
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	16,000	16,000	-
5864	Prof Dev-Other	18,000	6,000	(12,000)
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	75,000	71,000	(4,000)
5870	Livescan	2,000	2,000	-
5872	SPED Fees (incl Encroachment)	35,000	21,294	(13,706)
5875	Staff Recruiting	-	-	-
5884	Substitutes	55,000	72,480	17,480
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	1,730	1,730	-
5910	Communications 2	-	-	-
5920	TelecomInternet	21,756	21,756	-
5930	PostageDelivery	1,153	1,153	-
5940	Technology	17,702	17,702	-
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**981,016**	**1,040,907**	**59,891**

2026-27 July Budget			Annual Budget	
MSA 6		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed	-	-	-
6900	Depreciation	2,838	2,838	-
	SUBTOTAL - Capital Outlay & Depreciation	**2,838**	**2,838**	**-**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**3,165,546**	**3,109,676**	**(55,870)**

Monthly Cash Flow 2026-27

MSA-6

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**2,353,714**	**1,408,473**	**1,569,630**	**1,690,475**	**1,702,716**	**1,660,215**	**1,617,714**	**1,769,813**	**1,727,312**	**1,677,792**	**1,809,218**	**1,749,157**	**1,689,096**	
Revenue														
LCFF: State Aid	-	52,708	52,708	52,708	94,874	94,874	94,874	94,874	94,874	84,332	84,332	84,332	168,665	**1,054,155**
LCFF: EPA	-	-	-	87,722	-	-	87,722	-	-	87,722	-	-	87,722	**350,886**
LCFF: ILPT	-	33,764	67,528	45,019	45,019	45,019	45,019	45,019	47,270	47,270	47,270	47,270	47,270	**562,734**
Federal Revenue	2,565	2,565	97,145	2,565	2,565	2,565	97,145	2,565	2,565	97,145	2,565	2,565	97,145	**411,666**
Other State Revenues	25,749	25,749	46,348	55,534	46,348	46,348	58,646	46,348	37,078	46,264	37,078	37,078	46,264	**554,834**
Other Local Revenues	15,276	15,276	15,276	15,276	15,276	15,276	15,276	15,276	15,276	15,276	15,276	15,276	-	**183,310**
Total Revenue	**43,590**	**130,062**	**279,005**	**258,823**	**204,082**	**204,082**	**398,682**	**204,082**	**197,063**	**378,009**	**186,521**	**186,521**	**447,065**	**3,117,586**
Expenses														
Certificated Salaries	43,151	87,705	87,705	87,705	87,705	87,705	87,705	87,705	87,705	87,705	87,705	87,705	70,866	**1,078,777**
Classified Salaries	23,126	28,907	28,907	28,907	28,907	28,907	28,907	28,907	28,907	28,907	28,907	28,907	28,907	**370,008**
Benefits	21,504	41,329	41,329	41,329	41,329	41,329	41,329	41,329	41,329	41,329	41,329	41,329	33,879	**510,002**
Books and Supplies	8,571	8,571	8,571	8,571	8,571	8,571	8,571	8,571	8,571	8,571	8,571	8,571	4,286	**107,143**
Services and Operations	80,070	80,070	80,070	80,070	80,070	80,070	80,070	80,070	80,070	80,070	80,070	80,070	80,070	**1,040,907**
Depreciation / Cap Outlay	236	236	236	236	236	236	236	236	236	236	236	236	-	**2,838**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**176,658**	**246,819**	**246,819**	**246,819**	**246,819**	**246,819**	**246,819**	**246,819**	**246,819**	**246,819**	**246,819**	**246,819**	**218,008**	**3,109,676**
Other Transactions Affecting Cash														
Accounts Receivable	189,255	378,511	189,255	-	-	-	-	-	-	-	-	-		**757,022**
Fixed Assets - Depreciation Addback	236	236	236	236	236	236	236	236	236	236	236	236		**2,838**
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable	(201,665)	(100,833)	(100,833)	-	-	-	-	-	-	-	-	-		**(403,331)**
Other	(800,000)	-	-	-	-	-	-	-	-	-	-	-		**(800,000)**
Total Other Transactions	**(812,173)**	**277,915**	**88,659**	**236**	**236**	**236**	**236**	**236**	**236**	**236**	**236**	**236**		**(443,471)**
Total Change in Cash	**(945,241)**	**161,157**	**120,845**	**12,240**	**(42,501)**	**(42,501)**	**152,099**	**(42,501)**	**(49,520)**	**131,426**	**(60,061)**	**(60,061)**		**(435,561)**
ENDING CASH	**1,408,473**	**1,569,630**	**1,690,475**	**1,702,716**	**1,660,215**	**1,617,714**	**1,769,813**	**1,727,312**	**1,677,792**	**1,809,218**	**1,749,157**	**1,689,096**		<<< = 198 days cash



2026-27 July Budget		Annual Budget	
MSA 7	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Projected Average Daily Attendance:	252	274	21.78
SUMMARY			
Revenue			
LCFF Entitlement	3,991,153	4,388,681	397,527
Federal Revenue	183,334	184,822	1,488
Other State Revenues	1,908,189	1,671,516	(236,673)
Other Local Revenues	296,430	383,967	87,537
Total Revenue	**6,379,106**	**6,628,986**	**249,880**
Expenditures			
Certificated Salaries	1,851,220	1,861,000	9,780
Classified Salaries	765,096	726,829	(38,268)
Benefits	1,020,035	997,746	(22,289)
Books and Supplies	204,265	165,515	(38,750)
Services and Operating Exp.	3,237,322	3,044,451	(192,871)
Depreciation & Cap Outlay	68,247	68,247	-
Other Outflows	-	-	-
Total Expenditures	**7,146,185**	**6,863,788**	**(282,398)**
Net Revenues	**(767,079)**	**(234,802)**	**532,278**
Fund Balance			
Beginning Balance (Budgeted)	3,447,230	2,680,151	
Net Revenues	(767,079)	(234,802)	
Ending Fund Balance	**2,680,151**	**2,445,349**	
Components of Fund Bal.			
Available For Econ. Uncert.		1,051,469	15.3% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets		1,393,880	20.3% of Expenditures
Ending Fund Balance		**2,445,349**	**35.6% of Expenditures**

2026-27 July Budget			Annual Budget	
MSA 7		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
REVENUE				
LCFF Entitlement				
8011	State Aid	2,301,563	2,475,129	173,566
8012	EPA Entitlement	624,688	720,640	95,952
8019	Prior Year Adjustments	-	-	-
8096	InLieuPropTaxes	1,064,902	1,192,912	128,010
	SUBTOTAL - LCFF Entitlement	**3,991,153**	**4,388,681**	**397,527**
Federal Revenue				
8181	SpEd - Revenue	-	-	-
8220	SchLunchFederal	-	-	-
8285	SpEd - Revenue	65,070	70,687	5,617
8290	All Other Federal Revenue	118,264	114,135	(4,129)
8295	Prior Year Adjustments (Fed Rev)	-	-	-
	SUBTOTAL - Federal Revenue	**183,334**	**184,822**	**1,488**
Other State Revenue				
8311	SpEd Revenue	-	23,902	23,902
8520	SchoolNutrState	-	-	-
8550	MandCstReimburs	5,106	5,378	272
8560	StateLotteryRev	71,698	77,887	6,189
8590	AllOthStateRev	1,831,385	1,564,349	(267,036)
8595	Prior Year Adjustments (Other State Rev)	-	-	-
	SUBTOTAL - Other State Revenue	**1,908,189**	**1,671,516**	**(236,673)**
Local Revenue				
8600	Other Local Rev	-	-	-
8634	StudentLunchFee	2,000	2,000	-
8650	Leases &Rentals	-	-	-
8660	Interest	-	-	-
8698	OthRev-Suspense	-	-	-
8690	Prior Year Adj (Local1)	-	-	-
8677	SpEd Revenue	234,238	367,375	133,137
8699	Other Revenue	55,599	10,000	(45,599)
8999	Misc Revenue (Suspense)	-	-	-
	SUBTOTAL - Local Revenue	**291,837**	**379,375**	**87,537**

2026-27 July Budget			Annual Budget	
MSA 7		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Fundraising & Grants				
8802	Donations - Private	-	-	-
8803	Fundraising	4,593	4,593	-
	SUBTOTAL - Fundraising & Grants	**4,593**	**4,593**	**-**
TOTAL REVENUE		**6,379,106**	**6,628,986**	**249,880**
EXPENSES				
Certificated Salaries				
1100	TeacherSalaries	1,334,747	1,345,599	10,852
1200	Cert Aid	130,544	130,306	(238)
1300	Cert Adminis	385,928	385,095	(833)
	SUBTOTAL - Certificated Salaries	**1,851,220**	**1,861,000**	**9,780**

2026-27 July Budget			Annual Budget	
MSA 7		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Classified Salaries				
2100	Instructional Aides	315,464	362,162	46,697
2200	Classified Support	270,452	194,642	(75,810)
2300	Classified Admin	-	-	-
2400	Clerical & Tech	179,180	170,024	(9,155)
2900	OtherClassStaff	-	-	-
	SUBTOTAL - Classified Salaries	**765,096**	**726,829**	**(38,268)**
Employee Benefits				
3101	STRS-Certified	256,513	273,571	17,058
3102	STRS-Classified	83,686	76,803	(6,883)
3201	PERS-Cert	83,226	93,487	10,261
3202	PERS-Classified	81,426	74,170	(7,256)
3301	OASDI/Med-Cert	52,267	47,444	(4,823)
3302	OASDI/Med-Class	21,769	27,641	5,872
3401	HlthWelfareCert	405,216	368,740	(36,476)
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	11,976	12,299	323
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	22,746	22,746	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	338	-	(338)
3902	OthBenes-Class	872	845	(28)
	SUBTOTAL - Employee Benefits	**1,020,035**	**997,746**	**(22,289)**

2026-27 July Budget			Annual Budget	
MSA 7		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Books & Supplies				
4100	Text&CoreCurric	15,000	15,000	-
4200	BooksOthRefMats	5,000	5,000	-
4300	Materials and Supplies	5,000	5,000	-
4310	Ins Mats & Sups	15,000	15,000	-
4315	OthrSupplies	2,000	2,000	-
4320	Office Supplies	30,000	20,000	(10,000)
4325	ProfDevMat&Sups	1,000	1,000	-
4326	Arts&MusicSupps	1,000	1,000	-
4330	Staff Meals & Events	-	-	-
4335	PE Supplies	1,000	1,000	-
4340	Educat Software	22,014	22,014	-
4345	NonInstStdntSup	35,000	20,000	(15,000)
4346	TeacherSupplies	1,500	1,500	-
4350	Cust. Supplies	22,000	22,000	-
4351	Yearbook	-	-	-
4390	Uniforms	10,000	10,000	-
4400	NonCapEquip-Gen	3,000	3,000	-
4410	ClssrmFrnEqp<5k	-	-	-
4430	OffceFurnEqp<5k	-	-	-
4440	Computers <$5k	23,750	10,000	(13,750)
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	-	-	-
4710	Food	2,000	2,000	-
4720	Food:Other Food	10,000	10,000	-
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**204,265**	**165,515**	**(38,750)**

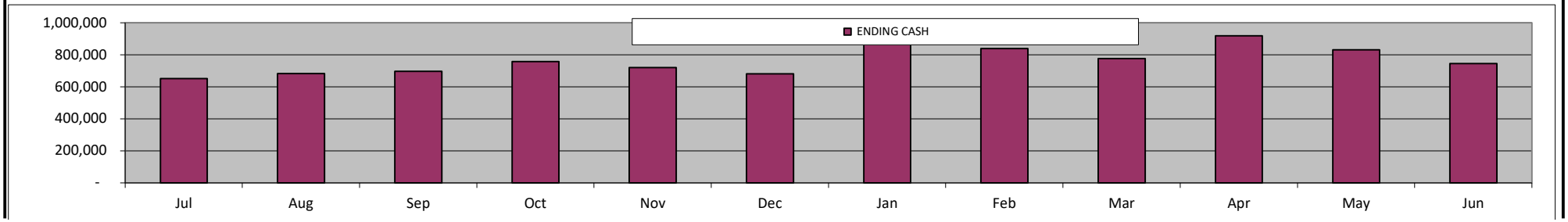
2026-27 July Budget			Annual Budget	
MSA 7		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Services & Other Operating Expenses				
5101	CMO Fees	537,507	-	(537,507)
5200	Travel - General	-	-	-
5205	Conference Fees	1,000	1,000	-
5210	MilesParkTolls	3,000	3,000	-
5215	TravConferences	-	-	-
5220	TraLodging	3,000	3,000	-
5300	DuesMemberships	12,000	12,000	-
5450	Other Insurance	87,264	87,264	-
5500	OpsHousekeeping	23,000	115,000	92,000
5510	Gas & Electric	75,000	75,000	-
5610	Rent & Leases	317,203	340,767	23,564
5611	Rent & Leases- Interest	714,357	1,274,148	559,791
5620	EquipmentLeases	10,000	10,000	-
5621	EquipmentLeases- Interest	-	-	-
5630	Reps&MaintBldng	40,000	20,000	(20,000)
5800	ProfessServices	49,671	19,500	(30,171)
5810	Legal	3,000	3,000	-
5813	SchPrgAftSchool	576,000	435,033	(140,967)
5814	SchPrgAcadComps	15,000	15,000	-
5819	SchlProgs-Other	40,000	51,000	11,000
5820	Audit & CPA	10,000	10,000	-
5825	DMSBusinessSvcs	-	-	-
5835	Field Trips	30,000	30,000	-
5836	FieldTrip Trans	6,000	6,000	-
5840	MarkngStdtRecrt	30,000	30,000	-
5850	Oversight Fees	39,797	43,887	4,090
5857	Payroll Fees	23,000	18,000	(5,000)
5860	Service Fees	2,000	2,000	-
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	15,000	15,000	-
5864	Prof Dev-Other	6,250	5,000	(1,250)
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	305,000	183,000	(122,000)
5870	Livescan	1,200	1,200	-
5872	SPED Fees (incl Encroachment)	61,000	61,000	-
5875	Staff Recruiting	-	-	-
5884	Substitutes	135,000	111,380	(23,620)
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	5,000	2,200	(2,800)
5910	Communications 2	-	-	-
5920	TelecomInternet	26,000	26,000	-
5930	PostageDelivery	3,000	3,000	-
5940	Technology	32,072	32,072	-
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**3,237,322**	**3,044,451**	**(192,871)**

2026-27 July Budget			Annual Budget	
MSA 7		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed	-	-	-
6900	Depreciation	68,247	68,247	-
	SUBTOTAL - Capital Outlay & Depreciation	**68,247**	**68,247**	**-**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**7,146,185**	**6,863,788**	**(282,398)**

Monthly Cash Flow 2026-27

MSA-7

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**979,298**	**650,590**	**683,288**	**695,557**	**757,835**	**719,486**	**681,137**	**876,332**	**837,984**	**776,248**	**917,927**	**831,441**	**744,954**	
Revenue														
LCFF: State Aid	-	123,756	123,756	123,756	222,762	222,762	222,762	222,762	222,762	198,010	198,010	198,010	396,021	**2,475,129**
LCFF: EPA	-	-	-	180,160	-	-	180,160	-	-	180,160	-	-	180,160	**720,640**
LCFF: ILPT	-	71,575	143,149	95,433	95,433	95,433	95,433	95,433	100,205	100,205	100,205	100,205	100,205	**1,192,912**
Federal Revenue	5,437	5,437	33,971	5,437	5,437	5,437	33,971	5,437	5,437	33,971	5,437	5,437	33,971	**184,822**
Other State Revenues	79,925	79,925	142,499	161,970	142,499	142,499	167,349	142,499	114,340	133,812	114,340	114,340	135,519	**1,671,516**
Other Local Revenues	31,831	31,831	31,831	31,831	31,831	31,831	31,831	31,831	31,831	31,831	31,831	31,831	2,000	**383,967**
Total Revenue	**117,193**	**312,524**	**475,206**	**598,588**	**497,961**	**497,961**	**731,505**	**497,961**	**474,575**	**677,989**	**449,823**	**449,823**	**847,876**	6,628,986
Expenses														
Certificated Salaries	74,440	151,301	151,301	151,301	151,301	151,301	151,301	151,301	151,301	151,301	151,301	151,301	122,251	**1,861,000**
Classified Salaries	45,427	56,783	56,783	56,783	56,783	56,783	56,783	56,783	56,783	56,783	56,783	56,783	56,783	**726,829**
Benefits	42,237	80,796	80,796	80,796	80,796	80,796	80,796	80,796	80,796	80,796	80,796	80,796	66,753	**997,746**
Books and Supplies	13,241	13,241	13,241	13,241	13,241	13,241	13,241	13,241	13,241	13,241	13,241	13,241	6,621	**165,515**
Services and Operations	234,189	234,189	234,189	234,189	234,189	234,189	234,189	234,189	234,189	234,189	234,189	234,189	234,189	**3,044,451**
Depreciation / Cap Outlay	5,687	5,687	5,687	5,687	5,687	5,687	5,687	5,687	5,687	5,687	5,687	5,687	-	**68,247**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**415,221**	**541,997**	**541,997**	**541,997**	**541,997**	**541,997**	**541,997**	**541,997**	**541,997**	**541,997**	**541,997**	**541,997**	**486,597**	6,863,788
Other Transactions Affecting Cash														
Accounts Receivable	183,112	366,224	183,112	-	-	-	-	-	-	-	-	-		**732,448**
Fixed Assets - Depreciation Addback	5,687	5,687	5,687	5,687	5,687	5,687	5,687	5,687	5,687	5,687	5,687	5,687		**68,247**
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable	(219,480)	(109,740)	(109,740)	-	-	-	-	-	-	-	-	-		**(438,959)**
Other	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**(30,680)**	**262,171**	**79,059**	**5,687**	**5,687**	**5,687**	**5,687**	**5,687**	**5,687**	**5,687**	**5,687**	**5,687**		361,736
Total Change in Cash	**(328,708)**	**32,698**	**12,269**	**62,278**	**(38,349)**	**(38,349)**	**195,195**	**(38,349)**	**(61,735)**	**141,679**	**(86,487)**	**(86,487)**		**126,934**
ENDING CASH	**650,590**	**683,288**	**695,557**	**757,835**	**719,486**	**681,137**	**876,332**	**837,984**	**776,248**	**917,927**	**831,441**	**744,954**		<<< = 40 days cash



2026-27 July Budget		Annual Budget	
MSA 8	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Projected Average Daily Attendance:	359	348	(10.66)
SUMMARY			
Revenue			
LCFF Entitlement	5,221,165	4,976,194	(244,971)
Federal Revenue	260,103	245,871	(14,232)
Other State Revenues	1,055,015	1,194,922	139,907
Other Local Revenues	346,422	479,990	133,568
Total Revenue	**6,882,704**	**6,896,976**	**14,272**
Expenditures			
Certificated Salaries	2,288,387	2,310,672	22,285
Classified Salaries	865,967	826,127	(39,840)
Benefits	1,272,100	1,278,174	6,074
Books and Supplies	386,576	366,269	(20,307)
Services and Operating Exp.	2,225,772	2,056,360	(169,411)
Depreciation & Cap Outlay	54,940	54,940	-
Other Outflows	-	-	-
Total Expenditures	**7,093,743**	**6,892,543**	**(201,200)**
Net Revenues	**(211,039)**	**4,433**	**215,472**
Fund Balance			
Beginning Balance (Budgeted)	7,406,149	7,195,110	
Net Revenues	(211,039)	4,433	
Ending Fund Balance	**7,195,110**	**7,199,543**	
Components of Fund Bal.			
Available For Econ. Uncert.		7,133,070	103.5% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets		66,473	1.0% of Expenditures
Ending Fund Balance		**7,199,543**	**104.5% of Expenditures**

2026-27 July Budget		Annual Budget	
MSA 8	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
REVENUE			
LCFF Entitlement			
8011 State Aid	2,786,767	2,512,920	(273,847)
8012 EPA Entitlement	919,703	947,681	27,978
8019 Prior Year Adjustments	-	-	-
8096 InLieuPropTaxes	1,514,695	1,515,593	898
SUBTOTAL - LCFF Entitlement	**5,221,165**	**4,976,194**	**(244,971)**
Federal Revenue			
8181 SpEd - Revenue	-	-	-
8220 SchLunchFederal	-	-	-
8285 SpEd - Revenue	92,555	89,807	(2,748)
8290 All Other Federal Revenue	167,548	156,064	(11,484)
8295 Prior Year Adjustments (Fed Rev)	-	-	-
SUBTOTAL - Federal Revenue	**260,103**	**245,871**	**(14,232)**
Other State Revenue			
8311 SpEd Revenue	-	-	-
8520 SchoolNutrState	-	-	-
8550 MandCstReimburs	7,248	7,650	402
8560 StateLotteryRev	101,983	98,955	(3,028)
8590 AllOthStateRev	945,784	1,088,317	142,533
8595 Prior Year Adjustments (Other State Rev)	-	-	-
SUBTOTAL - Other State Revenue	**1,055,015**	**1,194,922**	**139,907**
Local Revenue			
8600 Other Local Rev	-	-	-
8660 Interest	3,500	3,500	-
8698 OthRev-Suspense	-	-	-
8690 Prior Year Adj (Local1)	-	-	-
8677 SpEd Revenue	333,178	466,746	133,568
8699 Other Revenue	3,250	3,250	-
8999 Misc Revenue (Suspense)	-	-	-
SUBTOTAL - Local Revenue	**339,928**	**473,496**	**133,568**

2026-27 July Budget			Annual Budget	
MSA 8		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Fundraising & Grants				
8802	Donations - Private	-	-	-
8803	Fundraising	6,494	6,494	-
	SUBTOTAL - Fundraising & Grants	**6,494**	**6,494**	**-**
TOTAL REVENUE		**6,882,704**	**6,896,976**	**14,272**
EXPENSES				
Certificated Salaries				
1100	TeacherSalaries	1,638,976	1,619,284	(19,692)
1200	Cert Aid	176,550	195,338	18,788
1300	Cert Adminis	472,861	496,050	23,189
	SUBTOTAL - Certificated Salaries	**2,288,387**	**2,310,672**	**22,285**
Classified Salaries				
2100	Instructional Aides	211,707	177,855	(33,852)
2200	Classified Support	391,987	399,419	7,432
2300	Classified Admin	-	-	-
2400	Clerical & Tech	262,273	248,852	(13,420)
2900	OtherClassStaff	-	-	-
	SUBTOTAL - Classified Salaries	**865,967**	**826,127**	**(39,840)**
Employee Benefits				
3101	STRS-Certified	328,739	344,200	15,461
3102	STRS-Classified	87,357	79,725	(7,632)
3201	PERS-Cert	102,364	126,854	24,490
3202	PERS-Classified	74,116	73,080	(1,036)
3301	OASDI/Med-Cert	54,285	62,327	8,043
3302	OASDI/Med-Class	29,479	27,875	(1,605)
3401	HlthWelfareCert	549,572	517,832	(31,740)
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	14,184	14,826	642
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	30,187	30,187	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	-	-	-
3902	OthBenes-Class	1,817	1,267	(550)
	SUBTOTAL - Employee Benefits	**1,272,100**	**1,278,174**	**6,074**

2026-27 July Budget			Annual Budget	
MSA 8		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Books & Supplies				
4100	Text&CoreCurric	84,000	84,000	-
4200	BooksOthRefMats	5,000	5,000	-
4300	Materials and Supplies	5,483	5,483	-
4310	Ins Mats & Sups	12,053	12,053	-
4315	OthrSupplies	20,000	20,000	-
4320	Office Supplies	21,930	21,930	-
4325	ProfDevMat&Sups	-	-	-
4326	Arts&MusicSupps	15,000	15,000	-
4330	Staff Meals & Events	7,676	7,676	-
4335	PE Supplies	2,741	2,741	-
4340	Educat Software	51,171	51,171	-
4345	NonInstStdntSup	25,000	25,000	-
4346	TeacherSupplies	4,000	4,000	-
4350	Cust. Supplies	10,000	10,000	-
4351	Yearbook	-	-	-
4390	Uniforms	21,930	21,930	-
4400	NonCapEquip-Gen	2,500	2,193	(307)
4410	ClssrmFrnEqp<5k	2,193	2,193	-
4430	OffceFurnEqp<5k	2,741	2,741	-
4440	Computers <$5k	10,965	10,965	-
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	2,193	2,193	-
4710	Food	55,000	40,000	(15,000)
4720	Food:Other Food	25,000	20,000	(5,000)
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**386,576**	**366,269**	**(20,307)**

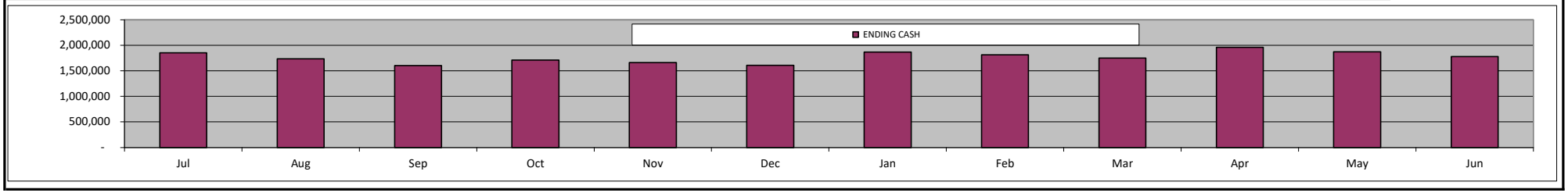
2026-27 July Budget			Annual Budget	
MSA 8		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Services & Other Operating Expenses				
5101	CMO Fees	716,676	646,905	(69,771)
5200	Travel - General	-	-	-
5205	Conference Fees	1,097	1,097	-
5210	MilesParkTolls	1,097	1,097	-
5215	TravConferences	-	-	-
5220	TraLodging	5,000	5,000	-
5300	DuesMemberships	19,737	19,737	-
5450	Other Insurance	90,000	90,000	-
5500	OpsHousekeeping	22,000	22,000	-
5510	Gas & Electric	-	-	-
5610	Rent & Leases	564,981	564,981	-
5611	Rent & Leases- Interest	-	-	-
5620	EquipmentLeases	13,158	13,158	-
5621	EquipmentLeases- Interest	-	-	-
5630	Reps&MaintBldng	58,000	1,000	(57,000)
5800	ProfessServices	43,683	13,683	(30,000)
5810	Legal	10,965	10,965	-
5813	SchPrgAftSchool	30,000	30,000	-
5814	SchPrgAcadComps	-	-	-
5819	SchlProgs-Other	27,413	27,413	-
5820	Audit & CPA	9,869	9,869	-
5825	DMSBusinessSvcs	-	-	-
5835	Field Trips	38,185	38,185	-
5836	FieldTrip Trans	20,000	-	(20,000)
5840	MarkngStdtRecrt	21,930	21,930	-
5850	Oversight Fees	51,378	49,762	(1,616)
5857	Payroll Fees	26,000	25,000	(1,000)
5860	Service Fees	-	-	-
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	12,000	12,000	-
5864	Prof Dev-Other	17,500	12,000	(5,500)
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	77,693	77,693	-
5870	Livescan	1,316	1,316	-
5872	SPED Fees (incl Encroachment)	81,500	76,756	(4,744)
5875	Staff Recruiting	-	-	-
5884	Substitutes	180,000	200,220	20,220
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	5,483	5,483	-
5910	Communications 2	-	-	-
5920	TelecomInternet	40,000	40,000	-
5930	PostageDelivery	7,676	7,676	-
5940	Technology	31,435	31,435	-
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**2,225,772**	**2,056,360**	**(169,411)**

2026-27 July Budget			Annual Budget	
MSA 8		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed	-	-	-
6900	Depreciation	54,940	54,940	-
	SUBTOTAL - Capital Outlay & Depreciation	**54,940**	**54,940**	**-**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**7,093,743**	**6,892,543**	**(201,200)**

Monthly Cash Flow 2026-27

MSA-8

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**2,493,734**	**1,854,305**	**1,736,386**	**1,601,594**	**1,711,520**	**1,660,303**	**1,609,087**	**1,866,196**	**1,814,979**	**1,750,236**	**1,961,038**	**1,871,165**	**1,781,292**	
Revenue														
LCFF: State Aid	-	125,646	125,646	125,646	226,163	226,163	226,163	226,163	226,163	201,034	201,034	201,034	402,067	**2,512,920**
LCFF: EPA	-	-	-	236,920	-	-	236,920	-	-	236,920	-	-	236,920	**947,681**
LCFF: ILPT	-	90,936	181,871	121,247	121,247	121,247	121,247	121,247	127,310	127,310	127,310	127,310	127,310	**1,515,593**
Federal Revenue	6,908	6,908	45,924	6,908	6,908	6,908	45,924	6,908	6,908	45,924	6,908	6,908	45,924	**245,871**
Other State Revenues	54,416	54,416	97,949	122,687	97,949	97,949	130,337	97,949	78,359	103,098	78,359	78,359	103,098	**1,194,922**
Other Local Revenues	39,999	39,999	39,999	39,999	39,999	39,999	39,999	39,999	39,999	39,999	39,999	39,999	-	**479,990**
Total Revenue	**101,323**	**317,905**	**491,389**	**653,408**	**492,266**	**492,266**	**800,591**	**492,266**	**478,739**	**754,284**	**453,610**	**453,610**	**915,319**	**6,896,976**
Expenses														
Certificated Salaries	92,427	187,860	187,860	187,860	187,860	187,860	187,860	187,860	187,860	187,860	187,860	187,860	151,790	**2,310,672**
Classified Salaries	51,633	64,541	64,541	64,541	64,541	64,541	64,541	64,541	64,541	64,541	64,541	64,541	64,541	**826,127**
Benefits	53,453	103,599	103,599	103,599	103,599	103,599	103,599	103,599	103,599	103,599	103,599	103,599	85,137	**1,278,174**
Books and Supplies	29,302	29,302	29,302	29,302	29,302	29,302	29,302	29,302	29,302	29,302	29,302	29,302	14,651	**366,269**
Services and Operations	158,182	158,182	158,182	158,182	158,182	158,182	158,182	158,182	158,182	158,182	158,182	158,182	158,182	**2,056,360**
Depreciation / Cap Outlay	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578	-	**54,940**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**389,575**	**548,061**	**548,061**	**548,061**	**548,061**	**548,061**	**548,061**	**548,061**	**548,061**	**548,061**	**548,061**	**548,061**	**474,301**	**6,892,543**
Other Transactions Affecting Cash														
Accounts Receivable	190,357	380,715	190,357	-	-	-	-	-	-	-	-	-		**761,430**
Fixed Assets - Depreciation Addback	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578		**54,940**
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable	(546,113)	(273,057)	(273,057)	-	-	-	-	-	-	-	-	-		**(1,092,226)**
Other	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**(351,177)**	**112,237**	**(78,121)**	**4,578**	**4,578**	**4,578**	**4,578**	**4,578**	**4,578**	**4,578**	**4,578**	**4,578**		**(275,856)**
Total Change in Cash	**(639,429)**	**(117,919)**	**(134,792)**	**109,926**	**(51,216)**	**(51,216)**	**257,109**	**(51,216)**	**(64,744)**	**210,802**	**(89,873)**	**(89,873)**		**(271,423)**
ENDING CASH	**1,854,305**	**1,736,386**	**1,601,594**	**1,711,520**	**1,660,303**	**1,609,087**	**1,866,196**	**1,814,979**	**1,750,236**	**1,961,038**	**1,871,165**	**1,781,292**	<<< = 94 days cash	



2026-27 July Budget		Annual Budget	
MSA SA	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Projected Average Daily Attendance:	546	594	48.74
SUMMARY			
Revenue			
LCFF Entitlement	8,603,458	9,298,958	695,500
Federal Revenue	457,547	473,085	15,538
Other State Revenues	2,343,491	2,893,657	550,165
Other Local Revenues	235,500	201,673	(33,827)
Total Revenue	**11,639,996**	**12,867,372**	**1,227,377**
Expenditures			
Certificated Salaries	4,060,665	4,445,914	385,249
Classified Salaries	1,241,644	1,219,058	(22,586)
Benefits	2,142,440	2,243,644	101,204
Books and Supplies	424,146	387,903	(36,243)
Services and Operating Exp.	2,944,140	3,378,703	434,563
Depreciation & Cap Outlay	631,178	631,178	-
Other Outflows	293,654	285,871	(7,783)
Total Expenditures	**11,737,868**	**12,592,271**	**854,403**
Net Revenues	**(97,872)**	**275,102**	**372,974**
Fund Balance			
Beginning Balance (Budgeted)	8,606,891	8,509,019	
Net Revenues	(97,872)	275,102	
Ending Fund Balance	**8,509,019**	**8,784,121**	
Components of Fund Bal.			
Available For Econ. Uncert.		1,967,840	15.6% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets		6,816,281	54.1% of Expenditures
Ending Fund Balance		**8,784,121**	**69.8% of Expenditures**

2026-27 July Budget		Annual Budget		
MSA SA		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
REVENUE				
LCFF Entitlement				
8011	State Aid	8,428,453	9,110,722	682,269
8012	EPA Entitlement	109,116	118,868	9,752
8019	Prior Year Adjustments	-	-	-
8096	InLieuPropTaxes	65,889	69,368	3,479
	SUBTOTAL - LCFF Entitlement	**8,603,458**	**9,298,958**	**695,500**
Federal Revenue				
8181	SpEd - Revenue	79,722	97,799	18,077
8220	SchLunchFederal	-	-	-
8285	SpEd - Revenue	-	-	-
8290	All Other Federal Revenue	377,825	375,286	(2,539)
8295	Prior Year Adjustments (Fed Rev)	-	-	-
	SUBTOTAL - Federal Revenue	**457,547**	**473,085**	**15,538**
Other State Revenue				
8311	SpEd Revenue	527,699	772,503	244,804
8520	SchoolNutrState	-	-	-
8550	MandCstReimburs	16,879	18,762	1,883
8560	StateLotteryRev	154,996	168,843	13,847
8590	AllOthStateRev	1,643,917	1,933,548	289,631
8595	Prior Year Adjustments (Other State Rev)	-	-	-
	SUBTOTAL - Other State Revenue	**2,343,491**	**2,893,657**	**550,165**
Local Revenue				
8600	Other Local Rev	-	-	-
8634	StudentLunchFee	-	-	-
8650	Leases &Rentals	-	-	-
8660	Interest	8,500	8,500	-
8698	OthRev-Suspense	-	-	-
8701	CMO Fee - MSA-1	-	-	-
8702	CMO Fee - MSA-2	-	-	-
8703	CMO Fee - MSA-3	-	-	-
8704	CMO Fee - MSA-4	-	-	-
8705	CMO Fee - MSA-5	-	-	-
8706	CMO Fee - MSA-6	-	-	-
8707	CMO Fee - MSA-7	-	-	-
8708	CMO Fee - MSA-8	-	-	-
8709	CMO Fee - MSA-SA	-	-	-
8712	CMO Fee - MSA-SD	-	-	-
8690	Prior Year Adj (Local1)	-	-	-
8677	SpEd Revenue	-	-	-
8699	Other Revenue	58,173	92,000	33,827
8999	Misc Revenue (Suspense)	-	-	-
	SUBTOTAL - Local Revenue	**66,673**	**100,500**	**33,827**

2026-27 July Budget			Annual Budget	
MSA SA		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Fundraising & Grants				
8802	Donations - Private	(7,500)	7,500	15,000
8803	Fundraising	176,327	93,673	(82,654)
	SUBTOTAL - Fundraising & Grants	**168,827**	**101,173**	**(67,654)**
TOTAL REVENUE		**11,639,996**	**12,867,372**	**1,227,377**
EXPENSES				
Certificated Salaries				
1100	TeacherSalaries	3,078,066	3,391,175	313,109
1200	Cert Aid	462,504	536,072	73,568
1300	Cert Adminis	520,096	518,667	(1,429)
	SUBTOTAL - Certificated Salaries	**4,060,665**	**4,445,914**	**385,249**
Classified Salaries				
2100	Instructional Aides	109,401	148,308	38,907
2200	Classified Support	724,726	685,074	(39,652)
2300	Classified Admin	-	-	-
2400	Clerical & Tech	402,277	385,677	(16,601)
2900	OtherClassStaff	5,240	-	(5,240)
	SUBTOTAL - Classified Salaries	**1,241,644**	**1,219,058**	**(22,586)**
Employee Benefits				
3101	STRS-Certified	647,368	720,766	73,398
3102	STRS-Classified	134,330	138,830	4,500
3201	PERS-Cert	144,919	122,133	(22,786)
3202	PERS-Classified	70,028	100,896	30,868
3301	OASDI/Med-Cert	82,079	91,685	9,606
3302	OASDI/Med-Class	47,701	44,060	(3,641)
3401	HlthWelfareCert	949,790	959,185	9,395
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	24,472	26,662	2,190
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	33,526	33,526	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	(257)	1,386	1,642
3902	OthBenes-Class	8,483	4,516	(3,968)
	SUBTOTAL - Employee Benefits	**2,142,440**	**2,243,644**	**101,204**

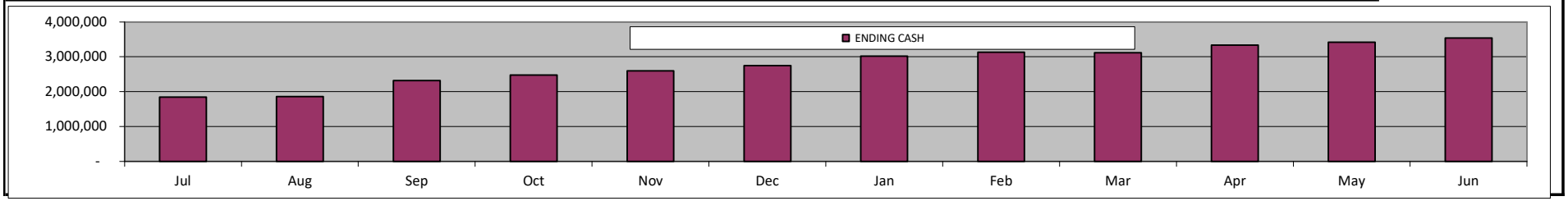
2026-27 July Budget			Annual Budget	
MSA SA		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Books & Supplies				
4100	Text&CoreCurric	60,000	60,000	-
4200	BooksOthRefMats	2,000	2,000	-
4300	Materials and Supplies	10,000	10,000	-
4310	Ins Mats & Sups	22,500	15,000	(7,500)
4315	OthrSupplies	1,000	1,000	-
4320	Office Supplies	16,000	13,844	(2,156)
4325	ProfDevMat&Sups	5,317	5,317	-
4326	Arts&MusicSupps	20,000	5,000	(15,000)
4330	Staff Meals & Events	-	-	-
4335	PE Supplies	10,000	10,000	-
4340	Educat Software	60,000	55,913	(4,087)
4345	NonInstStdntSup	60,572	60,572	-
4346	TeacherSupplies	10,633	10,633	-
4350	Cust. Supplies	27,500	20,000	(7,500)
4351	Yearbook	-	-	-
4390	Uniforms	43,000	43,000	-
4400	NonCapEquip-Gen	10,000	10,000	-
4410	ClssrmFrnEqp<5k	-	-	-
4430	OffceFurnEqp<5k	22,000	22,000	-
4440	Computers <$5k	5,000	5,000	-
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	3,381	3,381	-
4710	Food	5,636	5,636	-
4720	Food:Other Food	29,607	29,607	-
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**424,146**	**387,903**	**(36,243)**

2026-27 July Budget			Annual Budget	
MSA SA		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Services & Other Operating Expenses				
5101	CMO Fees	1,039,181	1,394,844	355,663
5200	Travel - General	1,000	1,000	-
5205	Conference Fees	2,254	2,254	-
5210	MilesParkTolls	1,127	1,127	-
5215	TravConferences	-	-	-
5220	TraLodging	9,000	9,000	-
5300	DuesMemberships	52,000	45,000	(7,000)
5450	Other Insurance	151,500	151,500	-
5500	OpsHousekeeping	40,000	40,000	-
5510	Gas & Electric	190,000	190,000	-
5610	Rent & Leases	-	-	-
5611	Rent & Leases- Interest	-	-	-
5620	EquipmentLeases	25,924	25,924	-
5621	EquipmentLeases- Interest	-	-	-
5630	Reps&MaintBldng	60,000	100,000	40,000
5800	ProfessServices	40,000	159,270	119,270
5810	Legal	10,000	-	(10,000)
5813	SchPrgAftSchool	203,483	203,483	-
5814	SchPrgAcadComps	10,000	6,000	(4,000)
5819	SchlProgs-Other	116,000	116,000	-
5820	Audit & CPA	10,144	10,144	-
5825	DMSBusinessSvcs	-	-	-
5835	Field Trips	55,085	55,085	-
5836	FieldTrip Trans	110,000	110,000	-
5840	MarkngStdtRecrt	75,000	75,000	-
5850	Oversight Fees	87,826	92,990	5,164
5857	Payroll Fees	45,000	40,000	(5,000)
5860	Service Fees	5,072	5,072	-
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	10,000	10,000	-
5864	Prof Dev-Other	17,250	10,000	(7,250)
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	150,000	125,000	(25,000)
5870	Livescan	1,000	1,000	-
5872	SPED Fees (incl Encroachment)	11,000	7,000	(4,000)
5875	Staff Recruiting	1,000	1,000	-
5884	Substitutes	265,000	244,080	(20,920)
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	8,000	5,636	(2,364)
5910	Communications 2	5,000	5,000	-
5920	TelecomInternet	70,000	70,000	-
5930	PostageDelivery	9,017	9,017	-
5940	Technology	57,277	57,277	-
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**2,944,140**	**3,378,703**	**434,563**

2026-27 July Budget			Annual Budget	
MSA SA		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed		-	-
6900	Depreciation	631,178	631,178	-
	SUBTOTAL - Capital Outlay & Depreciation	**631,178**	**631,178**	**-**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	293,654	285,871	(7,783)
	SUBTOTAL - Other Outflows	**293,654**	**285,871**	**(7,783)**
TOTAL EXPENSES		**11,737,868**	**12,592,271**	**854,403**

Monthly Cash Flow 2026-27

MSA-SA	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**1,196,657**	**1,843,071**	**1,860,188**	**2,316,381**	**2,476,775**	**2,594,958**	**2,742,859**	**3,015,836**	**3,134,020**	**3,115,694**	**3,335,384**	**3,419,041**	**3,532,415**	
Revenue														
LCFF: State Aid	455,536	455,536	819,965	819,965	819,965	819,965	819,965	819,965	819,965	819,965	819,965	819,965	-	**9,110,722**
LCFF: EPA	-	-	29,717	-	-	29,717	-	-	29,717	-	-	29,717	-	**118,868**
LCFF: ILPT	-	4,162	8,324	5,549	5,549	5,549	5,549	5,549	5,827	5,827	5,827	5,827	5,827	**69,368**
Federal Revenue	-	-	93,822	-	-	-	93,822	-	-	93,822	-	-	191,620	**473,085**
Other State Revenues	151,856	151,856	229,198	271,409	229,198	229,198	290,171	229,198	194,394	236,605	194,394	194,394	291,784	**2,893,657**
Other Local Revenues	16,806	16,806	16,806	16,806	16,806	16,806	16,806	16,806	16,806	16,806	16,806	16,806	-	**201,673**
Total Revenue	**624,198**	**628,360**	**1,197,832**	**1,113,729**	**1,071,519**	**1,101,236**	**1,226,313**	**1,071,519**	**1,066,709**	**1,173,025**	**1,036,992**	**1,066,709**	**489,231**	**12,867,372**
Expenses														
Certificated Salaries	177,837	361,456	361,456	361,456	361,456	361,456	361,456	361,456	361,456	361,456	361,456	361,456	292,057	**4,445,914**
Classified Salaries	76,191	95,239	95,239	95,239	95,239	95,239	95,239	95,239	95,239	95,239	95,239	95,239	95,239	**1,219,058**
Benefits	93,263	181,962	181,962	181,962	181,962	181,962	181,962	181,962	181,962	181,962	181,962	181,962	148,802	**2,243,644**
Books and Supplies	31,032	31,032	31,032	31,032	31,032	31,032	31,032	31,032	31,032	31,032	31,032	31,032	15,516	**387,903**
Services and Operations	259,823	259,823	259,823	259,823	259,823	259,823	259,823	259,823	259,823	259,823	259,823	259,823	260,823	**3,378,703**
Depreciation / Cap Outlay	52,598	52,598	52,598	52,598	52,598	52,598	52,598	52,598	52,598	52,598	52,598	52,598	-	**631,178**
Other Outflows	23,823	23,823	23,823	23,823	23,823	23,823	23,823	23,823	23,823	23,823	23,823	23,823	-	**285,871**
Total Expenses	**714,567**	**1,005,933**	**1,005,933**	**1,005,933**	**1,005,933**	**1,005,933**	**1,005,933**	**1,005,933**	**1,005,933**	**1,005,933**	**1,005,933**	**1,005,933**	**812,437**	**12,592,271**
Other Transactions Affecting Cash														
Accounts Receivable	899,000	449,500	449,500	-	-	-	-	-	-	-	-	-		**1,798,000**
Fixed Assets - Depreciation Addback	52,598	52,598	52,598	52,598	52,598	52,598	52,598	52,598	52,598	52,598	52,598	52,598		**631,178**
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable	(214,816)	(107,408)	(107,408)	-	-	-	-	-	-	-	-	-		**(429,632)**
Other	-	-	(130,396)	-	-	-	-	-	(131,700)	-	-	-		**(262,096)**
Total Other Transactions	**736,782**	**394,690**	**264,294**	**52,598**	**52,598**	**52,598**	**52,598**	**52,598**	**(79,102)**	**52,598**	**52,598**	**52,598**		**1,737,450**
Total Change in Cash	**646,414**	**17,117**	**456,193**	**160,394**	**118,183**	**147,900**	**272,978**	**118,183**	**(18,326)**	**219,689**	**83,657**	**113,374**		**2,012,552**
ENDING CASH	**1,843,071**	**1,860,188**	**2,316,381**	**2,476,775**	**2,594,958**	**2,742,859**	**3,015,836**	**3,134,020**	**3,115,694**	**3,335,384**	**3,419,041**	**3,532,415**		<<< = 102 days cash



2026-27 July Budget		Annual Budget	
MSA SD	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Projected Average Daily Attendance:	448	462	14.55
SUMMARY			
Revenue			
LCFF Entitlement	5,142,770	5,345,677	202,907
Federal Revenue	321,953	326,554	4,601
Other State Revenues	2,116,519	1,898,947	(217,572)
Other Local Revenues	120,000	120,000	-
Total Revenue	**7,701,241**	**7,691,177**	**(10,064)**
Expenditures			
Certificated Salaries	2,542,434	2,575,029	32,595
Classified Salaries	483,659	471,390	(12,269)
Benefits	1,151,162	1,148,183	(2,978)
Books and Supplies	588,886	348,551	(240,335)
Services and Operating Exp.	2,619,570	2,660,241	40,671
Depreciation & Cap Outlay	75,636	75,636	-
Other Outflows	3,180	3,180	-
Total Expenditures	**7,464,528**	**7,282,212**	**(182,316)**
Net Revenues	**236,713**	**408,966**	**172,253**
Fund Balance			
Beginning Balance (Budgeted)	1,778,183	2,014,896	
Net Revenues	236,713	408,966	
Ending Fund Balance	**2,014,896**	**2,423,862**	
Components of Fund Bal.			
Available For Econ. Uncert.		1,859,528	25.5% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets		564,334	7.7% of Expenditures
Ending Fund Balance		**2,423,862**	**33.3% of Expenditures**

2026-27 July Budget			Annual Budget	
MSA SD		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
REVENUE				
LCFF Entitlement				
8011	State Aid	638,509	638,746	237
8012	EPA Entitlement	89,562	92,472	2,910
8019	Prior Year Adjustments	-	-	-
8096	InLieuPropTaxes	4,414,699	4,614,459	199,760
	SUBTOTAL - LCFF Entitlement	**5,142,770**	**5,345,677**	**202,907**
Federal Revenue				
8181	SpEd - Revenue	70,485	80,636	10,151
8220	SchLunchFederal	-	-	-
8285	SpEd - Revenue	-	-	-
8290	All Other Federal Revenue	251,468	245,918	(5,550)
8295	Prior Year Adjustments (Fed Rev)	-	-	-
	SUBTOTAL - Federal Revenue	**321,953**	**326,554**	**4,601**
Other State Revenue				
8311	SpEd Revenue	435,545	600,982	165,437
8520	SchoolNutrState	-	-	-
8550	MandCstReimburs	8,943	9,543	600
8560	StateLotteryRev	127,222	131,355	4,133
8590	AllOthStateRev	1,544,809	1,157,067	(387,742)
8595	Prior Year Adjustments (Other State Rev)	-	-	-
	SUBTOTAL - Other State Revenue	**2,116,519**	**1,898,947**	**(217,572)**
Local Revenue				
8600	Other Local Rev	60,000	60,000	-
8660	Interest	-	-	-
8698	OthRev-Suspense	-	-	-
8690	Prior Year Adj (Local1)	-	-	-
8677	SpEd Revenue	-	-	-
8699	Other Revenue	-	-	-
8999	Misc Revenue (Suspense)	-	-	-
	SUBTOTAL - Local Revenue	**60,000**	**60,000**	**-**

2026-27 July Budget			Annual Budget	
MSA SD		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Fundraising & Grants				
8802	Donations - Private	-	-	-
8803	Fundraising	60,000	60,000	-
	SUBTOTAL - Fundraising & Grants	**60,000**	**60,000**	**-**
TOTAL REVENUE		**7,701,241**	**7,691,177**	**(10,064)**
EXPENSES				
Certificated Salaries				
1100	TeacherSalaries	1,740,368	1,766,183	25,815
1200	Cert Aid	419,690	430,756	11,066
1300	Cert Adminis	382,376	378,090	(4,286)
	SUBTOTAL - Certificated Salaries	**2,542,434**	**2,575,029**	**32,595**
Classified Salaries				
2100	Instructional Aides	91,025	93,485	2,459
2200	Classified Support	100,762	102,577	1,815
2300	Classified Admin	-	-	-
2400	Clerical & Tech	291,872	275,328	(16,544)
2900	OtherClassStaff	-	-	-
	SUBTOTAL - Classified Salaries	**483,659**	**471,390**	**(12,269)**
Employee Benefits				
3101	STRS-Certified	417,908	430,658	12,750
3102	STRS-Classified	73,595	71,159	(2,437)
3201	PERS-Cert	48,005	50,674	2,669
3202	PERS-Classified	17,509	16,979	(530)
3301	OASDI/Med-Cert	47,096	47,897	801
3302	OASDI/Med-Class	12,397	11,168	(1,228)
3401	HlthWelfareCert	486,468	472,748	(13,720)
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	14,088	14,398	310
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	30,326	30,326	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	1,597	972	(625)
3902	OthBenes-Class	2,174	1,205	(969)
	SUBTOTAL - Employee Benefits	**1,151,162**	**1,148,183**	**(2,978)**

2026-27 July Budget			Annual Budget	
MSA SD		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Books & Supplies				
4100	Text&CoreCurric	60,397	60,397	-
4200	BooksOthRefMats	5,000	5,000	-
4300	Materials and Supplies	15,798	15,798	-
4310	Ins Mats & Sups	18,015	18,015	-
4315	OthrSupplies	5,000	5,000	-
4320	Office Supplies	33,491	33,491	-
4325	ProfDevMat&Sups	-	-	-
4326	Arts&MusicSupps	29,489	29,489	-
4330	Staff Meals & Events	1,000	1,000	-
4335	PE Supplies	5,892	3,791	(2,101)
4340	Educat Software	43,013	43,013	-
4345	NonInstStdntSup	31,596	31,596	-
4346	TeacherSupplies	10,532	10,532	-
4350	Cust. Supplies	13,397	13,397	-
4351	Yearbook	-	-	-
4390	Uniforms	23,170	18,000	(5,170)
4400	NonCapEquip-Gen	23,170	23,170	-
4410	ClssrmFrnEqp<5k	-	-	-
4430	OffceFurnEqp<5k	21,064	10,000	(11,064)
4440	Computers <$5k	227,000	5,000	(222,000)
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	-	-	-
4710	Food	4,000	4,000	-
4720	Food:Other Food	17,862	17,862	-
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**588,886**	**348,551**	**(240,335)**

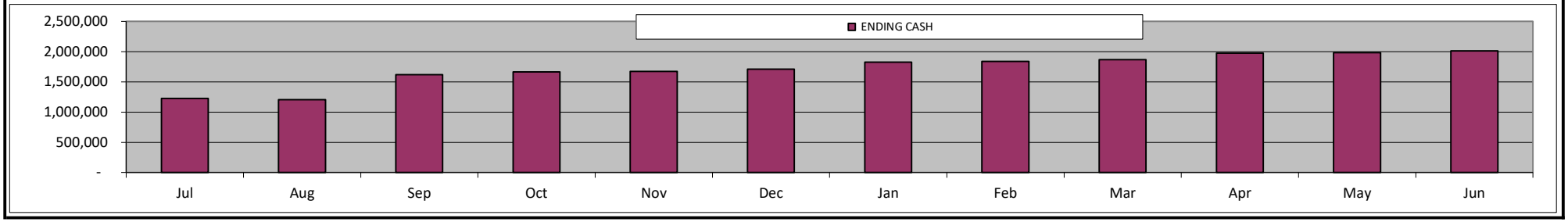
2026-27 July Budget			Annual Budget	
MSA SD		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Services & Other Operating Expenses				
5101	CMO Fees	765,427	801,852	36,425
5200	Travel - General	2,120	2,120	-
5205	Conference Fees	5,100	2,233	(2,867)
5210	MilesParkTolls	6,250	1,675	(4,575)
5215	TravConferences	-	-	-
5220	TraLodging	15,798	15,798	-
5300	DuesMemberships	21,064	21,064	-
5450	Other Insurance	97,500	110,000	12,500
5500	OpsHousekeeping	115,850	115,850	-
5510	Gas & Electric	115,850	115,850	-
5610	Rent & Leases	336,271	336,271	-
5611	Rent & Leases- Interest	204,987	204,987	-
5620	EquipmentLeases	22,306	22,306	-
5621	EquipmentLeases- Interest	-	-	-
5630	Reps&MaintBldng	42,127	42,127	-
5800	ProfessServices	68,924	92,798	23,874
5810	Legal	11,164	11,164	-
5813	SchPrgAftSchool	112,515	112,515	-
5814	SchPrgAcadComps	5,000	2,791	(2,209)
5819	SchlProgs-Other	10,000	5,266	(4,734)
5820	Audit & CPA	10,047	10,047	-
5825	DMSBusinessSvcs	-	-	-
5835	Field Trips	15,000	15,000	-
5836	FieldTrip Trans	20,000	20,000	-
5840	MarkngStdtRecrt	43,181	43,181	-
5850	Oversight Fees	51,185	53,457	2,272
5857	Payroll Fees	23,000	16,746	(6,254)
5860	Service Fees	9,489	9,489	-
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	14,000	14,000	-
5864	Prof Dev-Other	18,957	18,957	-
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	217,524	217,524	-
5870	Livescan	5,000	5,000	-
5872	SPED Fees (incl Encroachment)	12,500	-	(12,500)
5875	Staff Recruiting	10,532	10,532	-
5884	Substitutes	125,000	127,390	2,390
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	5,000	3,349	(1,651)
5910	Communications 2	2,000	-	(2,000)
5920	TelecomInternet	36,840	36,840	-
5930	PostageDelivery	4,466	4,466	-
5940	Technology	37,596	37,596	-
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**2,619,570**	**2,660,241**	**40,671**

2026-27 July Budget			Annual Budget	
MSA SD		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed	-	-	-
6900	Depreciation	75,636	75,636	-
	SUBTOTAL - Capital Outlay & Depreciation	**75,636**	**75,636**	**-**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	3,180	3,180	-
	SUBTOTAL - Other Outflows	**3,180**	**3,180**	**-**
TOTAL EXPENSES		**7,464,528**	**7,282,212**	**(182,316)**

Monthly Cash Flow 2026-27

MSA-SD

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**1,230,302**	**1,226,156**	**1,206,116**	**1,619,373**	**1,663,857**	**1,675,501**	**1,710,264**	**1,825,769**	**1,837,414**	**1,869,807**	**1,973,401**	**1,982,676**	**2,015,069**	
Revenue														
LCFF: State Aid	31,937	31,937	57,487	57,487	57,487	57,487	57,487	57,487	57,487	57,487	57,487	57,487	-	**638,746**
LCFF: EPA	-	-	23,118	-	-	23,118	-	-	23,118	-	-	23,118	-	**92,472**
LCFF: ILPT	-	276,868	553,735	369,157	369,157	369,157	369,157	369,157	387,615	387,615	387,615	387,615	387,615	**4,614,459**
Federal Revenue	-	-	61,480	-	-	-	61,480	-	-	61,480	-	-	142,116	**326,554**
Other State Revenues	100,781	100,781	147,063	179,902	147,063	147,063	189,445	147,063	126,236	159,075	126,236	126,236	202,002	**1,898,947**
Other Local Revenues	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	-	**120,000**
Total Revenue	**142,718**	**419,585**	**852,883**	**616,546**	**583,707**	**606,825**	**687,568**	**583,707**	**604,456**	**675,656**	**581,338**	**604,456**	**731,732**	**7,691,177**
Expenses														
Certificated Salaries	103,001	209,352	209,352	209,352	209,352	209,352	209,352	209,352	209,352	209,352	209,352	209,352	169,156	**2,575,029**
Classified Salaries	29,462	36,827	36,827	36,827	36,827	36,827	36,827	36,827	36,827	36,827	36,827	36,827	36,827	**471,390**
Benefits	46,655	93,263	93,263	93,263	93,263	93,263	93,263	93,263	93,263	93,263	93,263	93,263	75,632	**1,148,183**
Books and Supplies	27,884	27,884	27,884	27,884	27,884	27,884	27,884	27,884	27,884	27,884	27,884	27,884	13,942	**348,551**
Services and Operations	204,471	204,471	204,471	204,471	204,471	204,471	204,471	204,471	204,471	204,471	204,471	204,471	206,591	**2,660,241**
Depreciation / Cap Outlay	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303	-	**75,636**
Other Outflows	265	265	265	265	265	265	265	265	265	265	265	265	-	**3,180**
Total Expenses	**418,041**	**578,366**	**578,366**	**578,366**	**578,366**	**578,366**	**578,366**	**578,366**	**578,366**	**578,366**	**578,366**	**578,366**	**502,149**	**7,282,212**
Other Transactions Affecting Cash														
Accounts Receivable	657,015	328,508	328,508	-	-	-	-	-	-	-	-	-		**1,314,030**
Fixed Assets - Depreciation Addback	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303		**75,636**
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable	(392,141)	(196,071)	(196,071)	-	-	-	-	-	-	-	-	-		**(784,282)**
Other	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**271,177**	**138,740**	**138,740**	**6,303**	**6,303**	**6,303**	**6,303**	**6,303**	**6,303**	**6,303**	**6,303**	**6,303**		**605,384**
Total Change in Cash	**(4,146)**	**(20,040)**	**413,257**	**44,483**	**11,645**	**34,763**	**115,506**	**11,645**	**32,393**	**103,593**	**9,275**	**32,393**		**1,014,350**
ENDING CASH	**1,226,156**	**1,206,116**	**1,619,373**	**1,663,857**	**1,675,501**	**1,710,264**	**1,825,769**	**1,837,414**	**1,869,807**	**1,973,401**	**1,982,676**	**2,015,069**		<<< = 101 days cash



2026-27 July Budget		Annual Budget	
MSA OC	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
	74	352	278
SUMMARY			
Revenue			
Other Local Revenues	1,426,158	1,338,115	(88,043)
Total Revenue	**3,117,030**	**7,514,957**	**4,397,928**
Expenditures			
Classified Salaries	590,179	698,286	108,108
Benefits	583,976	1,995,134	1,411,157
Books and Supplies	461,900	461,134	(766)
Services and Operating Exp.	1,163,538	1,593,519	429,981
Depreciation & Cap Outlay	7,308	12,555	5,247
Other Outflows	108,000	-	(108,000)
Total Expenditures	**4,103,472**	**7,346,304**	**3,242,832**
Net Revenues	**(986,442)**	**168,653**	**1,155,095**
Fund Balance			
Beginning Balance (Budgeted)	-	(986,442)	
Net Revenues	(986,442)	168,653	
Ending Fund Balance	**(986,442)**	**(817,789)**	
Components of Fund Bal.			
Available For Econ. Uncert.		(1,751,311)	-23.8% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets		933,522	12.7% of Expenditures
Ending Fund Balance		**(817,789)**	**-11.1% of Expenditures**

2026-27 July Budget		Annual Budget	
MSA OC	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
REVENUE			
LCFF Entitlement			
8011 State Aid	1,105,678	4,912,434	3,806,756
8012 EPA Entitlement	14,852	63,067	48,215
8019 Prior Year Adjustments	-	-	-
8096 InLieuPropTaxes	-	-	-
SUBTOTAL - LCFF Entitlement	**1,120,530**	**4,975,501**	**3,854,971**
Federal Revenue			
8181 SpEd - Revenue	-	29,602	29,602
8220 SchLunchFederal	-	-	-
8285 SpEd - Revenue	-	-	-
8290 All Other Federal Revenue	318,960	377,069	58,109
8295 Prior Year Adjustments (Fed Rev)	-	-	-
SUBTOTAL - Federal Revenue	**318,960**	**406,671**	**87,711**
Other State Revenue			
8311 SpEd Revenue	66,158	141,623	75,465
8520 SchoolNutrState	-	-	-
8550 MandCstReimburs	-	3,802	3,802
8560 StateLotteryRev	21,117	100,783	79,666
8590 AllOthStateRev	164,107	548,462	384,355
8595 Prior Year Adjustments (Other State Rev)	-	-	-
SUBTOTAL - Other State Revenue	**251,382**	**794,670**	**543,289**
Local Revenue			
8600 Other Local Rev	200,000	-	(200,000)
8634 StudentLunchFee	-	-	-
8650 Leases &Rentals	-	-	-
8660 Interest	-	-	-
8698 OthRev-Suspense	-	-	-
8701 CMO Fee - MSA-1	-	-	-
8702 CMO Fee - MSA-2	-	-	-
8703 CMO Fee - MSA-3	-	-	-
8704 CMO Fee - MSA-4	-	-	-
8705 CMO Fee - MSA-5	-	-	-
8706 CMO Fee - MSA-6	-	-	-
8707 CMO Fee - MSA-7	-	-	-
8708 CMO Fee - MSA-8	-	-	-
8709 CMO Fee - MSA-SA	-	-	-
8712 CMO Fee - MSA-SD	-	-	-
8713 CMO Fee - MSA-OC	-	-	-
8677 SpEd Revenue	-	-	-
8699 Other Revenue	231,158	288,115	56,957
8999 Misc Revenue (Suspense)	-	-	-
SUBTOTAL - Local Revenue	**431,158**	**288,115**	**(143,043)**

2026-27 July Budget			Annual Budget	
MSA OC		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Fundraising & Grants				
8802	Donations - Private	995,000	700,000	(295,000)
8803	Fundraising	-	350,000	350,000
	SUBTOTAL - Fundraising & Grants	**995,000**	**1,050,000**	**55,000**
TOTAL REVENUE		**3,117,030**	**7,514,957**	**4,397,928**
EXPENSES				
Classified Salaries				
2100	Instructional Aides	64,355	256,606	192,251
2200	Classified Support	46,060	174,961	128,902
2300	Classified Admin	-	-	-
2400	Clerical & Tech	479,764	266,719	(213,045)
2900	OtherClassStaff	-	-	-
	SUBTOTAL - Classified Salaries	**590,179**	**698,286**	**108,108**
Employee Benefits				
3101	STRS-Certified	164,667	726,581	561,914
3102	STRS-Classified	66,372	46,464	(19,908)
3201	PERS-Cert	42,929	221,925	178,995
3202	PERS-Classified	26,053	20,388	(5,665)
3301	OASDI/Med-Cert	25,061	118,484	93,423
3302	OASDI/Med-Class	12,484	9,345	(3,139)
3401	HlthWelfareCert	238,655	827,191	588,536
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	7,335	24,756	17,421
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	-	-	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	405	-	(405)
3902	OthBenes-Class	15	-	(15)
	SUBTOTAL - Employee Benefits	**583,976**	**1,995,134**	**1,411,157**

2026-27 July Budget			Annual Budget	
MSA OC		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Books & Supplies				
4100	Text&CoreCurric	40,000	130,000	90,000
4200	BooksOthRefMats	51,000	10,000	(41,000)
4300	Materials and Supplies	6,000	20,100	14,100
4310	Ins Mats & Sups	12,000	12,060	60
4315	OthrSupplies	9,000	18,090	9,090
4320	Office Supplies	18,000	24,120	6,120
4325	ProfDevMat&Sups	-	-	-
4326	Arts&MusicSupps	1,400	2,814	1,414
4330	Staff Meals & Events	-	-	-
4335	PE Supplies	3,000	4,020	1,020
4340	Educat Software	20,000	40,200	20,200
4345	NonInstStdntSup	21,000	40,200	19,200
4346	TeacherSupplies	2,000	4,020	2,020
4350	Cust. Supplies	25,000	30,150	5,150
4351	Yearbook	-	-	-
4390	Uniforms	4,000	10,050	6,050
4400	NonCapEquip-Gen	10,000	20,100	10,100
4410	ClssrmFrnEqp<5k	10,000	4,020	(5,980)
4430	OffceFurnEqp<5k	120,000	53,000	(67,000)
4440	Computers <$5k	80,000	10,050	(69,950)
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	-	-	-
4710	Food	22,500	14,070	(8,430)
4720	Food:Other Food	7,000	14,070	7,070
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**461,900**	**461,134**	**(766)**

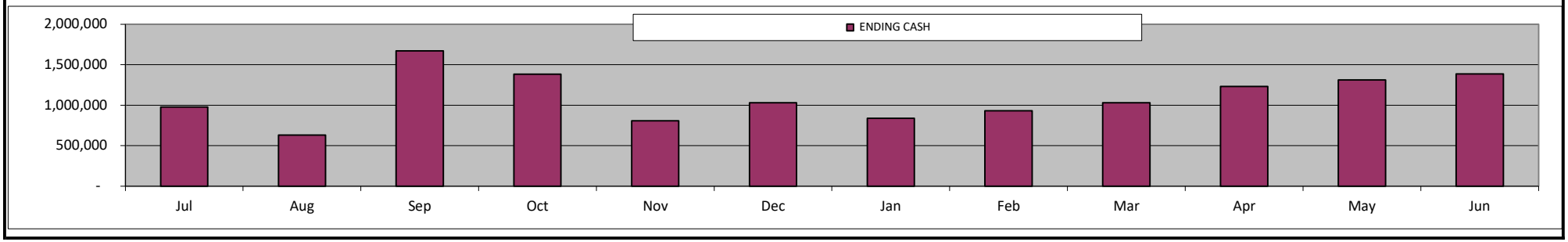
2026-27 July Budget			Annual Budget	
MSA OC		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Services & Other Operating Expenses				
5101	CMO Fees	-	-	-
5200	Travel - General	2,000	4,020	2,020
5205	Conference Fees	1,000	2,010	1,010
5210	MilesParkTolls	1,000	2,010	1,010
5215	TravConferences	-	-	-
5220	TraLodging	8,000	2,010	(5,990)
5300	DuesMemberships	1,000	16,080	15,080
5450	Other Insurance	7,200	30,150	22,950
5500	OpsHousekeeping	65,000	50,000	(15,000)
5510	Gas & Electric	25,000	60,300	35,300
5610	Rent & Leases	282,829	268,893	(13,936)
5611	Rent & Leases- Interest	-	-	-
5620	EquipmentLeases	40,000	25,000	(15,000)
5621	EquipmentLeases- Interest	-	-	-
5630	Reps&MaintBldng	31,600	35,000	3,400
5800	ProfessServices	40,000	137,982	97,982
5810	Legal	50,000	70,000	20,000
5813	SchPrgAftSchool	40,000	80,400	40,400
5814	SchPrgAcadComps	-	-	-
5819	SchlProgs-Other	20,000	40,200	20,200
5820	Audit & CPA	12,000	30,150	18,150
5825	DMSBusinessSvcs	-	-	-
5835	Field Trips	5,000	10,050	5,050
5836	FieldTrip Trans	5,000	10,050	5,050
5840	MarkngStdtRecrt	230,000	90,000	(140,000)
5850	Oversight Fees	10,251	43,828	33,577
5857	Payroll Fees	27,000	54,270	27,270
5860	Service Fees	2,800	5,628	2,828
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	10,000	20,100	10,100
5864	Prof Dev-Other	4,000	8,040	4,040
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	120,000	220,900	100,900
5870	Livescan	1,658	1,524	(134)
5872	SPED Fees (incl Encroachment)	-	-	-
5875	Staff Recruiting	-	-	-
5884	Substitutes	70,000	198,614	128,614
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	10,500	14,000	3,500
5910	Communications 2	-	-	-
5920	TelecomInternet	10,000	20,100	10,100
5930	PostageDelivery	700	2,010	1,310
5940	Technology	30,000	40,200	10,200
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**1,163,538**	**1,593,519**	**429,981**

2026-27 July Budget			Annual Budget	
MSA OC		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed	-	-	-
6900	Depreciation	7,308	12,555	5,247
	SUBTOTAL - Capital Outlay & Depreciation	**7,308**	**12,555**	**5,247**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	108,000	-	(108,000)
	SUBTOTAL - Other Outflows	**108,000**	**-**	**(108,000)**
TOTAL EXPENSES		**4,103,472**	**7,346,304**	**3,242,832**

Monthly Cash Flow 2026-27

MSA-OC

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**1,039,816**	**976,985**	**628,342**	**1,670,025**	**1,382,042**	**808,864**	**1,028,933**	**839,020**	**931,285**	**1,029,444**	**1,231,300**	**1,313,692**	**1,387,842**	
Revenue														
LCFF: State Aid	101,877	101,877	1,247,088	101,877	101,877	619,358	101,877	507,320	507,320	507,320	507,320	507,320	-	**4,912,434**
LCFF: EPA	-	-	15,767	-	-	15,767	-	-	15,767	-	-	15,767	-	**63,067**
LCFF: ILPT	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Federal Revenue	-	-	94,267	-	-	-	94,267	-	-	94,267	-	-	123,869	**406,671**
Other State Revenues	37,539	37,539	59,478	84,673	59,478	59,478	88,475	59,478	49,605	74,801	49,605	49,605	84,917	**794,670**
Other Local Revenues	111,510	111,510	111,510	111,510	111,510	111,510	111,510	111,510	111,510	111,510	111,510	87,500	24,010	**1,338,115**
Total Revenue	**250,926**	**250,926**	**1,528,109**	**298,060**	**272,864**	**806,112**	**396,129**	**678,308**	**684,202**	**787,898**	**668,435**	**660,192**	**232,796**	**7,514,957**
Expenses														
Certificated Salaries	103,427	210,218	210,218	210,218	210,218	210,218	210,218	210,218	210,218	210,218	210,218	210,218	169,856	**2,585,676**
Classified Salaries	43,643	54,554	54,554	54,554	54,554	54,554	54,554	54,554	54,554	54,554	54,554	54,554	54,554	**698,286**
Benefits	80,474	162,112	162,112	162,112	162,112	162,112	162,112	162,112	162,112	162,112	162,112	162,112	131,432	**1,995,134**
Books and Supplies	36,891	36,891	36,891	36,891	36,891	36,891	36,891	36,891	36,891	36,891	36,891	36,891	18,445	**461,134**
Services and Operations	122,269	122,269	122,269	122,269	122,269	122,269	122,269	122,269	122,269	122,269	122,269	122,269	126,289	**1,593,519**
Depreciation / Cap Outlay	1,046	1,046	1,046	1,046	1,046	1,046	1,046	1,046	1,046	1,046	1,046	1,046	-	**12,555**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**387,750**	**587,089**	**587,089**	**587,089**	**587,089**	**587,089**	**587,089**	**587,089**	**587,089**	**587,089**	**587,089**	**587,089**	**500,576**	**7,346,304**
Other Transactions Affecting Cash														
Accounts Receivable	199,232	99,616	99,616	-	-	-	-	-	-	-	-	-		**398,464**
Fixed Assets - Depreciation Addback	1,046	1,046	1,046	1,046	1,046	1,046	1,046	1,046	1,046	1,046	1,046	1,046		**12,555**
Fixed Assets - Acquisitions	(700,000)	-	-	-	-	-	-	-	-	-	-	-		**(700,000)**
Accounts Payable	(226,285)	(113,142)	-	-	-	-	-	-	-	-	-	-		**(339,427)**
Other	800,000	-	-	-	(260,000)	-	-	-	-	-	-	-		**540,000**
Total Other Transactions	**73,994**	**(12,480)**	**100,662**	**1,046**	**(258,954)**	**1,046**	**1,046**	**1,046**	**1,046**	**1,046**	**1,046**	**1,046**		**(88,408)**
Total Change in Cash	**(62,831)**	**(348,643)**	**1,041,682**	**(287,983)**	**(573,178)**	**220,069**	**(189,913)**	**92,265**	**98,159**	**201,856**	**82,393**	**74,150**		**80,245**
ENDING CASH	**976,985**	**628,342**	**1,670,025**	**1,382,042**	**808,864**	**1,028,933**	**839,020**	**931,285**	**1,029,444**	**1,231,300**	**1,313,692**	**1,387,842**		<<< = 69 days cash



2026-27 July Budget		Annual Budget	
MERF	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
SUMMARY			
Revenue			
Other Local Revenues	8,088,806	6,697,476	(1,391,330)
Total Revenue	**8,088,806**	**6,697,476**	**(1,391,330)**
Expenditures			
Classified Salaries	5,032,909	4,326,475	(706,434)
Benefits	1,590,107	1,352,506	(237,601)
Books and Supplies	167,681	167,681	-
Services and Operating Exp.	2,510,477	1,802,699	(707,777)
Depreciation & Cap Outlay	515	515	-
Other Outflows	15,000	15,000	-
Total Expenditures	**9,316,689**	**7,664,876**	**(1,651,813)**
Net Revenues	**(1,227,883)**	**(967,400)**	**260,483**
Fund Balance			
Beginning Balance (Budgeted)	441,370	(786,513)	
Net Revenues	(1,227,883)	(967,400)	
Ending Fund Balance	**(786,513)**	**(1,753,913)**	
Components of Fund Bal.			
Available For Econ. Uncert.		(1,765,506)	-23.0% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets		11,593	0.2% of Expenditures
Ending Fund Balance		**(1,753,913)**	**-22.9% of Expenditures**

2026-27 July Budget		Annual Budget	
MERF	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
REVENUE			
Local Revenue			
8600 Other Local Rev	-	-	-
8660 Interest	-	-	-
8698 OthRev-Suspense	-	-	-
8701 CMO Fee - MSA-1	1,254,184	1,599,367	345,183
8702 CMO Fee - MSA-2	967,513	819,059	(148,454)
8703 CMO Fee - MSA-3	716,676	585,902	(130,774)
8704 CMO Fee - MSA-4	179,169	105,232	(73,937)
8705 CMO Fee - MSA-5	215,003	243,504	28,501
8706 CMO Fee - MSA-6	179,169	255,811	76,642
8707 CMO Fee - MSA-7	537,507	-	(537,507)
8708 CMO Fee - MSA-8	716,676	646,905	(69,771)
8709 CMO Fee - MSA-SA	1,039,181	1,394,844	355,663
8712 CMO Fee - MSA-SD	765,427	801,852	36,425
8713 CMO Fee - MSA-OC	-	-	-
8677 SpEd Revenue	-	-	-
8699 Other Revenue	1,518,300	-	(1,518,300)
8999 Misc Revenue (Suspense)	-	-	-
SUBTOTAL - Local Revenue	**8,088,806**	**6,452,476**	**(1,636,330)**

2026-27 July Budget			Annual Budget	
MERF		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Fundraising & Grants				
8802	Donations - Private	-	245,000	245,000
8803	Fundraising	-	-	-
	SUBTOTAL - Fundraising & Grants	**-**	**245,000**	**245,000**
TOTAL REVENUE		**8,088,806**	**6,697,476**	**(1,391,330)**
EXPENSES				
Classified Salaries				
2100	Instructional Aides	-	-	-
2200	Classified Support	-	-	-
2300	Classified Admin	-	-	-
2400	Clerical & Tech	5,032,909	4,326,475	(706,434)
2900	OtherClassStaff	-	-	-
	SUBTOTAL - Classified Salaries	**5,032,909**	**4,326,475**	**(706,434)**
Employee Benefits				
3101	STRS-Certified	10,227	-	(10,227)
3102	STRS-Classified	465,713	343,420	(122,293)
3201	PERS-Cert	-	-	-
3202	PERS-Classified	77,200	95,789	18,589
3301	OASDI/Med-Cert	8,325	-	(8,325)
3302	OASDI/Med-Class	200,205	199,219	(986)
3401	HlthWelfareCert	637,517	527,167	(110,350)
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	13,899	10,776	(3,123)
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	67,788	67,788	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	4,505	-	(4,505)
3902	OthBenes-Class	104,728	108,346	3,618
	SUBTOTAL - Employee Benefits	**1,590,107**	**1,352,506**	**(237,601)**

2026-27 July Budget			Annual Budget	
MERF		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Books & Supplies				
4100	Text&CoreCurric	1,000	1,000	-
4200	BooksOthRefMats	-	-	-
4300	Materials and Supplies	2,000	2,000	-
4310	Ins Mats & Sups	-	-	-
4315	OthrSupplies	4,181	4,181	-
4320	Office Supplies	20,000	20,000	-
4325	ProfDevMat&Sups	-	-	-
4326	Arts&MusicSupps	-	-	-
4330	Staff Meals & Events	-	-	-
4335	PE Supplies	-	-	-
4340	Educat Software	-	-	-
4345	NonInstStdntSup	9,000	9,000	-
4346	TeacherSupplies	-	-	-
4350	Cust. Supplies	1,000	1,000	-
4351	Yearbook	-	-	-
4390	Uniforms	5,000	5,000	-
4400	NonCapEquip-Gen	10,500	10,500	-
4410	ClssrmFrnEqp<5k	-	-	-
4430	OffceFurnEqp<5k	-	-	-
4440	Computers <$5k	25,000	25,000	-
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	-	-	-
4710	Food	-	-	-
4720	Food:Other Food	90,000	90,000	-
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**167,681**	**167,681**	**-**

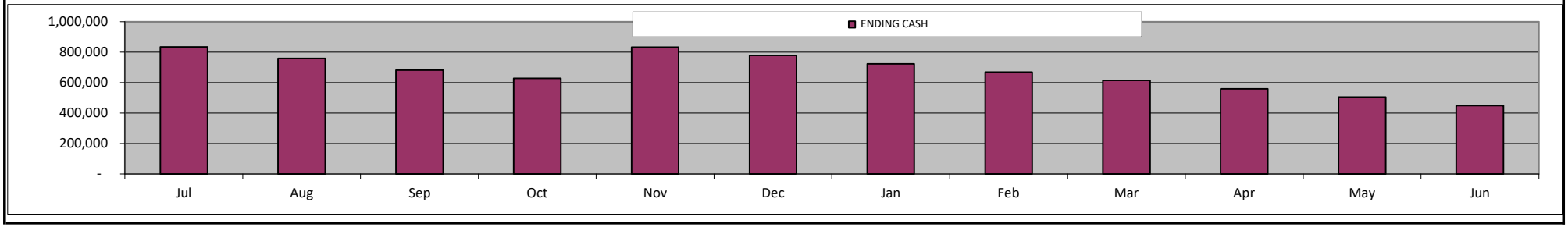
2026-27 July Budget			Annual Budget	
MERF		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Services & Other Operating Expenses				
5101	CMO Fees	-	-	-
5200	Travel - General	-	-	-
5205	Conference Fees	15,900	1,000	(14,900)
5210	MilesParkTolls	24,000	15,000	(9,000)
5215	TravConferences	-	3,000	3,000
5220	TraLodging	29,000	10,000	(19,000)
5300	DuesMemberships	41,000	120,000	79,000
5450	Other Insurance	22,500	22,500	-
5500	OpsHousekeeping	50,000	85,000	35,000
5510	Gas & Electric	-	-	-
5610	Rent & Leases	312,000	212,000	(100,000)
5611	Rent & Leases- Interest	-	-	-
5620	EquipmentLeases	25,000	12,000	(13,000)
5621	EquipmentLeases- Interest	-	-	-
5630	Reps&MaintBldng	-	-	-
5800	ProfessServices	732,700	404,323	(328,377)
5810	Legal	200,000	100,000	(100,000)
5813	SchPrgAftSchool	-	-	-
5814	SchPrgAcadComps	-	-	-
5819	SchlProgs-Other	-	-	-
5820	Audit & CPA	12,000	12,000	-
5825	DMSBusinessSvcs	692,000	519,000	(173,000)
5835	Field Trips	-	-	-
5836	FieldTrip Trans	-	-	-
5840	MarkngStdtRecrt	42,000	42,000	-
5850	Oversight Fees	-	-	-
5857	Payroll Fees	21,000	28,000	7,000
5860	Service Fees	500	500	-
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	59,000	16,500	(42,500)
5864	Prof Dev-Other	32,000	-	(32,000)
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	-	-	-
5870	Livescan	500	500	-
5872	SPED Fees (incl Encroachment)	-	-	-
5875	Staff Recruiting	5,000	5,000	-
5884	Substitutes	-	-	-
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	1,450	1,450	-
5910	Communications 2	-	-	-
5920	TelecomInternet	15,000	15,000	-
5930	PostageDelivery	11,500	11,500	-
5940	Technology	166,427	166,427	-
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**2,510,477**	**1,802,699**	**(707,777)**

2026-27 July Budget			Annual Budget	
MERF		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed	-	-	-
6900	Depreciation	515	515	-
	SUBTOTAL - Capital Outlay & Depreciation	**515**	**515**	**-**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	15,000	15,000	-
	SUBTOTAL - Other Outflows	**15,000**	**15,000**	**-**
TOTAL EXPENSES		**9,316,689**	**7,664,876**	**(1,651,813)**

Monthly Cash Flow 2026-27

MERF

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**942,345**	**834,770**	**757,820**	**680,870**	**627,044**	**832,336**	**777,628**	**722,919**	**668,211**	**613,503**	**558,795**	**504,086**	**449,378**	
Revenue														
LCFF: State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
LCFF: EPA	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
LCFF: ILPT	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Local Revenues	558,123	558,123	558,123	558,123	558,123	558,123	558,123	558,123	558,123	558,123	558,123	558,123	-	**6,697,476**
Total Revenue	**558,123**	**558,123**	**558,123**	**558,123**	**558,123**	**558,123**	**558,123**	**558,123**	**558,123**	**558,123**	**558,123**	**558,123**	**-**	**6,697,476**
Expenses														
Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Classified Salaries	346,118	346,118	346,118	346,118	346,118	346,118	346,118	346,118	346,118	346,118	346,118	346,118	173,059	**4,326,475**
Benefits	108,200	108,200	108,200	108,200	108,200	108,200	108,200	108,200	108,200	108,200	108,200	108,200	54,100	**1,352,506**
Books and Supplies	13,414	13,414	13,414	13,414	13,414	13,414	13,414	13,414	13,414	13,414	13,414	13,414	6,707	**167,681**
Services and Operations	144,216	144,216	144,216	144,216	144,216	144,216	144,216	144,216	144,216	144,216	144,216	144,216	72,108	**1,802,699**
Depreciation / Cap Outlay	41	41	41	41	41	41	41	41	41	41	41	41	21	**515**
Other Outflows	7,500	-	-	-	882	882	882	882	882	882	882	882	441	**15,000**
Total Expenses	**619,490**	**611,990**	**611,990**	**611,990**	**612,872**	**612,872**	**612,872**	**612,872**	**612,872**	**612,872**	**612,872**	**612,872**	**306,436**	**7,664,876**
Other Transactions Affecting Cash														
Accounts Receivable	372,329	186,164	186,164	-	-	-	-	-	-	-	-	-		**744,657**
Fixed Assets - Depreciation Addback	41	41	41	41	41	41	41	41	41	41	41	41		**494**
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable	(418,577)	(209,289)	(209,289)	-	-	-	-	-	-	-	-	-		**(837,154)**
Other	-	-	-	-	260,000	-	-	-	-	-	-	-		**260,000**
Total Other Transactions	**(46,207)**	**(23,083)**	**(23,083)**	**41**	**260,041**	**41**	**41**	**41**	**41**	**41**	**41**	**41**		**167,998**
Total Change in Cash	**(107,574)**	**(76,950)**	**(76,950)**	**(53,826)**	**205,292**	**(54,708)**	**(54,708)**	**(54,708)**	**(54,708)**	**(54,708)**	**(54,708)**	**(54,708)**		**(799,403)**
ENDING CASH	**834,770**	**757,820**	**680,870**	**627,044**	**832,336**	**777,628**	**722,919**	**668,211**	**613,503**	**558,795**	**504,086**	**449,378**		<<< = 21 days cash



Coversheet

Approval of MPS 2026-27 Student/Parent Handbook

Section: V. Consent Items
Item: A. Approval of MPS 2026-27 Student/Parent Handbook
Purpose: Vote
Submitted by:
Related Material: V.A - Student-Parent Handbook 2026-27_FINAL.pdf

Agenda Item:	V.A - Consent Item
Date:	June 17, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Approval of the MPS 2026-27 Student/Parent Handbook

Action Proposed:

Staff recommends and moves that the Board approve the MPS 2026-27 Student/Parent Handbook.

Purpose:

MPS updates our Student/Parent handbook every year based on changes in law and MPS policies, considering feedback from legal counsel and our educational partners. It is a live document that is consistent with our charter petitions and practices at our school sites. Board approval of the Student/Parent Handbook ("Handbook") is a routine annual practice for MPS.

Background:

The Handbook includes most of our student policies in their entirety except those which are too long or specific to be fully included in a general Student/Parent Handbook, such as independent study and forms or math placement policy. Each of those exceptions is included as a synopsis and the student/parent is referred to the full MPS policy for details. All those policies are made available to the schools on our school websites and in the front office of our school sites for convenient access.

The Handbook includes the required annual notices and forms such as Title I meetings, parent-student-school compact, UCP, etc. It also includes agreements for students and parents/guardians to sign, such as the Student Technology Use Policy. Instead of mailing our students and parents/guardians separate notices and forms to review and sign throughout the year, MPS has consolidated all required notifications and forms in a single handbook with an acknowledgement and signature page attached to the end. This approach has resulted in a handbook of a relatively larger size, but the benefits (compliance with notifications, convenient access to policies, etc.)

outweigh the size of the Handbook. Besides providing all necessary information in a single Handbook to our educational partners, our school administrators also find this one-stop approach extremely practical for accountability purposes. The Handbook is purposefully designed into seven sections:

1) Academics: Educational Equity
2) Academics: High School & Beyond
3) Attendance & Records
4) Health & Wellness
5) Safety & Security
6) Engaging Educational Partners & Complaint Procedures
7) Information Sheets & Notices

The Handbook has subtopics grouped together so that a person interested in one topic, e.g., Health & Wellness related topics, can conveniently find all related information in that section of the Handbook. Most district handbooks list all their topics alphabetically, not by topic, making it hard to find information about related topics in one place and synthesize.

As part of the annual Handbook update process, MPS closely follows LACOE's "Annual Parent Notifications" manual, with its annual updates, to ensure we cover all required notifications as well as most of the recommended ones that will benefit our community. Consequently, we have ended up including more than 100 notifications in the Handbook. As explained above, all those notifications are grouped into the seven sections of the Handbook by topic along with the related Magnolia policies and procedures to make the Handbook coherent and easy to follow.

Analysis:

Following is a list of modifications made in the 2026-27 Student/Parent Handbook. The finalized Handbook is attached for the Board's approval.

Page #	Modification
ACADEMICS: EDUCATIONAL EQUITY	
14-15	Updated the **Homework Policy** to clarify the purpose of homework (practice, preparation, and extension), provide recommended grade-level time guidelines, and include expectations related to **academic integrity** and the appropriate use of **artificial intelligence (AI).**
18-19	Clarified the **Extra Credit Policy** and provided additional guidance regarding eligibility and implementation.

19	Added guidelines regarding **early withdrawal and credit eligibility** for students who withdraw before the end of a semester.
24	Added a section on **Expanded Learning Programs**, including priority enrollment considerations for certain groups of students as identified by applicable law and program requirements.
26	Expanded the **Child Find System** section.
35	Added a section on **Children of Military Families**.
35	Expanded the section regarding the rights of **pregnant and parenting pupils**.
ACADEMICS: HIGH SCHOOL & BEYOND	
36	Added clarification regarding **UC/CSU "a-g" validation policies** and the distinction between validation, graduation credits, and course enrollment requirements.
42	Added a provision regarding **exemptions from MPS local graduation coursework requirements** for students experiencing extraordinary circumstances.
45-46	Expanded notifications regarding **CaliforniaColleges.edu (CCGI)**, added a section on **Apprenticeship and Pre-Apprenticeship Opportunities**, and expanded the notification regarding **Dual Enrollment and International Baccalaureate (IB) Opportunities.**
48	Added a section regarding the **CalKIDS (California Kids Investment and Development Savings Program)**.
49	Added a section regarding **Workplace Readiness Week.**
ATTENDANCE & RECORDS	
58	Added a note regarding the protection of **directory information for homeless children and youth.**
HEALTH & WELLNESS	
59	Added the locations of **Automated External Defibrillators (AEDs)** at MPS school sites.
60	Expanded information regarding **Emergency Action Plans** for athletic venues and facilities.
67	Expanded the notification regarding the **dangers of synthetic drugs** to include social media platforms and other online services used to market, advertise, or sell illicit drugs.
68	Clarified that, although **school meals** are provided free of charge to all students, MPS may request completion of applicable forms as permitted by law.

69	Added a section regarding **menstrual products**.
69	Added a section regarding **body shaming**.
69	Expanded the **California Healthy Youth Act (CHYA)** notification.
70	Added information regarding **consent to outpatient mental health treatment and counseling services**, as permitted by applicable law.
70	Expanded the **Suicide Prevention Policy** section to include additional details from the comprehensive policy, including suicide prevention crisis teams, suicide prevention liaisons, and available resources.
SAFETY & SECURITY	
92	Added clarification regarding the **search of school lockers**.
95	Removed **lunch reflection** from the list of possible negative consequences.
101-108	Updated the **Student Suspension and Expulsion Policy and Procedures.**
111	Expanded **mandated reporter** provisions to include volunteers.
ED PARTNER ENGAGEMENT, RIGHTS, & COMPLAINT PROCEDURES	
123	Revised the **Annual Educational Partner Surveys** section to reflect the use of **Kelvin** and **Great Place to Work** as survey platforms.
126	Added a **Notice of Policy Regarding Immigration Enforcement Activity.**
138-144	Updated the **Uniform Complaint Procedures (UCP)** section to align with recent changes in state law, including expanded protections related to discrimination and educational equity, revised complaint filing and appeal procedures, updated civil remedies provisions, and clarification regarding complaints that are not subject to the UCP.
INFORMATION SHEETS & NOTICES	
147-167	Updated annual forms to reflect the **2026–27 school year**.

Impact:

Our Handbook is a reference document for our community. Beyond compliance, it is designed to share our vision, values, programs, aspirations, and expectations with our educational partners. We would like to create a partnership that supports our students' academic and personal success.

The Handbook is a live document that is consistent with our charter petitions and practices at our school sites. Our school leaders, teachers, and staff train students and parents/guardians on parts of the Handbook each school year.

Annually, the Chief Accountability Officer (CAO) trains MPS school site administrators on changes made to the Handbook during the summer training and at monthly academies throughout the year. The CAO, working with the Chief Academic Officer and the Director of Student Services, also facilitates discussion during those meetings and collects feedback on our policies in order to inform the following year's Handbook.

Budget Implications:
N/A.

Committee Recommendations:
N/A

Exhibits:

1. MPS Student-Parent Handbook 2026-27

Student/Parent Handbook

2026-27

Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Tel: (213) 628-3634
Fax: (714) 362-9588

www.magnoliapublicschools.org

Table of Contents

Wishing You a Wonderful School Year! **6**

About MPS **6**

Annual Notifications to Parents or Guardians **12**

ACADEMICS: EDUCATIONAL EQUITY **12**

Curriculum, Instruction, & Assessment 12

Instructional Continuity Plan (ICP) 12

Standards-Based Curriculum 12

Availability of Prospectus 12

Calendar & Bell Schedule 12

California Assessment of Student Performance and Progress (CAASPP) 13

Class Change / Course Withdrawals 13

Assessment and Grading 13

Grading System 15

Extra Credit Policy 18

Semester Grades, Credit, and Instructional Time 19

Report Cards 20

Grade Promotion/Retention 20

Grade requirement for school team participation 21

Honor Roll 21

Participation in Promotion Activities and Ceremony 21

High School Credit Earned in Middle School 21

Field Trips 22

Gifted and Talented Education (GATE) 22

Harm or Destruction of Animals 22

Math Placement 23

Physical Education (PE) 23

Physical Fitness Test (PFT) 23

Before and After School Programs 23

Academic Tutoring Program 23

After School Activities 24

Expanded Learning Programs (Before School, After School, Summer, and Intersession Programs) 24

Policy Regarding Students Left on Campus After School Hours 24

Education of English Learners 25

English Learners Identification Notice 25

English Language Proficiency Assessments for California (ELPAC) 25

Placement of English Learners (EL) - Structured English Immersion Program 25

Education of Students with Disabilities 25

Child Find System 25

Section 504 Policies and Procedures 26

Extended School Year (ESY) Services 26

Special Education – Use of Assistive Technology 26

Instruction for Pupils with Temporary Disabilities 27

Education of Foster and Mobile Youth 27

Education of Homeless Children and Youth 31

Children of Military Families 35

Pregnant and Parenting Pupils 35

ACADEMICS: HIGH SCHOOL & BEYOND **36**

High School Graduation Requirements 36

Credit Requirements for Graduation 36

Specific Course Requirements 36

College/Career Indicator (CCI) 37

California State University Early Assessment Program (CSU-EAP) 38

Comparison of Requirements for Graduation ... 40

Course Credit Acceptance & Transferability 41

High School Grade Promotion and Grade Level Placement 41

Credit Acceptance 41

Credit Recovery 42

Exemption From MPS Local Graduation Coursework Requirements 42

WASC Accreditation & Transferability of Courses 42

Diploma Types & Graduation 42

Diploma Types 42

The “Golden State Seal Merit Diploma” & The “State Seal of Biliteracy” 42

Service-Learning Requirement 42

Cumulative GPA & Co-Valedictorian Policy 42

Participation in Senior Activities and Graduation Ceremony 43

California Proficiency Program 43

Retroactive Grant of High School Diplomas: Departed/Deported Pupils 44

College Counseling & Readiness Programs 44
PSAT/NMSQT Tests &Applications 44
Advanced Placement (AP) Courses 44
Advanced Placement Fees 44
Counseling Programs 44
ASCA National Standards for Students 44
Career Counseling & Course Selection 45
College & Career Technical Education 45
Apprenticeship and Pre-Apprenticeship Opportunities 45
Dual Enrollment and International Baccalaureate Opportunities 46
Dual and Concurrent Enrollment Policy 46
College Funding and Financial Aid Opportunities 48
California Kids Investment and Development Savings Program (CalKIDS) 48
Cal Grant Program 48
Federal Student Aid 48
College Application Fee Policy 48
Student Employment and Work Permits 48
Competitive Athletics 49
Competitive Athletics Information 49
ATTENDANCE & RECORDS 50
Attendance Policy 50
Definitions 50
Excused Absences/Tardies for Classroom Based Attendance 50
Unexcused Absences/Tardies for Classroom Based Attendance 52
Method of Verification 52
Make up Work for Excused Absences 52
Independent Study Policy 52
Extracurricular Activities 53
Process for Upholding the Attendance Policy 53
Pupil Records 56
Custody Issues 56
Student Records, Including Challenges and Directory Information 56
News Media Access and Social Media Policy 58
Social Security Number 58
Student Transfer 58
HEALTH & WELLNESS 59
Notifications for Student Athletes 59
Concussion and Head Injuries 59
Controlled Substances: Opioids 59
Sudden Cardiac Arrest Prevention and Automated External Defibrillators 59
California Youth Football Act 59
Health Insurance Coverage for Athletes 60
Athletics, Safety, and Civil Rights 60
Health Services & Medical Information 61
Confidential Medical Services 61
Confidentiality of Medical Information Act 61
Health Care Coverage 61
Medical or Hospital Service 61
Student Health Conditions & Emergency Care 61
Emergency Treatment for Anaphylaxis 61
Health Information 62
Administration of Medications 62
Sunscreen and Sun-protective Clothing 63
Required Health Screenings & Immunizations 63
Oral Health Assessment – EC 49452.8 63
Physical Examination and Right to Refuse 63
Immunizations 63
Health Information & Prevention Notices 64
Type 1 Diabetes Information Sheet 64
Type 2 Diabetes Information Sheet 65
Cancer Prevention Act 67
Substance Use & Medication Safety 67
Dangers of Synthetic Drugs 67
Student Wellness 68
Wellness Policy 68
Free School Meals 68
Water Bottles and Water Filling Stations 69
Menstrual Products 69
Body Shaming 69
Sexual Health Education 69
Mental Health Services 70
Suicide Prevention Policy 70
SAFETY & SECURITY 72
Technology Use 72
Acceptable Use of Technology 72
Camera Surveillance on School Property 75

Electronic Listening or Recording Device 77
Electronic Signaling Devices 77
Internet Safety 78
StudentSquare 79
Safety & Emergency Preparedness 79
Asbestos Management Plan 79
Pesticide Products 79
Civility on School Grounds 79
Disaster Preparedness Educational Materials 80
Gun-Free School Zone Act 80
Firearms Safety 80
Off-Campus Lunch Policy 80
School Safety Plan 81
Schoolbus and Transportation Safety Policy 82
Volunteer, Visitation, Shadowing, and Removal Policy 82
Student Conduct & Discipline 86
Dress Code/Uniforms 86
Duties of Pupils 89
Electronic Nicotine Delivery Systems (e-cigarettes) 89
Tobacco-free Campus 89
Student Freedom of Speech/Expression Policy 89
Jurisdiction 92
Lost and Found 92
Property Damage 92
Requirement of Parent/Guardian School Attendance 92
Search of School Lockers 92
Student Searches 92
Student Conduct 93
Suspension and Expulsion Policy and Procedures 100
Professional Boundaries, Abuse, & Neglect 111
Child Abuse and Neglect Reporting 111
Megan's Law 111
Professional Boundaries: Adult/Student Interaction Policy 111
Sexual Abuse and Sex Trafficking Prevention 113
EDUCATIONAL PARTNER ENGAGEMENT, RIGHTS & COMPLAINT PROCEDURES 114
Educational Partner Engagement 114
Charter Schools: Pupil Admissions 114
Parent Participation in School Meetings and Conferences 114
Rights of Parents and Guardians to Information 114
School Accountability Report Card (SARC) 114
School Parent and Family Engagement Policy 115
School-Parent-Student Compact 121
Parent's Right to Know Notification for Title 1 Schools - Teacher Qualification Information 123
Surveys 123
Rights & Equal Opportunity 124
Nondiscrimination Statement & Equal Opportunity 124
Equal Access, Enrollment & Educational Protections 124
Notice Under the Americans With Disabilities Act (ADA) 125
Notice of Policy Regarding Immigration Enforcement Activity 126
Know Your Educational Rights 127
Complaint Procedures 128
Title IX Policy Prohibiting Discrimination on the Basis of Sex 128
Harassment, Intimidation, Discrimination, and Bullying Policy 134
Uniform Complaint Policy and Procedures 138
General Complaint Procedures 145
INFORMATION SHEETS & NOTICES 147
2026-27 Directory Information Release Opt-Out Form 147
2026-27 Cal Grant Program Opt-Out Form 148
2026-27 Annual Pesticide Notification Request 149
2026-27 Concussion Information Sheet 150
2026-27 Prescription Opioids Information Sheet 152
2026-27 Sudden Cardiac Arrest Information Sheet 154
Certified Volunteer (C-Volunteer) Application Form 156
Volunteer Commitment and Procedures 157
Shadow Request Form 159
Dual and Concurrent Enrollment Form 160
General Complaint Procedures Form 161
Title IX Sex Discrimination and Harassment Complaint Form 162

Harassment, Intimidation, Discrimination & Bullying Complaint Form 163

Uniform Complaint Procedures Form 164

Acceptable Use of Technology Agreement 166

Receipt of and Agreement to the MPS Student/Parent Handbook.....167

Wishing You a Wonderful School Year!

Dear Parents/Guardians and Students,

At Magnolia Public Schools ("MPS"), we believe that education is a shared responsibility among parents, teachers, school staff, and students. The success of our students depends on the cooperation and commitment of everyone involved. Each group plays an important role in making school a place where we learn and grow together in harmony. Everyone has the right to feel safe, supported, and accepted—regardless of race, color, gender, ability, religion, nationality, or social background.

This handbook allows us to share our vision with students and families in the MPS community. It reflects who we are and what we value. All MPS policies are designed to provide a safe, inclusive, and orderly environment that supports learning. Our faculty and staff look forward to sharing their knowledge and passion through academics, special programs, and extracurricular activities.

We encourage you to get to know your school—its programs, activities, and schedule—and to become an active participant in your educational journey. Take advantage of opportunities to get involved through classes, clubs, and events.

We also recognize that a strong school culture depends on clear expectations. This Student/Parent Handbook ("Handbook") outlines the key regulations and policies that guide our day-to-day operations and help ensure a consistent, supportive learning environment. Please read it carefully, discuss it as a family, and refer to it throughout the school year.

Wishing you a successful and inspiring school year!

– MPS Administration

About MPS

MPS are tuition-free, public charter schools with campuses throughout Southern California, that focus on Science, Technology, Engineering, Arts, and Math (STEAM) - based teaching to ensure its students are well-rounded and college-ready from day one. We offer smaller class sizes, more attention from teachers, as well as safe campuses that foster ideal learning conditions for our students.

MISSION:

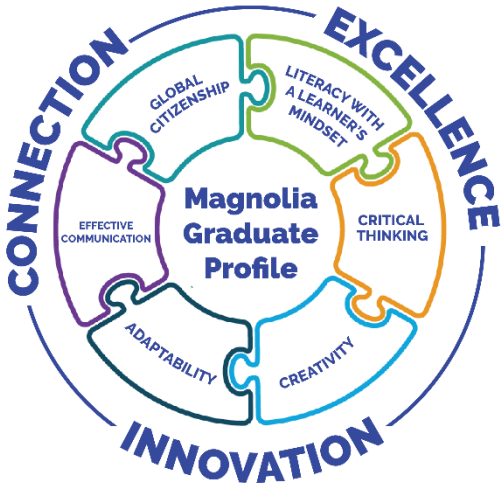
Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

VISION:

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with *creative thinking*, *effective communication*, and the *rigor of science*.

ANCHOR CORE VALUES AND COMPETENCIES:

Beyond our mission and vision, MPS has long identified Excellence, Innovation, and Connection as our anchor core values, which permeate all school activities. More recently, our Board of Directors adopted the Magnolia Graduate Profile, developed through a comprehensive design process that engaged a variety of different MPS educational partners in focused conversations about the knowledge, skills, mindsets, and literacies essential for success in college and 21st century careers, aligned to our anchor core values. The Profile defines six competencies: ● Literacy with a Learner's Mindset ● Critical Thinking ● Creativity ● Effective Communication ● Adaptability ● Global Citizenship, all defined below.



EXCELLENCE

Magnolia students will exhibit the desire to pursue knowledge and greatness and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based, "real-world" learning using a constructivist/project-based approach, Culturally and Linguistically Responsive Teaching, blended learning and tech-fluency development through integrated technology across subjects, student portfolio that are personalized to their path and interests, individualized scheduling models, assessments of and for learning and academic discourse, and opportunities for acceleration including dual enrollment college courses in middle and high school. All of this prepares students for 21st century demands. As they grow and develop, students learn where and how to access the needed information and supports to advance their academic pursuits and societal contributions. Students demonstrate their mastery and excellence in their learning goals based on the MPS core competencies, with a specific focus on:

COMPETENCY #1 - Literacy with a Learner's Mindset for Magnolia students is to demonstrate a depth of knowledge and literacy in multiple subject areas with a learner's mindset to make informed decisions. Students will overcome

challenges by developing a positive attitude and belief about learning, embracing curiosity to experience new ideas, and sustaining the desire to learn, unlearn, and relearn. Students will achieve Excellence in the classroom and society as a result of both their mastery of content knowledge and skills across academic subjects, and an ingrained perspective that there is no ceiling to what can be learned – and that knowledge itself can be mutable as people continue to iteratively research and discover how the world works.

COMPETENCY #2 - Critical Thinking is demonstrated by Magnolia students as they problem solve by identifying, evaluating, and prioritizing solutions to difficult or complex situations, and implementing and reflecting critically on a solution. Students will achieve Excellence as a result of distilling problems to their root causes using multiple sources and perspectives, designing solutions that align to said root causes and adequately address them, and while considering the cost-benefit impact of potential solutions based on community input. To develop excellence in research, project artifacts, and presentations, students will also learn to apply the essential skill of discernment for the reliability, validity, quality, and value of sources and content.

INNOVATION

Students will have the freedom to choose how and what they learn and demonstrate it as a public display of excellence. Individualized scheduling, including A-G planning done each year in high school grades, early identification of learning styles, personalities, interests, and college/career plans support students' matriculation and college and career readiness. This includes student participation in the planning of their educational experience, enrichment and acceleration programs, engaging STEAM program choice options, individualized and blended (tech-based) learning programs, differentiated educational experiences, extended learning options, electives, contests and competitions, clubs, teams, and adaptive assessments.

COMPETENCY #3 - Creativity for Magnolia students is to have the freedom within our innovative model to demonstrate originality, imagination, and new ways of thinking critically and independently. Students will transcend traditional ideas, rules, patterns, and relationships to create and convey new or meaningful ideas, methods, or interpretations. Through STEAM-themed interdisciplinary learning, local and national academic and STEAM competitions, mentoring, STEAM clubs, college and career instructional field trips, students will be motivated to pursue 21st century careers. Innovation will occur through student voice and choice in what they learn, adapted teaching based on student interests and personal assets, and freedom and variety in how mastery of content knowledge and skills is demonstrated.

COMPETENCY #4 - Adaptability for Magnolia students is to demonstrate flexibility when acclimating to various roles and situations. Students will work effectively in a local, national and global climate of ambiguity and changing priorities, demonstrating agility in thought and action. They will understand, negotiate, and balance diverse views and beliefs to reach workable solutions, responding productively to feedback, praise, setbacks, and criticism. MPS' educators continuously adapt to student data, differentiating learning. Magnolia students will understand that fluidity is necessary to be responsive to an unpredictable and dynamic world, as well as diverse sources of input and feedback.

CONNECTION

Magnolia school communities are integrated partnerships with the school site staff, families, students, and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, and promote unity and better decision-making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, stakeholder surveys, field trips, life skills classes, and coaching to support our overall community-based goals. We implement a "community schools" approach and work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

COMPETENCY #5 – Effective Communication for Magnolia students is to articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms and contexts, for a range of purposes and audiences. Students will also demonstrate empathy through awareness, sensitivity, concern, and respect for others' feelings, opinions, experiences, and culture. Students will create true, authentic Connection by listening fully to others' perspectives and experiences, accurately reflecting back input, and expressing themselves clearly and accurately.

COMPETENCY #6 – Global Citizenship for Magnolia students is to contribute to making the world a better place. Students will understand the world and its complexities, value and embrace diverse cultures and unique perspectives through mutual respect and open dialog, cultivate compassion, and take action in building more peaceful and inclusive environments. Students will develop the social and emotional skills needed to compete in a global society, including having a growth mindset, being resilient, reflective, and demonstrating grit, self-respect and good character. These traits are crucial to not only for enrolling in and completing college, but also for

developing and contributing their original ideas in a workplace environment. Underlying the effective exercise of the Global Citizenship competency is Connection – specifically, an orientation towards understanding the diverse cultures of the world, acknowledging the effort to understand others as an asset, and recognizing the interconnectedness of human beings – in particular, the global repercussions of our actions regardless of geographic boundaries.

These values and competencies overlap and are integrated across the school, in every grade level and every classroom, providing consistent messaging to our students and entire school community about what we value and what we are working towards. Together, these values and competencies shape Magnolia's definition of what it means to be an educated person in the 21st century and "orient actions" among all stakeholders, helping form a shared sense of purpose and connection across the school and organization. Studies have also revealed that children who maintain a solid sense of values and ethics are more likely to exhibit positive behaviors and attitudes. And at the educator level, research shows that clarifying and deliberately practicing core values is an essential way for teachers to build resilience.

MAGNOLIA GRADUATE PROFILE:

Our overarching objective at MPS is to create a vibrant and mutually beneficial partnership between school and community that supports our students' academic and personal success. With the focused conversation about knowledge, skills, mindsets, and literacies essential for 21st-century student success, and through a design process that intentionally engaged our MPS community, MPS has developed the Magnolia Graduate Profile. Our goal with the Magnolia Graduate Profile is a collective vision for MPS that articulates our organization and community's aspirations for our students.

Magnolia Graduate Profile Competencies

The following are SIX COMPETENCIES in our community's Graduate Profile.

1. Literacy with a Learner's Mindset
2. Critical Thinking
3. Creativity
4. Adaptability
5. Effective Communication
6. Global Citizenship

SCHOOLWIDE LEARNER GOALS (SLGs):

The SLGs are measurable schoolwide goals that every student is expected to achieve upon graduation from MPS. Our SLGs are embedded in our curriculum, instructional practice, core values, and daily culture at the school.

LITERACY WITH A LEARNER'S MINDSET

1. Develop and implement literacy skills that impact all content areas so that they can be well-rounded individuals within society.
2. Meaningfully engage in learning activities by knowing their readiness levels, interests, backgrounds, and making informed decisions about their learning pathways.
3. Students take ownership of their learning by creating long and short-term academic goals and reflecting on them throughout the school year.

CRITICAL THINKING

1. Apply, analyze, identify, synthesize, and evaluate information and experiences and connect the skills and content learned across the curriculum.
2. Are inspired to be lifelong readers and critical thinkers.
3. Are able to take a variety of sources and viewpoints, evaluate them critically, and make judgments that reflect an understanding of the possible consequences of those decisions.

CREATIVITY

1. Apply innovative skills and practices which connect to their learning experiences.
2. Have opportunities for multiple methods of the expression of ideas in a project (ex. writing, drawing, creating video, slide presentations, memes).
3. Incorporate new and meaningful ideas and methods through cross-curricular STEAM activities.

ADAPTABILITY

1. Develop self-awareness and self-advocacy skills and maintain physical, mental, social, and emotional well-being to guide in their pursuit towards a college degree and career choices.
2. Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings. Respond productively to feedback, praise, setbacks, and criticism.
3. Demonstrate consideration of others' ideas by keeping an open mind, questioning ideas, and demonstrating flexible thinking.

EFFECTIVE COMMUNICATION

1. Demonstrate effective oral and written communication skills, using the expected academic language for the purpose, audience, and setting.
2. Develop listening skills and exhibit empathy through awareness, sensitivity, concern, and respect for self and others' feelings, opinions, experiences, and cultures.
3. Use technology effectively and respectfully to access, organize, research, and present information to become proficient communicators.

GLOBAL CITIZENSHIP

1. Contribute to the improvement of life in their school and local community by demonstrating leadership skills and participating in community-based projects.
2. Understand and reflect on connections between their local community and the broader world, through both current events and historical context.

3. Are internationally minded individuals who recognize and value other perspectives and cultures.

GOALS:

By 2027, more than 2,600 Magnolia Public Schools graduates will be productive, innovative, and responsible individuals who through the pursuit of their passions and educational opportunities will be poised to be change agents within their communities.

We will achieve this goal by supporting the Magnolia Public Schools strategic and continuous improvement plans that are in alignment with our LCAP overarching goals:

- **Goal #1: BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT -** All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.
- **Goal #2: EXCELLENCE -** Under our first core pillar of *Excellence*, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including *Literacy with a Learner's Mindset* and *Critical Thinking* skills as they pursue academic excellence.
- **Goal #3: INNOVATION -** All students will have access to a well-rounded, 21st century education under our second core pillar of *Innovation*. Each student will become an independent, innovative scholar by practicing *Creativity* and *Adaptability* in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.
- **Goal #4: CONNECTION -** All students, families, staff, and other educational partners will experience our third core pillar, *Connection*, and have access to meaningful engagement opportunities that help cultivate *Effective Communication* and *Global Citizenship* in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. Students will be college and career ready.

WHY MPS?

Students throughout all MPS campuses use technology daily at school and at home as a tool to work collaboratively with each other and communicate with teachers. We challenge their minds, and foster an environment where students want to learn, whether that is through our science labs, or our robotics projects and competitions.

At MPS we place great emphasis on STEAM education, as it will give our students an advantage in their college and career plans. MPS students also participate in a variety of school activities and clubs including technology & engineering, language & culture, community service, and visual & performing arts.

We are looking for great minds who want to learn. With the help of our teachers, principals, staff, and of course parents, we aim to prepare our students to succeed in whatever educational and career paths they choose.

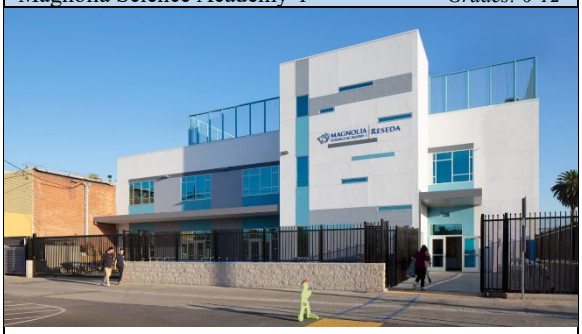
OUR TEACHERS:

All teachers at MPS go the extra mile for their students, even visiting the homes of our students through our Home Visit Program to do whatever is possible to ensure our students perform at their best. It is no wonder many of our parents, who themselves are quite involved in their children's academic careers, have given us top ratings among charter schools.

OUR CAMPUSES:

Our STEAM charter school campuses throughout Southern California are enrolling high school, middle school, and elementary students from the areas of Reseda, Van Nuys, Northridge, Granada Hills, Chatsworth, North Hills, Lake Balboa, North Hollywood, Sun Valley, Arleta, Mission Hills, Panorama City, Valley Glen, Carson, Bell, Santa Ana, Anaheim, Placentia-Yorba Linda, Irvine, San Diego, and Los Angeles.

Magnolia Science Academy-1 *Grades: 6-12*

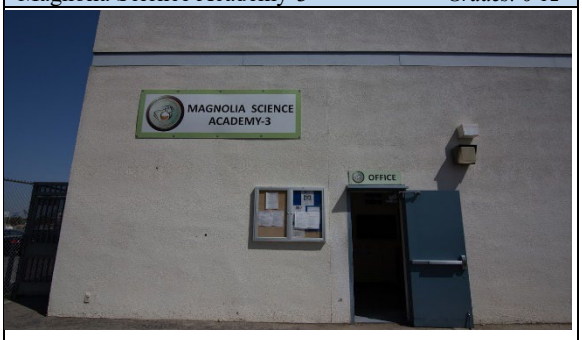


18238 Sherman Way, Reseda, CA 91335
(818) 609-0507
www.msa1.magnoliapublicschools.org

Magnolia Science Academy-2 *Grades: 6-12*

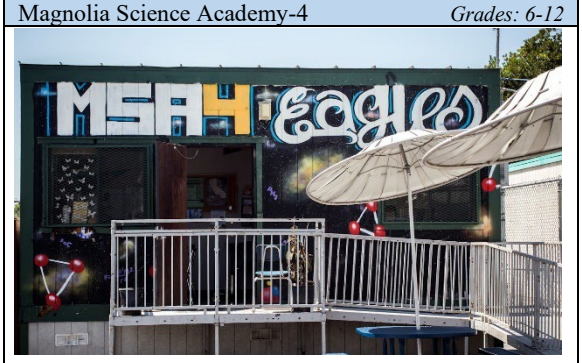
17125 Victory Blvd., Van Nuys, CA 91406
(818) 758-0300
www.msa2.magnoliapublicschools.org

Magnolia Science Academy-3 *Grades: 6-12*



1254 East Helmick St., Carson, CA 90746
(310) 637-3806
www.msa3.magnoliapublicschools.org

Magnolia Science Academy-4 *Grades: 6-12*



11330 W Graham Place, Los Angeles, CA 90064
(310) 473-2464
www.msa4.magnoliapublicschools.org

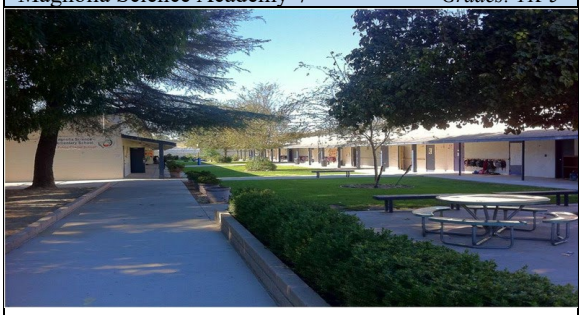
Magnolia Science Academy-5 *Grades: 6-12*

18238 Sherman Way, Reseda, CA 91335
(818) 705-5676
www.msa5.magnoliapublicschools.org

Magnolia Science Academy-6 *Grades: 6-8*

745 S. Wilton Place, Los Angeles, CA 90005
(310) 842-8555
www.msa6.magnoliapublicschools.org

Magnolia Science Academy-7 *Grades: TK-5*



18355 Roscoe Blvd., Northridge, CA 91325
(818) 221-5328
www.msa7.magnoliapublicschools.org

Magnolia Science Academy-Santa Ana *Grades: TK-12*

2840 W 1st St., Santa Ana, CA 92703
(714) 479-0115
www.msasa.magnoliapublicschools.org

Magnolia Science Academy-8 *Grades: 6-8*

6411 Orchard Ave, Bell, CA 90201
(323) 826-3925
www.msa8.magnoliapublicschools.org

Magnolia Science Academy-San Diego *Grades: 6-8*

6525 Estrella Ave., San Diego, CA 92120
(619) 644-1300
www.msasd.magnoliapublicschools.org

Magnolia Science Academy-Orange County *Grds: TK-12*

MSA-Orange County-Anaheim
412 W Carl Karcher Way, Anaheim, CA 92801
(657) 207-3696
www.msaoc.magnoliapublicschools.org

MSA-Orange County has been approved by the OCDE as a countywide benefit charter school. The proposed target communities are Orange, Anaheim, Placentia-Yorba Linda, Irvine, and Saddleback.

Annual Notifications to Parents or Guardians

This Handbook covers required and recommended annual notifications to parents or guardians.

Key to Code and Regulation Section Abbreviations

EC	California Education Code
BPC	Business and Professions Code
CC	Civil Code
5 CCR	Title 5, California Code of Regulations
HSC	California Health and Safety Code
LEA	Local Educational Agency
PC	California Penal Code
VC	California Vehicle Code
WIC	California Welfare and Institutions Code
34 CFR	Title 34, Code of Federal Regulations
40 CFR	Title 40, Code of Federal Regulations
USC	United States Code

ACADEMICS: EDUCATIONAL EQUITY

Curriculum, Instruction, & Assessment

Instructional Continuity Plan (ICP)

Magnolia Public Schools (MPS) has a plan to ensure that students continue learning if in-person instruction is disrupted due to an emergency or natural disaster (such as a wildfire, earthquake, power outage, or pandemic). The Instructional Continuity Plan (ICP) outlines how MPS will maintain communication, instruction, and support during such events.

Communication: MPS will contact families within five (5) calendar days of an emergency closure using ParentSquare, along with other platforms as needed. Families will receive updates about the nature of the emergency, available resources, and how to stay connected. If internet or power is unavailable, flyers may be posted in public locations.

Instruction: Within ten (10) instructional days, MPS will resume instruction through remote learning (online or printed packets), alternative in-person instruction, or a hybrid model. Students will have access to grade-level content aligned to standards, including A–G coursework for high school students.

Technology: MPS surveys families to identify technology needs and will provide laptops, hotspots, and instructional materials to ensure students can access remote learning.

Student Support: All students—including English Learners, students with disabilities, foster and homeless youth—will receive appropriate supports. Teachers will hold virtual office hours, and students needing additional help may be referred to SST, 504, or IEP meetings.

Mental Health: MPS offers virtual counseling services and shares mental health resources, including access to CareSolace and the National Suicide Prevention Lifeline (988).

Meals and After-School Programs: Meal services and enrichment programs will continue through alternative, safe methods during closures.

Teacher Preparation: Staff receive regular training to support high-quality instruction during remote learning, including digital platforms, student engagement strategies, and online classroom management.

Returning to Campus: In-person learning will resume when conditions are safe—such as stable power, clean water, clear air quality, and operational facilities.

A complete copy of the **"MPS Instructional Continuity Plan"** is available for review in the main office and on the school website.

Standards-Based Curriculum

All curricula at MPS are based on the California state standards, including but not limited to the Common Core State Standards, the Next Generation Science Standards, English Language Development Standards, History-Social Science Framework, and other applicable content standards.

Availability of Prospectus

Upon request, MPS will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, MPS may charge for the prospectus in an amount not to exceed the cost of duplication.

A syllabus is a document about the course content, goals, and elements and a guide for students to the kind of teaching and learning they can expect in their class. Each teacher will hand out copies of the class syllabus on the first day of class and, if applicable, post a digital copy on the course website.

Calendar & Bell Schedule

The school will annually provide all parents and guardians with the school calendar and bell schedules. Notification shall be sent to parents and guardians of all students advising of the schedule of minimum days and pupil-free staff development days. If this schedule subsequently changes, MPS shall notify parents and guardians of the affected students as early as possible, but no later than one month before the scheduled minimum or pupil-free day.

El calendario escolar y los horarios de clases se proporcionan anualmente y también están disponibles en el sitio web de la escuela y en la oficina escolar previa solicitud.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress, or CAASPP, is the state academic testing program. CAASPP is a system intended to provide information that can be used to monitor student progress on an annual basis and ensure that all students leave high school ready for college and career. The CAASPP assessment system encompasses the following assessments:

- Smarter Balanced Summative Assessments for English Language Arts (ELA) and mathematics in grades 3 through 8 and 11;
- California Alternate Assessment (CAA) for ELA and mathematics for eligible students in grades 3 through 8 and 11;
- California Science Tests (CAST) for Science in grades 5, 8, and once in high school;
- California Alternate Assessment (CAA) for Science in grades 5, 8, and once in high school;
- California Spanish Assessment (CSA) for eligible students in grades 3-12.

Starting with spring 2019 CAASPP testing, the CDE will no longer print CAASPP Student Score Reports (SSR) for parents. Hence, parents may no longer receive their child's CAASPP SSR by mail. Parents will be able to access their student's electronic CAASPP SSR in the Infinite Campus Parent Portal. If you do not have an Infinite Campus Parent Portal account, we encourage you to create one soon. Please see section on Parent Portal for details on how to create an account and access test scores.

CAASPP SSRs will include an overall score and a description of the student's achievement level for ELA and mathematics. Score reports for students in grades 5, 8, and 11 will include Science test results. Early Assessment Program (EAP) results will be included on the score reports for students in grade-11, providing an early indication of readiness for college-level coursework. Students who take the CSA will get a separate report.

As the parent or guardian, you have the option of excusing your child from any or all parts of the CAASPP. If you would like to excuse your child from the test, you must submit your request in writing to the school. Please let the school know as soon as possible so the school can make alternative arrangements for your child.

Testing dates may be found on the school calendar. If you have additional questions about the testing program, please contact the School Principal. Additional information is posted on the internet at http://www.cde.ca.gov/ta/tg/ca/.

Class Change / Course Withdrawals

During the first five school days from the beginning of the course, students will attend the classes they are assigned and/or they signed up for; no changes will be allowed unless there is a scheduling error on the student's schedule. After the first five school days, if necessary academic changes arise, students will have 10 school days to complete changes. Students may withdraw from a course without penalty of an F grade within **15** school days from the beginning of the course. After 15 school days, students must remain in the course until its conclusion. Proof of extenuating circumstances must be provided for any late requests to be considered.

Scheduling errors will receive immediate attention by the Dean of Academics. The following are considered scheduling errors: missing a class period, double up of courses in the same period, missing a course needed for graduation, student has not met the prerequisite for a course, etc.

The school will not consider schedule changes for the following reasons: to be with friends, to change teachers, athletics, early/late arrival adjustments (unless required by state or federal law), etc. Class change is at the discretion of the school administration.

Assessment and Grading

Purpose of Assessment & Grading

The primary purpose of assessment and grading at MPS is to provide meaningful feedback to students and parents about progress toward learning goals. Assessments help teachers measure student understanding, guide instruction, and support academic growth.

Course report card grades reflect a student's demonstrated mastery of course standards through both practice assessments and performance assessments. Grades are reported as letter grades corresponding to the percentage earned in each course.

Aligned with these grading guidelines, each department will work with the Department Chair and the Dean of Academics to establish consistent grading practices and weights for specific assessment types. These expectations will be communicated to students and parents.

Teachers will assign an appropriate number of assessments and assignments in each category and will update grades regularly in the school information system (SIS) so that students and parents can monitor academic progress.

What Grades Represent at MPS

Grades at MPS are intended to reflect a student's level of mastery of course standards and learning objectives.

Grades are based on demonstrated learning through assessments, assignments, and other academic work. Practice assignments help students develop and strengthen their understanding, while performance assessments measure a student's ability to apply what they have learned.

Grades are not intended to be punitive but to provide clear information about student learning and progress.

Assessment Structure

Assessments at MPS are generally organized into two categories: Performance Assessments (Summative) and Practice Assessments (Formative). The approximate weighting of these categories is shown below.

Assessment Type	Subcategories

Performance Assessments (Summative) **~70-80%**	• Unit assessments *(no more than 50%)* • Benchmark assessments *(no more than 30%)* • Final assessment *(no more than 30%)* • Performance tasks *(projects, portfolios, essays, artwork, models, visual representations, multimedia presentations, labs, oral presentations, live or recorded performances, etc.)*
Practice Assessments (Formative) **~20-30%**	• Independent practice • Daily assignments • Classwork • Homework *(may not exceed 15% of the overall course grade)* • Warm-ups • Reviews • Quizzes

Practice assessments help students build understanding and prepare for performance assessments that measure mastery.

Assessment Practices

Homework

Homework is an important part of the learning process at MPS. Homework provides students with opportunities to practice skills, reinforce concepts taught in class, prepare for upcoming lessons, and extend their learning beyond the classroom.

Thoughtful homework helps students develop important academic habits such as responsibility, organization, time management, and perseverance. Homework expectations at MPS are designed to support student learning while also recognizing the importance of students' mental well-being, physical health, family time, and participation in extracurricular activities.

Purpose of Homework

Homework is typically assigned for one or more of the following purposes:

Practice: Students reinforce skills or concepts that have already been taught in class.

Preparation: Students prepare for upcoming lessons by reading, reviewing materials, or completing activities that support future learning.

Extension: Students deepen their understanding of concepts through projects, research, writing, or other activities that extend learning.

Homework should be meaningful and aligned with learning goals and should avoid unnecessary or repetitive work.

Homework and Grading

Homework is considered a practice (formative) assessment and may be included in the Practice Assessments category. Homework assignments may not exceed 15% of a student's overall course grade.

Homework assignments may include:

- Practice problems
- Reading assignments
- Written responses
- Skill practice
- Preparation for class discussions
- Short projects or activities that reinforce learning

Teachers may provide feedback on homework assignments to help students improve their understanding.

Recommended Homework Time Guidelines

To support healthy study habits and maintain a balanced workload, MPS recommends the following approximate nightly homework time guidelines:

Grade Level	Suggested Homework Time
Grades TK-2	Up to 20 minutes
Grades 3-5	20-40 minutes
Grades 6-8	45-90 minutes
Grades 9-12	60-120 minutes

These timeframes are general guidelines. Homework expectations may vary depending on course requirements, major assignments, or upcoming assessments.

Teachers, particularly at the secondary level, should be mindful of the overall workload students may experience across multiple classes.

Equity and Access

Teachers will consider student access to resources—including technology, internet connectivity, and home learning environments—when assigning homework. When possible, assignments should be designed so that all students have a fair opportunity to complete them successfully.

Students who encounter barriers to completing homework should communicate with their teacher so appropriate support can be provided.

Student Responsibilities

Students are responsible for:

- Recording homework assignments
- Completing assignments on time
- Submitting work according to teacher instructions
- Seeking clarification or assistance when needed

Developing consistent homework habits helps prepare students for success in college and careers.

Parent Communication

Whenever possible, homework assignments will be posted through the SIS or other teacher-designated platforms so that students and parents/guardians can monitor assignments and academic progress.

Access to SIS is password-protected to protect student confidentiality.

Parents/guardians are encouraged to support students by providing a consistent homework environment and communicating with teachers when questions or concerns arise.

Final Assessments / Exams

All academic classes will have cumulative final assessments at the end of each semester. These assessments may take various forms such as tests, essays, projects, book reports, presentations, or other formats determined by the teacher and approved by school administration.

Final assessments support MPS's college preparatory program by helping students develop effective study habits and strengthen their retention of course content.

All students are expected to complete required final assessments.

Make-Up Work and Incomplete Grades

Students who are absent from school are responsible for making up missed assignments and assessments. Teachers will provide reasonable opportunities for students to complete missed work.

If a student is unable to complete a significant number of assignments or assessments due to absence or extraordinary circumstances, a grade of Incomplete (I) may be assigned with administrative approval.

If the required work is not completed by the end of the following marking period, the Incomplete grade will revert to the earned numeric grade.

During the final marking period, an Incomplete grade will revert to the earned numeric grade if the required work is not completed by a date agreed upon by the teacher and administrator.

Late Work

Students are expected to submit assignments by the deadlines established by the teacher. Meeting deadlines helps students develop responsibility, time management skills, and preparation for college and career expectations.

Teachers may establish reasonable guidelines for late work, including reduced credit for assignments submitted after the due date. These expectations will be communicated to students at the beginning of the course.

Students who experience extenuating circumstances that affect their ability to submit work on time should communicate with their teacher as soon as possible. Teachers and administrators may provide reasonable flexibility when warranted.

Academic Integrity

MPS is committed to maintaining high standards of academic honesty and integrity. Students are expected to complete their work honestly and demonstrate their own understanding of course material.

Academic dishonesty includes, but is not limited to:

- Cheating on quizzes, tests, or assignments
- Copying another student's work
- Allowing another student to copy one's work
- Plagiarism, including presenting another person's ideas or writing as one's own
- Unauthorized use of technology or artificial intelligence tools to complete assignments

Students who engage in academic dishonesty may receive academic consequences for the assignment and may also be subject to disciplinary action in accordance with school policies.

Use of Artificial Intelligence (AI)

Artificial intelligence (AI) tools, including generative AI systems that produce text, images, or other content, may be used in educational settings when permitted by the teacher and when used in ways that support student learning.

Students must follow teacher guidelines regarding the use of AI tools for assignments and assessments. Unless explicitly permitted by the teacher, submitting work generated in whole or in part by artificial intelligence as one's own work may be considered a violation of the Academic Integrity policy.

AI tools may be used to support learning, but they may not be used to replace a student's own thinking, analysis, or academic work.

Students are expected to use emerging technologies responsibly and ethically.

Grading System

Elementary School Grading Scale

MPS will follow the standard scale below to assign percentages/proficiency level for semester work. Individual teachers will establish grading policies and procedures for their classes, and their grades will correspond with this scale. Each teacher will give written policies to students in the first week of school.

Percentage	Achievement Level
90% - 100%	Level 4: Advanced
80% - 89%	Level 3: Proficient
70% - 79%	Level 2: Developing
Below 70%	***Level 1: Minimal***

Secondary School Grading Scale

MPS will follow the standard scale below to assign letter grades for semester work. Grading is based on a 4.0

(unweighted) scale for regular courses and a 5.0 (weighted) scale for Honors, AP, and approved college courses.

Individual teachers will establish grading policies and procedures for their classes, and their grades will correspond with this scale. Each teacher will give written policies to students the first week of school.

Courses at MPS have passing grades that are outlined in the below grading scale, with a minimum passing score of 70%.

Percentage Grade	Letter Grd Equivalent	Grd-Pt Eqv Unweighted	Grd-Pt Eqv Weighted
98% – 100%	A+	4.0	5.0
93% – 97%	A	4.0	5.0
90% – 92%	A-	3.7	4.7
87% – 89%	B+	3.3	4.3
83% – 86%	B	3.0	4.0
80% – 82%	B-	2.7	3.7
75% – 79%	C+	2.3	3.3
70% – 74%	C	2.0	3.0
Below 70%	***F***	***0.0***	***0.0***

No "D" Policy

MPS does not issue a grade of "D" as part of its standard grading scale, except when permitted by a student's Individualized Education Program (IEP). This policy reflects MPS's commitment to maintaining high academic standards and supporting student success, particularly in preparation for college admissions and scholarship opportunities.

The No D Policy applies to all students in secondary grades. However, courses transferred from another accredited school will be recorded on the student's transcript as received. In such cases, a "D" grade will be accepted as passing. Therefore, this policy does not negatively affect a student's ability to graduate.

Please note: a grade of "D" may not be applied toward Advanced or Honors diploma requirements.

Assignment Grades

Teachers will create a reasonable number of assignments for each subcategory in their grading system and assign a weight to each assignment. The weight of an assignment depends on its importance relative to the other assignments in the same subcategory. Students will receive percentage grades for each graded assignment and the student's final semester grade will be a weighted average of the assignment grades, scaled to a maximum of 100 percentage points. SIS will automatically convert a student's final percentage grade to a final letter grade according to the scale in the table above.

- **Numerical Assignment Grades:** Teachers are typically accustomed to using numerical grades for student assignments. For example, on a math assignment with 10 questions, a score of 6 out of 10 would be equivalent to 60%, corresponding to a failing grade for that assignment.
- **Letter Assignment Grades:** Sometimes teachers directly use letter grades for assignments. For example, a teacher may choose to grade an assignment using letter grades A, B, C, F. In that case, SIS will convert those letter assignment grades to percentage grades as shown in the table below.

Letter Grade	Converted to % Grade
A+	100%
A	97%
A-	92%
B+	89%
B	86%
B-	82%
C+	79%
C	74%
F	***55%***

As you may observe, the highest score available for each letter grade range is assigned to each letter assignment grade, keeping the best interest of our students in mind. Since the letter grade "F" has a wide range of 0%-69%, MPS has chosen to assign 55% to mitigate the harm to the student's final class grade.

- **"Check" Grades:** When possible, MPS encourages all teachers to use the check grades for assignments. This grading system is well suited for assignments with a 1-4 rubric. For example, on a writing assignment with a 1-4 rubric, the teacher can use the check system as follows: Check Plus for 4; Check for 3; Check Minus for 2; and Unsatisfactory for 1. In that case, SIS will convert those check grades as shown in the table below.

Check Grade	Converted to % Grade
Check Plus ("+")	100%
Check ("=")	85%
Check Minus ("-")	70%
Unsatisfactory ("/")	***55%***

- **Special Marks:**

Mark	Converted to % Grade
Missing ("M")	***0%***

Excused (“**E**”)	N/A
Not Assessed (“**NA**”)	N/A

- **Grade Floor of 55%:** Missing assignments will be marked as 0%. However, the lowest grade for a submitted assignment will be 55%.

Numerical Assignment Grades vs. Check Grades

It is important for teachers to understand the negative impact of numerical assignment grades on student’s final grade. Numerical assignment grades distort the average percentage grade except when the assignments are graded out of 100 points. To mitigate the harm, MPS has developed the letter assignment grades and the check grades and strongly recommends the use of check grades for assignments.

Example 1: Assume a student received a 1 out of 4 on her first writing assignment based on a 1-4 rubric and a 4 out of 4 on her second assignment. Common sense tells us the student must pass. Following are the student’s average percentage grades based on the two grading systems.

Numerical Assignment Grade System	**Numerical Grade**	**% Grade**
Assignment #1	1 out of 4	25%
Assignment #2	4 out of 4	100%
	Average %	***63%***
	Final Letter Grade	***F***

Student receives a failing average if numerical assignment grades *(1 and 4)* are used.

“Check” Grade System	**Check Grade**	**% Grade**
Assignment #1	Unsatisfactory	55%
Assignment #2	Check Plus	100%
	Average %	**78%**
	Final Letter Grade	**C+**

Student receives a passing average if check grades *(Unsatisfactory, Check Plus)* are used.

Example 2: Assume a student received the following scores on his science class demonstrations on a 1-4 scale: 2, 3, 3, 3. Common sense tells us the student must pass. The following are the student’s average grades based on the two grading systems. While the student fails in the numerical grading system, the student receives a passing B- in the check grading system.

Numerical Assignment Grade System	**Numerical Grade**	**% Grade**
Assignment #1	2 out of 4	50%
Assignment #2	3 out of 4	75%
Assignment #3	3 out of 4	75%
Assignment #4	3 out of 4	75%
	Average %	***69%***
	Final Letter Grade	***F***

“Check” Grade System	**Check Grade**	**% Grade**
Assignment #1	Check Minus	70%
Assignment #2	Check	85%
Assignment #3	Check	85%
Assignment #4	Check	85%
	Average %	**81%**
	Final Letter Grade	**B-**

Example 3: Similar to the 1-4 scale, 1-10 scale distorts the grade as well. For example, a student with a score of 6 out of 10 (60%) on her first assignment will need to score a 7 out of 10 (70%) on 18!!! more assignments to be able to raise her average to a passing percentage of 70%.

It may seem a stretch to provide such details about different grading systems in a Student/Parent Handbook, but we wanted to show that points-based grading systems have an inherent problem. Because final letter grades are based on a 100-point system, individual assignment grades based on a numerical scale will always result in distortion and harm to student average grade unless assignments are actually graded out of 100. As a remedy, MPS teachers are asked to use the check system whenever possible and be diligent in their grading practices. We want our students and parents/guardians to focus on the learning process without the worry of grades. Therefore, we strive to implement a purposeful and thoughtful grading system. We are traditionally used to points-based grading in secondary school, but even the best points-based grading system still relies on averaging of assignment scores and a final grade on a report card will not truly show what topics the student has learned and the level of mastery. See Standards-Based Grading!

Standards-Based Grading (SBG)

Standards-based grading (SBG) measures student’s mastery of the essential standards for a class, or how well the student understands the material in class. Standards based grading does not rely on the average score of an accumulation of scores. Rather, it relies upon a specific standards-based grading rubric per course, per unit, per project. Final/summative grades reflect the knowledge and skills learned rather than an average over time.

MPS would like to report grades that are accurate, consistent, meaningful, and supportive of learning. While most MPS teachers currently implement points-based grading and reporting, MPS encourages teachers to explore

and implement standards-based grading and reporting. We will keep you updated on our progress.

Extra Credit Policy

- Teachers may offer up to five percentage (5%) discretionary extra credit points in any course with prior approval from the Dean of Academics.
- Students enrolled in English Language Arts (ELA) and math may earn up to five percentage (5%) additional MAP-based extra credit points per semester based on their performance on the Measures of Academic Progress (MAP) assessment.
- MAP-based extra credit may be earned through proficiency ("Proficient") or growth in RIT scores.
- Students in ELA and math may earn up to ten percentage (10%) total extra credit points in a course (up to 5% discretionary + up to 5% MAP-based).

Discretionary Extra Credit

With prior approval from the Dean of Academics, teachers may offer discretionary extra credit opportunities. A maximum of five percentage (5%) discretionary extra credit points (out of 100%) may be applied to a student's overall grade in each class.

Discretionary extra credit may be offered in any subject area at the teacher's discretion.

Extra Credit Based on MAP Test Scores

Students enrolled in ELA and math may earn up to a maximum of five percentage (5%) MAP-based extra credit points per semester based on their performance on the MAP assessment.

MAP-based extra credit applies only to ELA and math classes and shall be applied when applicable. Students may earn a maximum of five (5) MAP-based extra credit points per semester.

When combined with discretionary extra credit, students in ELA and math may earn up to ten percentage (10%) total extra credit points in a course.

Determining MAP-Based Extra Credit

MAP-based extra credit may be earned through proficiency or growth.

Proficiency: Students shall earn five (5) MAP-based extra credit points if they meet or exceed the "Proficient" cut score on the applicable MAP assessment. Proficiency may be demonstrated on:

- the Fall MAP test (first semester),
- the Winter MAP test (first semester), or
- the Spring MAP test (second semester).

If a student meets the Proficient cut score during the applicable semester, the student shall receive the full five (5) MAP-based extra credit points, regardless of growth.

Growth: Students may also earn MAP-based extra credit by demonstrating growth in their RIT score.

Students earn one (1) extra credit point for each one-point increase in their RIT score, up to a maximum of five (5) extra credit points per semester.

Growth is calculated using the following comparisons:

- Fall MAP to Winter MAP growth may earn extra credit applied to the first semester grade.
- Fall MAP to Spring MAP growth may earn extra credit applied to the second semester grade.

Growth from Winter MAP to Spring MAP shall not be used to determine extra credit.

Applying MAP-Based Extra Credit

MAP-based extra credit shall be applied to ELA and math course grades as follows:

First Semester: Extra credit may be earned based on:

- meeting the Proficient cut score on the Fall MAP test,
- meeting the Proficient cut score on the Winter MAP test, or
- demonstrating growth from the Fall MAP test to the Winter MAP test.

Second Semester: Extra credit may be earned based on:

- meeting the Proficient cut score on the Spring MAP test, or
- demonstrating growth from the Fall MAP test to the Spring MAP test.

Example:

Overall Grade	Extra Credit *(Discretionary)*	MAP Growth	Extra Credit *(MAP)*	Final Grade
66% (F)	2%	4 RIT growth	4%	72% (C)
79% (C+)	1%	7 RIT growth	5%	85% (B)
88% (B+)	0%	Met "Proficient" cut score	5%	93% (A)

A RIT score measures a student's level of achievement in a particular subject.

MAP "Proficient" Benchmark Scores

The following table lists the MAP RIT score benchmarks associated with the "Proficient" proficiency level by grade level for ELA and math.

Grade	MAP RIT ELA Fall-Winter-Spring	MAP RIT Math Fall-Winter-Spring
2	*176-183-187*	*177-185-191*

3	191-196-199	188-197-203
4	200-204-206	205-213-218
5	207-209-211	217-223-227
6	213-215-216	219-225-229
7	215-216-217	226-230-233
8	220-221-222	234-239-241
9	*221-222-223*	*240-243-245*
10	*222-223-224*	*245-247-249*
11	223-224-225	250-252-253
12	*224-225-226*	*253-254-255*

Source: Linking Data Table: CA Smarter Balanced & MAP.

Semester Grades, Credit, and Instructional Time

[For Secondary Grades] Determining Final Grades

In middle and high school, course grades are semester based and credit is granted at the end of each semester. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. MPS grade promotion policy is based on each semester grade and not on yearly average of two semester grades.

[For Secondary Grades] Instructional Time, Grading, and Credit Determination

The following policies establish a consistent approach to grading and credit determination for students who enroll in courses after the semester has begun or withdraw before the semester ends. These guidelines are based on instructional time and are intended to ensure fairness, consistency, and alignment with graduation requirements. The grading policy below outlines how final grades are calculated for transfer students entering mid semester. The credit eligibility policies that follow outline when students may earn credit based on instructional time.

Grading for Transfer Students Entering Mid Semester

When a transfer student enters MPS mid semester and enrolls in the same course taken at the previous school, the transfer grade, if available, will be combined with the grade earned at MPS to determine the final semester grade using the following weights:

Week of the Semester Student Enrolls	Weight of Transfer Grade	Weight of Grade at MPS
1-6	0%	100%
7-9	20%	80%
10-12	40%	60%
13+	60%	40%

Weights increase progressively based on instructional time while ensuring that student performance at MPS maintains a meaningful impact on the final grade, as MPS is responsible for issuing the grade.

If no transfer grade is available, the teacher may assign make up work to determine the final grade. Make up work must be assigned within a reasonable time frame that allows the student to complete the work for credit.

Credit eligibility for late enrollment and early withdrawal is determined separately based on instructional time, as outlined below.

Late Enrollment in New Courses (Transfer Students)

The following guidelines apply when a transfer student enrolls in a course that he or she was not taking at the previous school. The decision will be made on a case by case basis.

Week of the Semester Student Enrolls	Credit Eligibility
1-6	Student will be enrolled for full credit.
7-12	Student may be enrolled for full credit or for no credit participation. The decision will be made on a case by case basis based on the student's ability to successfully complete the course. If enrolled for credit, the student is expected to commit to intensive intervention, which may include attending tutoring, completing additional assignments, and meeting accelerated deadlines.
13+	Student may be enrolled for no credit participation only. Credit will not be awarded due to insufficient instructional time. No credit participation means the student may attend and engage in the course for continuity of learning but will not receive academic credit or a final grade for the course. The decision will be based on the best interest of the student.

Early Withdrawal and Credit Eligibility

The following guidelines apply when a student withdraws from school before the end of a semester. The decision will be made on a case by case basis.

Week of the Semester Student Withdraws	Credit Eligibility
1-6	Student is not eligible to earn credit. Early final assessments will not be administered.
7-12	Student may or may not be eligible to earn full credit. If deemed appropriate, the student must complete essential

	coursework and take an early final or summative assessment. If a decision is made for credit eligibility, the student is expected to commit to intensive intervention, which may include completing additional assignments, attending tutoring, and meeting accelerated deadlines. If completion is not feasible, no credit will be awarded.
13+	Student is eligible to complete the course early. The school will provide the opportunity to complete final assessments. Full credit may be awarded if the student earns a final grade of C or higher.

Additional Notes

- Credit is awarded on a semester basis and will not be prorated.
- Partial credit may only be awarded in accordance with applicable laws and policies governing specific student populations such as foster and mobile youth, homeless children and youth, etc.
- Final determinations will be made by school administration in consultation with the teacher and counselor, based on the best interest of the student.

Report Cards

Student report cards create a succinct written record of student performance by compiling data from multiple assessments both formal and informal. Report cards are one of several ways to keep parents informed about student performance and to ensure that data collection is regular and consistent. Report cards reflect student achievement toward state standards, and summarize narratives, anecdotal records, attendance data, and information about student participation in class and school life. Results of standardized tests are mailed separately as well as included in the student grade report with explanations designed to help students and parents interpret their relationship to other assessments.

In elementary grades, students will receive a progress report mid-semester and a final report card at the end of each semester. In secondary grades, students will receive two progress reports in a semester and a final report card at the end of each semester.

Teachers will arrange a conference to discuss student progress with at least one parent/guardian each semester. End-of-the-year conferences are prioritized for parents/guardians of students not making progress, low-achieving students, and those identified for retention. Other parents/guardians are encouraged to attend teacher conferences at the end of the year as well.

Ongoing communication between teachers, parents, and students is an essential component of MPS. MPS' school information system provides an effective online communication tool for teachers, students and parents for course material, homework assignments, projects, course grade statistics and records of student grades. In addition to progress reports, report cards, and assessment reports, newsletters are distributed monthly. Parents can conference with teachers on an informal basis as needed, and on a formal basis at least twice (2) a year, to discuss students' progress reports and proficiency levels. Back to School Nights and Open Houses also take place each year to provide parents with information about the school programs.

Grade Change Request Process

Parents have a right to request a change of their student's grade on the following grounds:

- Mistake,
- Fraud,
- Bad faith, and/or
- Incompetency in assigning the grade.

When grades are earned for any course of instruction, the grade earned by each pupil shall be the grade determined by the teacher of the course. In the absence of any of the grounds listed above, the grade shall be final.

Any request for a grade change must start with the classroom teacher within twenty (20) working days of the date the grade report was mailed. The next step, if not resolved with the teacher within ten (10) working days, is a written request to the principal. If not resolved with the principal within ten (10) working days, the decision may be appealed to the Chief Academic Officer. At each step, the parent has the right to present information in support of the request.

Grade Promotion/Retention

[For Elementary Grades] **Identification of Students at Risk of Retention**

- **Grades K–2:** Any student who is not at benchmark based on reading benchmark assessments, math benchmark assessments or report card grades will be identified for retention. Retention will only occur if the teacher and parent agree that retention is the best intervention to ensure student success.
- **Grades 3–5:** Any student who does not meet the achievement standards and needs substantial improvement to demonstrate the knowledge and skills in ELA/Literacy or math needed or likely success in future coursework based on Smarter Balanced assessments *(Level 1 on Smarter Balanced assessments)* or any student who is more than one year behind grade level in mathematics or ELA/Literacy as determined by the MAP tests will be identified for retention.
- An identified student who is performing below the minimum standard for promotion shall be recommended by the student's teacher for retention in the current grade unless the student's teacher determines in writing that retention is not the appropriate intervention for the student's academic deficiencies. The teacher's recommendation to promote is contingent upon a detailed plan to correct deficiencies.

[For Middle School Grades] **Grade Promotion**

- To be promoted to the next grade, a middle school student must have a 2.0 grade point average (GPA) and passing grades in all core courses by the end of the school year or by the end of the summer before the start of the next school year. Core courses are Math, Science, English Language Arts, and History/Social Science.
- **Summer School:** Students who fail any core courses should attend summer school at MPS, if available, or at a public school to make up failed course courses during summer. Students who perform successfully at summer school will receive a passing grade as their final grade on their transcript for that course. Student transcripts will be updated to include summer grades and GPA will be recalculated. If a student earns passing grades during the summer for all the failed core courses and has a recalculated GPA of at least a 2.0, he or she may be promoted to the next grade.

[For Middle School Grades] **Identification of Students at Risk of Retention**

If the student has a failed core course or has a recalculated GPA less than 2.0 after the summer before the start of the next school year, student will be recommended for retention in the current grade unless the school administration determines that retention is not the appropriate intervention for the student's academic deficiencies. In that case, promotion is contingent upon a detailed plan to correct deficiencies.

Retention Procedures

At MPS, the following steps will be taken prior to a student's being retained:

- A letter shall be sent to the student's parent(s) or guardian(s) informing them that their child is at risk of retention.
- The teacher's evaluation shall be provided to and discussed with the student's parent(s) or guardian(s) and the principal before any final determination of pupil retention. The parent(s)/guardian(s) are informed at that meeting that their child is recommended for retention. This meeting is documented with an academic support plan signed by both the teacher and parent/guardian.
- The principal shall make a decision regarding the recommended retention. Upon the acceptance or rejection of the above stated plan by the principal, a letter shall be sent within five (5) school days to formally inform the student's parent(s) or guardian(s) of the principal's decision regarding the retention.
- The parent(s) or guardian(s) shall have the right to appeal the decision to the Chief Academic Officer (CAO) of Magnolia Public Schools (MPS). If the decision of the CAO is not in agreement with the parent(s)/ guardian(s), the latter have the right to appeal directly to the MPS Board of Directors. This meeting will take place at the next regularly scheduled board meeting or by direction of the board president. Or the Board may form a committee to review the appeal and make a recommendation to the Board for approval at the next regularly scheduled meeting.

The program design of MPS is to ensure that all children succeed. Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern, both in class and through intervention offerings.

Grade requirement for school team participation

All students are required to maintain a "C" or better in all classes to play/participate on a school sports or other extracurricular activity team.

Honor Roll

At the end of each semester MPS publishes the honor rolls for students. Honors and High Honors are awarded to all students with a semester GPA of 3.00-3.49 (Honors) and 3.50+ (High Honors). Students must pass all classes to make the semester honor rolls.

Participation in Promotion Activities and Ceremony

Participation in promotion activities and the promotion ceremony is a privilege and is based on a student's conduct, attendance, and adherence to school expectations.

Students are expected to be in good standing, which includes:

- Satisfactory attendance and punctuality
- Compliance with school rules and expectations
- Active participation in academic programs and assigned interventions

Participation in the promotion ceremony requires that students meet all promotion requirements as described in this Handbook.

Students who do not meet behavioral, attendance, or academic expectations may be deemed ineligible to participate in promotion activities or the promotion ceremony. Final determinations will be made by school administration.

Students and families will be notified in advance if eligibility for promotion activities or the promotion ceremony is at risk.

High School Credit Earned in Middle School

Students who take high school courses in middle school have the option to have these courses counted toward graduation. These courses must have the same expectations, curriculum and final exams as the equivalent courses taught in high school. Students who choose to have their middle school courses counted toward graduation need to consult with the school administration since these courses need to be reflected on the student's high school transcript. Grades from such courses will not be included in high school cumulative GPA calculations.

The following middle school courses have been identified for high school credit: Mathematics (Algebra 1, Geometry, Integrated Mathematics I, and other high school level mathematics courses), Computers & Technology (approved high-school level courses), and Language Other Than English (LOTE). For middle school LOTE course(s), one year of high school credit will be given for each different language if students demonstrate proficiency by passing those courses or a LOTE proficiency test provided by the school. Again, middle school courses must be comparable in content to courses offered at the high school level. Magnolia Public Schools Home Office ("Home Office") has the final authority to decide which middle school courses will be counted toward graduation.

Field Trips

Field Trips offer exciting ways to learn. MPS students may have the opportunity to go on field trips at various times throughout the school year. MPS plans many field trips, weekend getaways, summer camp, and interstate and international field trips. Students must bring to school a Field Trip Permission Slip signed by a parent or guardian by the specified date in order to be eligible for participation. Phone calls by parents to the school will not be accepted as permission for students to attend.

Students will not be denied participation in educational trips because of race, color, national origin, sex, sexual orientation, disability or any other category protected by applicable law. Each student's parent/guardian must provide written permission for a field trip, authorization for medical care, and a personal health history for those students with health issues/medical conditions. Parents are responsible to provide all necessary medications, supplies, and equipment needed for the field trip at least five school days prior to departure. In order to administer medication (prescription and over-the-counter) on the field trip, parents/guardians must have submitted a complete "Request For Medication To Be Taken During School Hours" form, which includes a parent/guardian signature and the written California licensed health care provider's order with signature and date. If a student needs a Specialized Health Care Service (Protocols), a current completed Parent Consent and Authorized Healthcare Provider Authorization covering the field trip date(s) MUST be in place.

A complete copy of the **"Field Trip Policy"** is available for review in the school office and on the school website.

Gifted and Talented Education (GATE)

MPS is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MPS GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MPS' advanced academic programming serves students in grades K-12 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning.

MPS serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning, including, but not limited to, Advanced Placement (AP) classes, Honors classes, cluster groupings, acceleration, enrichment activities, and independent studies/group projects.

MPS' identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research- based. MPS understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MPS includes teacher and/or administrator recommendations as well as work samples in its identification process.

In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups. The final determination of eligibility for the GATE program rests with the administration of the individual school site in accordance with the procedures assumed by the MPS governing board. The school shall base decisions on evaluation of pertinent data by an expert in the gifted and talented field. Students referred to the GATE program will be assessed in grades 3, 6, and 9 or upon enrollment and parent request. In order to ensure equity and accurate identification of GATE students, there will be annualized random sample testing of at least 5% of students in grades 3, 6, and 9 across each MPS school. If a parent recognizes characteristics of giftedness in their child, they may request an assessment.

Please contact the school office for a copy of the **"MPS GATE Program Policy."**

Harm or Destruction of Animals

Harm or Destruction of Animals – EC 32255 et seq.

Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform his or her teacher of the objection. Objections must be substantiated by a note from the pupil's parent or guardian.

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the

knowledge, information, or experience required by the course of study in question.

Math Placement

MPS has adopted a math placement policy to establish a fair, objective, and transparent protocol for placement in mathematics courses in order to ensure the success of every student.

Please contact the school office or visit the MPS website for a copy of the **"MPS Math Placement Policy."**

Physical Education (PE)

MPS will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Please refer to the "School Wellness Policy" posted on the MPS website for details.

CDE mandates districts to provide at least 200 minutes of PE for every 10 school days for students in grades 1-6 and at least 400 minutes for every 10 school days for students in grades 7-12. High school physical education course content must include instruction in each of the eight content areas: The effect of physical activity upon dynamic health, mechanics of body movement, aquatics, individual/dual sports, gymnastics/tumbling, team sports, rhythms/dance, and combatives. While charter schools are only required to provide PE consistent with their individual charters, MPS strives to offer a strong PE and health education program that promotes student physical fitness and health and that includes instruction, to the extent possible, in the eight areas over the span of the PE classes offered as part of the school's course of study.

MPS will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary. The Board of Directors of Magnolia Public Schools ("Board") recognizes a desire and a need for its students to have flexibility in meeting the PE graduation requirement. An Alternative PE policy meets this need by allowing students to receive credit for physical activities not normally offered as part of the regular on-site PE program. It is the goal of MPS to promote the health of its students by supporting regular physical activity as a vital component of the complete learning environment and providing its students with the opportunity to engage in an array of physical activities that are fun, culturally appropriate, and challenging. Please refer to the MPS Alternative PE Policy for details.

Please contact the school office for a copy of the **"MPS Wellness Policy"** and the **"MPS Alternative PE Policy."**

PE Excusals

Students may be excused from physical education under the following conditions:

- **Short-Term Illness or Injury (1–5 days):** Students may be excused from PE participation for up to five consecutive school days with a written note from a parent or guardian. Absences beyond five days require a note from a licensed medical provider.
- **Extended Medical Condition or Injury:** Students who are unable to participate in PE for an extended period due to a medical condition or injury must provide documentation from a licensed physician.
- **Fasting for Religious or Cultural Reasons:** Students who are fasting for religious or cultural reasons may request to be excused from physical activity during PE. MPS will provide reasonable accommodations upon request.
- **Disability-Related Accommodations:** Students with an Individualized Education Program (IEP) or Section 504 Plan may have physical education modified or waived as appropriate, in alignment with their documented needs.

Please contact the school office for questions about PE participation or to submit an excusal request.

Physical Fitness Test (PFT)

MPS administers the state-designated Physical Fitness Test (PFT) to all students in grades five, seven, and nine as required by EC Section 60800 and 5 CCR Section 1040, regardless of enrollment in a PE course. The test provides criterion-referenced standards to evaluate fitness. These standards represent minimum levels of fitness known to be associated with those health and physical characteristics that offer protection against diseases resulting from physical inactivity. Achievement of the fitness standards is based upon a score falling in the Healthy Fitness Zone (HFZ) for each of six fitness areas. The HFZ represents minimal levels of satisfactory achievement on the tasks. The goal is for students to achieve the HFZ for all six fitness areas of the physical fitness test.

Before and After School Programs

Academic Tutoring Program

- Tutoring will be available as part of the MPS after-school program.
- Students can receive tutoring from faculty and volunteers from local universities.
- The program will benefit all students.
- The sessions will generally occur after school; some may be scheduled on the weekends.
- Upon availability, Saturday tutoring is available to all students who wish to improve their academic skills. All students are welcome to join at specified times.

After School Activities

MPS offers a variety of after-school tutoring, clubs, sports, enrichment activities, and expanded learning opportunities for all students. There is no better way for students to enrich their education than by taking part in clubs, after-school activities, athletics, or working with a teacher through tutoring. These opportunities allow students to explore more deeply things they already enjoy and to try other areas that sound interesting. Students who stay for an after-school activity must follow these rules:

- Be with a teacher or other staff member at all times.
- Arrange to have their transportation pick them up at the end of the activity.
- Abide by the MPS Code of Student Conduct and all school rules and policies as outlined in this Handbook while participating in the activity.

Students who are disruptive, disrespectful, or who do not follow the rules may be prohibited from participating in after-school programs and activities.

Students not participating in after-school activities may not stay after school to wait for another student.

A full list and description of after-school clubs, sports, activities, tutoring opportunities, and expanded learning programs will be communicated after school starts, as well as information regarding how to join. We strongly encourage our students to explore and take advantage of these opportunities.

Expanded Learning Programs (Before School, After School, Summer, and Intersession Programs)

MPS may offer expanded learning opportunities through state and federally funded programs, including the After School Education and Safety Program (ASES), 21st Century Community Learning Centers (21st CCLC), 21st Century High School After School Safety and Enrichment for Teens (ASSETs), Expanded Learning Opportunities Program (ELO-P), and other available programs. Expanded learning opportunities may include before-school, after-school, summer, intersession, tutoring, enrichment, athletic, and student support programs.

Expanded learning programs may serve different grade levels depending on the program requirements, funding source, school site, and student needs. ELO-P primarily serves students in grades TK–6 and prioritizes unduplicated pupils as required by law. ASES and 21st CCLC programs may serve students in grades TK–9, and ASSETs programs may serve students in grades 9–12, subject to program requirements and local implementation.

Consistent with applicable law and program requirements, students experiencing homelessness, students in foster care, and students eligible for free or reduced-price meals shall receive priority enrollment consideration for eligible expanded learning programs. If a program reaches capacity, these students shall receive priority placement on the waiting list.

Programs that charge family fees shall waive applicable fees for students who are eligible for free or reduced-price meals, students experiencing homelessness, and students in foster care, as required by law and applicable program requirements.

Parents/guardians of students experiencing homelessness or students in foster care shall be informed of their right to priority enrollment in eligible expanded learning programs and of the process for requesting such priority enrollment. If a student experiencing homelessness or a student in foster care changes residence during an intersession period, attendance decisions for the intersession program shall be made by the student's parent, legal guardian, educational rights holder, Indian custodian (if applicable), or unaccompanied homeless youth, as permitted by applicable law.

Information regarding available expanded learning programs, eligibility requirements, enrollment procedures, operating schedules, and priority enrollment opportunities will be communicated by each school site. Parents/guardians seeking additional information regarding expanded learning opportunities or priority enrollment should contact the school office.

A complete copy of the **"Afterschool Program Policy"** is available for review in the school office and on the school website.

Policy Regarding Students Left on Campus After School Hours

MPS is committed to providing a safe campus for all students. MPS is not responsible for students who remain on campus without participating in a supervised after-school activity or who remain on campus after the completion of an after-school activity. Students who are not participating in a supervised school activity must leave campus within ten (10) minutes of the end of the regular school day or the conclusion of the activity.

When students are left on school property after the close of business hours, MPS will follow certain steps to ensure students are safe until their parents/guardians come to pick them up. In the event students are left on campus after school hours, MPS staff will:

1. Notify the Principal or designee immediately.
2. Attempt to reach parents/guardians through the phone number provided to the school by parents/guardians at the beginning of the year. This may include contacting any emergency contact(s) listed for the student.
3. If a staff person becomes aware a child is on campus more than ten (10) minutes after dismissal of the regular school day or after-school activity, the staff person or another employee will remain on site until an adult, including but not limited to an emergency contact, police officer, or social worker, retrieves the student.
4. Notify the Principal or designee after fifteen (15) minutes have passed following dismissal if there is a possibility that law enforcement may be called to assist the student.

5. As a last resort, contact law enforcement and/or child welfare services, who may remove the student and assume responsibility for the student until the parent/guardian retrieves the student.
6. In cases of repeated incidents where parents/guardians have been late in picking up their child, notify the parents/guardians in writing of parental responsibilities and consequences for their child.

Students should not be dropped off more than **thirty (30)** minutes before school begins. The school will open its doors at **7:30 a.m.** and beginning at that time students will be supervised by school staff. Students arriving before 7:30 a.m. may be unsupervised, and the school will not be responsible for the safety and well-being of those students.

Each individual MPS school may include site-specific amendments regarding student drop-off, pick-up, supervision times, and expanded learning programs to address local needs and circumstances.

Education of English Learners

English Learners Identification Notice

English Learners Identification Notice - EC 313.2

State law requires that parents of English learners are to be notified annually if they are identified as one of the following: Long-term English Learner or English learner at risk of becoming a Long-term English Learner. The school coordinator for English Language Development will be sending these notices at the beginning of each school year.

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

English Language Proficiency Assessments for California (ELPAC)

MPS values your child's cultural and language assets and offers various instructional program options to best meet your child's educational needs. To better serve the instructional needs of students who are not yet fluent English speakers, school districts are required to identify students' English proficiency levels. Parents and school staff work together to determine the languages that families and students speak at home using the Home Language Survey. Based on responses on the Home Language Survey, state law requires school districts to assess the English language proficiency of new enrollees who speak a language other than English using the Initial English Language Proficiency Assessments for California (ELPAC).

The initial ELPAC must be administered within the first 30 calendar days of enrollment. The school will notify you of the results of this assessment and your student's instructional program placement with a parent letter called the "Initial Parent Notification Letter for English Learners."

To measure student progress in learning English, all continuously enrolled English Learners will be administered the Summative ELPAC in the Spring until the reclassification criteria is met. Parents will receive annual notification of their student's progress toward reclassification and will be notified that their child is a "Long-term English Learner" or is an "English learner at-risk of becoming a Long-term English Learner."

To find more information about the ELPAC assessment or reclassification criteria, please contact the Principal or designee.

Placement of English Learners (EL) - Structured English Immersion Program

All MPS EL students participate in a Structured English Immersion (SEI) program. The U.S. Department of Education describes the goal of this program as "acquisition of English language skills so that the EL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English." Within this SEI program, ELs are provided with daily designated and integrated English Language Development. Integrated ELD is provided to all ELs across all disciplines utilizing the researched based frameworks and strategies to support language acquisition. Designated ELD is also provided to all ELs, however instructional placement and support vary according to the students' ELD level. All curricula used within the SEI program has ELD components/resources that facilitate language acquisition. Additionally, Newcomers and Long-Term English Learners receive supplemental services as needed.

For further information on language acquisition, please contact the school office for a copy of the **"MPS EL Master Plan."**

Education of Students with Disabilities

Child Find System

MPS is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. MPS provides special education instruction and related services in accordance with the Individuals with Disabilities Education Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the charter authorizer. These services are available for special education students enrolled in MPS. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. MPS

collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, MPS is responsible for identifying, locating, and evaluating children enrolled at MPS with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability.

All students with disabilities are entitled to a Free Appropriate Public Education (FAPE) designed to meet their individual educational needs. Special education and related services are provided at no cost to parents/guardians and are based on an Individualized Education Program (IEP) developed by a team that includes the parent/guardian.

The school has an obligation to identify, locate, and evaluate students who may have disabilities and who may be in need of special education and related services. Parents/guardians may request an assessment at any time by submitting a written request to the school.

If a student is found eligible for special education, an IEP meeting will be held to develop an individualized plan. Parents/guardians are members of the IEP team and have the right to: participate in IEP meetings, receive notice of meetings, provide input regarding their child's educational needs and consent to or decline proposed services, as permitted by law.

Students with disabilities are educated in the least restrictive environment (LRE) appropriate to their needs and, to the maximum extent appropriate, with peers who do not have disabilities. Services and supports are determined by the IEP team and are based on the student's unique needs.

Parents/guardians of students with disabilities have rights known as procedural safeguards, which include the right to receive prior written notice of proposed actions, review educational records, independent educational evaluations (IEEs), when applicable, and the right to resolve disagreements through IEP meetings, mediation, due process hearings and state complaint procedures.

A copy of the Special Education Procedural Safeguards Notice is provided at required times and is available upon request.

Parental consent is required before an initial special education assessment is conducted or special education services are provided for the first time. Consent may be withdrawn in writing, consistent with applicable law.

When a student with an IEP reaches 18 years of age, educational decision making rights transfer to the student unless a legal exception applies. Parents/guardians will be notified prior to this transfer of rights.

If you believe your child may be eligible for special education services, please contact the school office.

A complete copy of MPS' **"Special Education Policy and Procedures"** is available for review in the school office and on the school website.

Section 504 Policies and Procedures

Section 504 – 29 USC 794, 34 CFR 104.32

Section 504 of the Rehabilitation Act of 1973 is a federal law which prohibits discrimination against persons with a disability. The school provides a free and appropriate public education to all pupils regardless of the nature or severity of their disability. The school has a responsibility to identify, evaluate, and if eligible, provide pupils with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their non-disabled peers. To qualify for Section 504 protections, the pupil must have a mental or physical impairment which substantially limits one or more major life activity. For additional information about the rights of parents of eligible pupils, or questions regarding the identification, evaluation, and eligibility of Section 504 protections, please contact the Principal.

MPS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of MPS. Any student who has an objectively identified disability which substantially limits a major life activity, including but not limited to learning, is eligible for accommodations by MPS. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Principal.

A copy of MPS' **"Section 504 Policies and Procedures"** is available upon request in the school office.

Extended School Year (ESY) Services

Extended School Year (ESY) Services

Extended School Year ("ESY") services are special education and related services that may be provided beyond the regular school year to eligible students with disabilities as determined by the student's Individualized Education Program ("IEP") team. ESY eligibility is determined on an individual basis in accordance with federal and state law and is based on the student's unique educational needs. Parents/guardians are members of the IEP team and have the right to participate in decisions regarding ESY services. Questions regarding ESY services may be directed to the school administration or special education team.

Special Education – Use of Assistive Technology

Use of Assistive Technology – EC 56040.3

MPS allows home and community use of assistive technology devices by students who have assistive technology devices as part of their IEP FAPE offer. Students may continue to use while at distributing school and for up to a maximum of two months or until a replacement or comparable device is obtained in new setting. Not every IEP will have an AT device as part of the IEP team offering, but if it is there, it must remain in possession so that the student does not have a lapse in educational access to such device.

Instruction for Pupils with Temporary Disabilities

Instruction for Pupils with Temporary Disabilities – EC 48206.3, 48207, and 48208

A pupil with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the pupil is enrolled impossible or inadvisable may receive individualized instruction provided in the pupil's home for one hour a day. Please contact MPS for further information.

A pupil with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located.

It is the responsibility of the parent or guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the pupil will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

A pupil with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting, the total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital setting, depending upon the temporary doctor orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the pupil is able to return to the regular school program.

An honorary high school diploma which is clearly distinguishable from the regular diploma of graduation may be awarded to a pupil who is terminally ill, from the resident governing school board, a county office of education or a charter school.

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *"Foster youth"* means any of the following:
    1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code section 309 and/or ("WIC").
    2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
    3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
    4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
        - The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
        - The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
        - The nonminor is participating in a transitional independent living case plan.
    5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court. (Note: The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.)
    6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- *"Former juvenile court school student"* means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.
- *"Child of a military family"* refers to a student who resides in the household of an active-duty military member.
- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state,

in order that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- *"Newcomer pupil"* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years. This also includes a "pupil participating in a newcomer program," as defined in Education Code section 51225.2, as that section read on January 1, 2023, who was enrolled in the Charter School before January 1, 2024. The Charter School may, in its discretion, also extend the rights in Education Code sections 51225.1 and 51225.2 to a "pupil participating in a newcomer program," as defined in Education Code section 51225.2, as that section read on January 1, 2023.
- *"Educational Rights Holder" ("ERH")* means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- *"Partial coursework satisfactorily completed"* includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a newcomer pupil will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent/guardian" or "ERH."

Foster and Mobile Youth Liaison

The MPS Board of Directors designates the following staff person as the Liaison for Foster and Mobile Youth:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability

The Charter School will work with foster youth and their parent to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability, and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child, or child of a military family, as follows:

1. For students in kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Graduation Requirements

Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and newcomer pupils who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school may be used, whichever will qualify the student for the exemption. For a newcomer pupil, enrollment in grade 11 or 12, based on the average age of students in the third or fourth year of high school, may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of Foster and Mobile Youth.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the student's ERH.
5. For a student identified as a foster youth, consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3 within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and their ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility.
2. Provide written notice to the pupil, the pupil's ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the pupil's ERH of the pupil's options to:
    a. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
    b. Upon agreement with the pupil's ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the pupil's ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this notice, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

Acceptance of Course Work

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record-keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations

If the Charter School intends to extend the suspension of any foster/ youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance

A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures.

A copy of MPS' **"Uniform Complaint Policy and Procedures"** is available in the school office and on the school website.

Education of Homeless Children and Youth

Definitions: The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Homeless Liaison.

School Liaison

The MPS Board of Directors designates the principal of each school site as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012

(213) 628-3634

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"), any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/.

Housing Questionnaire

Charter School shall administer a housing questionnaire for the purpose of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability

The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in kindergarten through eighth grade,

inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.

2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code. (Note: "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code.*)

High School Graduation Requirements

Homeless students who transfer to the MPS any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless MPS] makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, or, for pupils with significant gaps in school attendance, the pupil's age as compared to the average age of pupils in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder ("ERH"), and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous

enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the student's ERH.
5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3 within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student and the student's ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is **not** eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility.
2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation , based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil's options to:
    a. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
    b. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

Acceptance of Course Work

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds

that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment.

Complaints of Noncompliance

A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request in the main office.

A copy of the complete Policy is available upon request at the school office and on the school website.

Children of Military Families

Within 30 days of enrollment, MPS shall notify children of military families if they are qualified to be exempted from local graduation coursework requirements that go above and beyond state graduation requirements. MPS shall notify the pupil and the educational rights holder if the pupil is reasonably able to complete MPS's graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school and the ability to remain for a fifth year to graduate with state or MPS requirements. The coursework completed while attending another school is to be issued full or partial credit. "Pupil who is a child of a military family" means a pupil who meets the definition of "children of military families" under EC 49701. This includes the U.S. Army, Navy, Air Force, Marine Corps, Space Force, or Coast Guard, Commissioned Corps of the National Oceanic and Atmospheric Administration, U.S. Public Health Services, including members of the National Guard and Reserve on active-duty orders.

Pregnant and Parenting Pupils

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. Pregnant and parenting students shall be afforded the same educational opportunities and accommodations regardless of sex and shall not be excluded from any class, academic program, or extracurricular activity solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. Students shall not incur academic penalties as a result of exercising the rights and accommodations available to them under applicable law.

A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program. Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses.

Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634
ceo@magnoliapublicschools.org

A copy of the UCP is available upon request at the school office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the school office.

ACADEMICS: HIGH SCHOOL & BEYOND

High School Graduation Requirements

MPS has minimum requirements for a standard diploma that meets and exceeds the state graduation requirements and the UC/CSU "a-g" requirements.

Credit Requirements for Graduation

All students must earn 200 high school semester credits in grades 9–12 to receive a standard high school diploma, and 220 credits for an Advanced or Honors diploma. (See the section **"High School Credit Earned in Middle School"** for middle school courses identified for high school credit.) Each high school course at MPS is semester-based and worth 5 credits, except for courses such as Sustained Silent Reading (SSR) or Advisory, which meet for half a period or less and are worth 2.5 credits. Students must earn a final semester grade of "C" or higher to receive credit for MPS courses, unless a lower grade is permitted through an Individualized Education Program (IEP). Additionally, courses transferred from another accredited school may receive credit with a passing grade of "D," in accordance with MPS's No D Policy. Credit is awarded based on student participation, mastery of subject matter, and/or attainment of skills.

Please note: a grade of "D" may only be applied toward a standard diploma; it may not be applied toward Advanced or Honors diploma requirements.

Specific Course Requirements

MPS meets and exceeds the admission requirements of all four-year universities including University of California ("UC"). MPS adopts all options approved for meeting UC's minimum "a-g" subject requirements, including approved "a-g" high school courses, ACT/SAT examination, AP or IB examination, and U.S. regionally accredited college/university courses (in person or online) as well as validation of coursework and grades as described by the UC. MPS will continue to adapt to any changes in UC subject requirements. The following table lists courses required to graduate from MPS.

Note: "Validation" refers to the granting of "a-g" credit when a student successfully completes advanced work (earning a grade of "C" or better) in an area of sequential knowledge. Validation does not meet numerical credit requirements, satisfy CDE requirements, or meet course enrollment requirements. For more information on "a-g" requirements and validation, please see the CSU-UC Comparison of Minimum Freshman Requirements.

(a) **History / Social Science:** Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics.

(b) **English:** Four years of college-preparatory English that include frequent writing, from brainstorming to final paper, as well as reading of classic and modern literature. *(No more than one year of ESL-type courses can be used to meet this requirement.)*

(c) **Mathematics:** Three years of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. *(Four years recommended)*

Note: Integrated math courses fulfill this requirement. Math courses completed in the 7th and/or 8th grades may be used to meet part or all of this requirement. Math courses completed prior to 7th grade will not meet this requirement. Statistics and Additional Math disciplines will count as an additional year of math, but neither will fulfill or validate any of the three foundational course requirements. MPS requires students to be enrolled in a math course for at least two years in grades nine through twelve for a standard diploma (state requirement) and at least three years in grades nine through twelve for an advanced or honors diploma. For example, a student may take Mathematics-I or Algebra I in seventh grade, Mathematics II or Geometry in eighth grade, and Mathematics III or Algebra II in ninth grade. The student would still need to take one more year of math for a standard diploma (and two more years of math for an advanced or honors diploma.)

If a student takes an advanced-level course in math without completing the lower-level course, earning a C or better in the advanced course will validate the missing lower-level course and it will not be considered a subject omission. The second semester of every math course will validate the omission of and/or deficient grades in the first semester of the course, with the exception of computer science courses approve under Area C. Computer science coursework is not included in the validation rules.

(d) **Science:** *UC requirement:* Two years of college-preparatory laboratory science, including or integrating topics that provide fundamental knowledge in two of these three subjects: biology, chemistry, or physics is required. One year of approved interdisciplinary or earth and space sciences coursework can meet one year of the requirement. Computer Science, Engineering, Applied Science courses can be used in area "d" as an additional laboratory science (i.e., third year and beyond). *CSU requirement:* Two years, including one year of biological and one year of physical science with lab. *(Three years recommended)*

(e) **Language Other Than English (LOTE):** Two years, or equivalent to the second level of high school instruction, of the same language other than English. *(Three years recommended)*

Note: MPS will allow other options to satisfy the "e"-LOTE requirement for graduation. Completion of higher-level LOTE coursework with a grade of C or higher may validate D or F grades earned in lower-level courses or when a lower-level course is skipped. Please check UC Admissions website for details of course validation. UC-transferable college courses or satisfactory scores on SAT Subject, AP or IB exams can also be used to fulfill the LOTE subject requirement.

Generally, bilingual students are considered to have met the "e" subject requirement and may choose not to enroll in LOTE courses. Students who elect not to take courses in a LOTE may satisfy the "e" requirement (for all diploma types) by one of the following methods:

- **Formal schooling in a language other than English** – Students who have completed two years of formal schooling at the sixth-grade level or higher in a school where a LOTE was used as the medium of instruction have met the LOTE requirement. A school transcript or other official document is required.
- **Assessment by a recognized test or University** – Earning a satisfactory score on a SAT Subject, AP or IB exam, or a proficiency test administered by a UC campus or other university can demonstrate a student's proficiency in a LOTE. Most language departments at universities will conduct an assessment and issue a statement of competency on official letterhead serving as certification.
- **Certification by high school principal** – In cases where the options above are not available, certification by the high school principal is acceptable. Principals should develop and maintain clear standards for providing this certification. Certification should be based on the judgment of language teachers, advice of professional or cultural organizations with an interest in maintaining language proficiency, or other appropriate sources of expertise. The principal notes the certification of competency on the student's transcript with the language and level of proficiency.

(f) **Visual & Performing Arts (VPA):** One yearlong course of visual and performing arts chosen from the following disciplines: dance, drama/theater, music, interdisciplinary arts or visual art — or two one-semester courses from the same discipline is also acceptable.

(g) **Additional College-Preparatory Elective:** Additional courses in Social Science, English, Mathematics, Science, Language Other Than English (LOTE), Visual & Performing Arts (VPA), and Computers & Technology

Physical Education (PE): Two years of PE is required. Junior Reserve Officers' Training Corps (JROTC)/Cadet Corps and CIF Sports can be used to meet *one or both years* of the requirement. The following approved courses and programs can be used to meet *one year* of the requirement: Marching Band, Kinesiology, Health, and other specialized PE courses (weight training, aerobics, dance, yoga, fitness and conditioning, team sports, and individual sports.) Also, MPS Alternative PE policy allows students to receive credit for physical activities not normally offered as part of the regular on-site PE program.

Computers & Technology: One year of a Computers & Technology course is required. Approved high school–level courses completed in 7th and/or 8th grade may be used to satisfy part or all of this requirement.

Ethnic Studies / Personal Finance: One semester of ethnic studies and one semester of personal finance. (Required beginning with the Classes of 2030 and 2031, respectively.) If not used to meet the a) History/Social Science or c) Mathematics requirements, these courses may be applied toward the g) Elective requirement.

AP Course / College Credit Requirements: AP or college courses can be taken to meet minimum course requirements or as elective. *(Not required for a standard diploma.)*

Other Courses: Students will be offered Advisory courses where they create Four-Year Plans, explore academic and career goals, build relationships, engage in community service, and develop high school portfolios. Advisory also includes life skills instruction in areas such as decision-making, communication, wellness, and personal responsibility. MPS may offer additional courses based on student interest and available resources. These courses may count toward (a)-(g) graduation requirements only if they are a–g approved and meet the specific UC/CSU subject area criteria.

College/Career Indicator (CCI)

A high school diploma should represent the completion of a broad and rigorous course of study. The CCI was designed by the CDE to encourage high schools to provide all students with a rigorous broad course of study that will lead to likely success after high school. It recognizes that students pursue various options, whether completing: (a) a Career Technical Education (CTE) Pathway, (b) course requirements for a-g, or (c) a course of study specifically designed to meet the student's individual interests.

Each year the CDE measures graduating students' preparedness for college/career.

College Readiness: College readiness means completing rigorous coursework, passing challenging exams, or receiving a state seal. Several measures have been approved by the State Board of Education as indicating college readiness, as shown below. For each measure, specific criteria are used to determine whether a student is "Prepared" or "Approaching Prepared."

Prepared: Graduates classified as Prepared must meet at least one of the criteria:

- **Smarter Balanced Summative Assessments** Receive a score of Level 3 "Proficient" or higher on both English language arts/literacy (ELA) and mathematics
- **Advanced Placement (AP) Exams** Receive a score of 3 or higher on two AP exams
- **International Baccalaureate (IB) Exams** Receive a score of 4 or higher on two IB exams
- **College Credit Courses** Complete two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/Career Technical Education (CTE) subjects where college credits are awarded
- **State Seal of Biliteracy (SSB)** Receive the SSB and a score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments
- **University of California (UC) and California State University (CSU) Requirements** Meet all a-g

requirements for admission to a UC or CSU school and meet one of the additional criteria below:

- Smarter Balanced Summative Assessments: Receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 in the other area
- Complete one semester/two quarters/two-trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course
- Receive a score of 3 on one AP exam or score 4 on one IB exam
- Complete a CTE Pathway

Approaching Prepared: Graduates classified as Approaching Prepared must meet at least one of the criteria:

- **Smarter Balanced Summative Assessments** Receive a score of Level 2 "Standard Nearly Met" on both ELA and mathematics
- **College Credit Courses** Complete one semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credits are awarded
- **UC and CSU Requirements** Meet all a-g requirements for admission to a UC or CSU school

Career Readiness: Career readiness means completing rigorous coursework and engaging in learning experiences that are designed to prepare students for the workforce. Several measures have been approved by the State Board of Education as indicating career readiness, as shown below. For each measure, specific criteria are used to determine whether a student is "Prepared" or "Approaching Prepared."

Prepared: Graduates classified as Prepared must meet at least one of the criteria:

- **Leadership/Military Science** Complete two years of Leadership/Military Science and receive a score of Level 3 or higher in one subject area on both English language arts/literacy (ELA) and mathematics and a score of Level 2 "Standard Nearly Met" or higher in the other
- **Career Technical Education (CTE) Pathway** Complete a CTE Pathway with a grade of C- or better in the capstone course and meet one of the additional criteria below:
  - Smarter Balanced Summative Assessments: receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 or higher in the other
  - Complete one semester, two quarters, or two trimesters of College Credit Courses, outside of the completed CTE Pathway, with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course
- **Registered Pre-Apprenticeship** Complete a registered pre-apprenticeship
- **State and Federal Job Programs** Complete one of the following programs and complete one semester, two quarters, or two trimesters of a CTE course with a C- or better: Workforce Innovation and Opportunity Act (WIOA), Job Corps, YouthBuild, California Conservation Corps (CCC), and Regional Occupational Centers and Programs (ROCP)
- **Transition Classroom and Work-Based Learning Experiences (available only to students with Individualized Education Programs [IEPs] who earn a Special Education Certicate of Completion)** Complete at least 100 hours of work experience **and** the equivalent of four semester courses of college and career exploration/preparation designed to prepare a student with an IEP for employment and independent living

Approaching Prepared: Graduates classified as Approaching Prepared must meet at least one of the criteria:

- **Leadership/Military Science** Complete two years of Leadership/Military Science
- **CTE Pathway** Complete a CTE Pathway with a grade of C- or better in the capstone course
- **Non-Registered Pre-Apprenticeship** Complete a non-registered pre-apprenticeship
- **State and Federal Job Programs** Complete one of the programs (i.e., WIOA, Job Corp, YouthBuild, CCC, or ROCP)
- **Transition Classroom or Work-Based Learning Experiences (available only to students with IEPs who earn a Special Education Certificate of Completion)** Complete at least 100 hours of work experience **or** the equivalent of four semester courses of college and career exploration/preparation designed to prepare a student with an IEP for employment and independent living

California State University Early Assessment Program (CSU-EAP)

The EAP is a joint program of the CDE, California State University (CSU) and California Community Colleges (CCC). The EAP provides students with an early indicator of their college readiness in English and mathematics prior to starting the senior year. In addition, EAP may earn students an exemption from CSU and participating CCC English and/or mathematics placement tests that are required for entering freshman. EAP is now embedded in the CAASPP Smarter Balanced grade eleven ELA and mathematics assessments. Students taking the grade eleven assessments will automatically be participating in the EAP. To provide information to students on their college readiness, students may voluntarily release their results to the CSU and CCCs. The results will not be used for admissions. To find more information about the CAASPP Program CSU/EAP, please contact your child's counselor or contact the school office. Additional information is posted on the internet at: http://www.cde.ca.gov/ci/gs/hs/eapindex.asp.

MPS HIGH SCHOOL GRADUATION REQUIREMENTS

Subject Area	Requirements	Diploma Type		
		S	A	H
(a) History / Social Science	**Three years** of history/social studies, including **one year** of U.S. history and geography; **one year** of world history, culture, and geography; **one semester** of American government and civics, and **one semester** of economics.	30	30	30
(b) English	**Four years** of college-preparatory English that include frequent writing, from brainstorming to final paper, as well as reading of classic and modern literature. *(No more than one year of ESL-type courses can be used to meet this requirement.)*	40	40	40
(c) Mathematics	**Three years** of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. *(Four years recommended)*	30	***40***	***40***
(d) Science	**Two years** of college-preparatory science, including or integrating topics that provide fundamental knowledge in two of these three subjects: biology, chemistry, or physics. Two years, including one year of biological and one year of physical science with lab required. *(Three years recommended)*	20	***30***	***30***
(e) Language Other Than English (LOTE)	**Two years,** or equivalent to the 2nd level of high school instruction, of the same language other than English. *(Three years recommended)*	20	20	20
(f) Visual & Performing Arts (VPA)	**One yearlong** course of visual and performing arts chosen from the following disciplines: dance, drama/theater, music, interdisciplinary arts or visual art — or **two one-semester** courses from the same discipline is also acceptable.	10	10	10
(g) Electives	Additional courses in Social Science, English, Mathematics, Science, Language Other Than English (LOTE), Visual & Performing Arts (VPA), and Computers & Technology	20	20	20
Physical Education	**Two years**	20	20	20
Computers & Tech.	**One year**	10	10	10
	Total Required Credits:	**200**	**220**	**220**
Ethnic Studies / Personal Finance	One semester of ethnic studies and one semester of personal finance. *(Required beginning with the Classes of 2030 and 2031, respectively.)*	10	10	10
AP Course / College Credit Requirements	AP or college courses can be taken to meet minimum course requirements or as elective. *(Not required for a standard diploma.)*	N/A	10	20
College/Career Prepared Designation	Designation of "Prepared" on the College/Career Indicator (CCI). *(Not required for a standard diploma.)*	N/A	P	P
Other Requirements	Minimum Cumulative GPA:	2.00	3.25	3.50
	Required Service-Learning Hours:	N/A	40	40
	MPS encourages students to participate in Congressional Award programs and engage in more than 40 hours of community service to develop and demonstrate crucial life skills.			

Comparison of Requirements for Graduation

Source: https://www.cde.ca.gov/ci/gs/hs/hsgrtable.asp *(Rows are re-ordered to match the a-g order.)*

High School Subject Area	State Mandated Requirements (EC 51225.3) for High School Graduation	UC Requirements for Freshman Admissions	CSU Requirements for Freshman Admissions
History / Social Science	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics.	Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography.	Two years, including one year of U.S. history or U.S. history and government and one year of other approved social science.
English	Three Years	Four years of approved courses	Four years of approved courses
Mathematics	Two years, including Algebra I, beginning in 2003–04. (EC 51224.5)	Three years, including algebra, geometry, and intermediate algebra. Four years recommended.	Three years, including algebra, geometry, and intermediate algebra.
Science	Two years, including biological and physical sciences.	Two years with lab required, chosen from biology, chemistry, and physics. Three years recommended.	Two years, including one year of biological and one year of physical science with lab.
Language Other Than English (LOTE)	One year of either visual and performing arts, foreign language, or career technical education.	Two years in same language required. Three years recommended.	Two years in same language required.
Visual and Performing Arts (VPA)	One year of either visual and performing arts, foreign language, or career technical education.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.
Electives	Not Applicable	One year	One year
Physical Education	Two years	Not Applicable	Not Applicable
Total	**13**	**15** (7 in the last two years of high school)	**15**

Course Credit Acceptance & Transferability

High School Grade Promotion and Grade Level Placement

Grade level placement in high school is guided by both cohort progression and credit accumulation to ensure students remain on track for graduation.

Students are generally promoted with their cohort each year. However, promotion and placement are based on a combination of cumulative grade point average (GPA), credit accumulation, and overall academic progress.

To be eligible for promotion, a student is expected to have a minimum 2.0 cumulative GPA and meet the credit benchmarks described below by the end of the school year or by the end of the summer prior to the start of the next school year.

Student transcripts will be updated to include summer grades, and cumulative GPA will be recalculated. Promotion and grade level placement decisions will be made based on updated academic records.

Credit Benchmarks for Grade Level Placement: MPS has established the following credit benchmarks to monitor student progress toward graduation and guide grade level placement. Students are also expected to be making appropriate progress in required graduation coursework, including UC and CSU a-g coursework.

- To be enrolled in grade 10, a student is expected to have earned at least 50 credits.
- To be enrolled in grade 11, a student is expected to have earned at least 100 credits.
- To be enrolled in grade 12, a student is expected to have earned at least 150 credits.

Students entering grade 12 below the recommended credit benchmark may still be promoted; however, they will require an individualized credit recovery plan to remain eligible for graduation.

A student's grade level placement generally remains the same for the duration of the school year to ensure consistency in scheduling and academic programming. In limited cases, adjustments may be made based on significant changes in a student's credit status and academic progress, as determined by school administration.

These credit benchmarks serve as guidance for monitoring progress. Placement decisions may also consider a student's overall credit status, academic needs, and graduation timeline.

Final grade level placement will be determined in consultation with the school counselor and administration to ensure the most appropriate academic placement.

Monitoring Academic Progress and Support: MPS monitors student progress toward graduation on an ongoing basis. Students who are not meeting academic expectations or falling behind in credits will be identified early and provided with structured support. Students may be identified as:

- On track for graduation
- At risk of credit deficiency
- Credit deficient

Tiered Academic Support System: MPS uses a Multi Tiered System of Supports to provide increasing levels of academic intervention based on student need:

- **Tier 1: Early Academic Concern**
  Students who are failing one or more courses receive early intervention, including teacher support, tutoring, and progress monitoring.
- **Tier 2: Moderate Credit Deficiency**
  Students who have failed multiple courses receive targeted intervention, including counselor meetings, family communication, and a structured academic support plan.
- **Tier 3: Significant Credit Deficiency**
  Students with significant credit gaps receive intensive intervention, including a formal academic recovery plan, frequent progress monitoring, and possible schedule adjustments or credit recovery pathways.

Students may move between tiers based on updated academic performance. Interventions are documented and reviewed regularly.

Credit Acceptance

Students transferring to MPS from another accredited school, private or public, a home school, or an alternative school, will receive credit toward graduation for courses successfully completed in the sending school.

These courses will appear on student's transcript as they are transferred and will be included in cumulative GPA calculations. Upon review and approval by the school administration, students transferring to MPS from a non-accredited school may receive credit toward graduation within the following guidelines:

Documentation must be provided to MPS by the sending school as to the course of study the student followed, materials used, course description, total number of contact hours per course, grading criteria, teacher name and qualifications, student work or projects, and scores of any standardized tests the student has taken. Grades from such courses will not be included in cumulative GPA calculations.

Normally, students may not retake courses that they have already passed and for which they have earned credit. Credit is not awarded for classes repeated to raise a grade unless the grade previously earned was a Fail (F) or Incomplete (I). However, the school administration reserves the right to final decision in case of any extenuating circumstances. Extenuating circumstances may include foreign transcripts, transcripts from non-accredited schools, college courses, ESL/ELD courses, and other approved courses on a case-by-case basis. Please consult with the school administration. If the school administration allows repeat of a course for extenuating circumstances, MPS will use the new grade when calculating the student's GPA. However, the repeated grade will not be used in calculating the "a-g" GPA for UCs if a student repeats a course used to satisfy the "a-g"

requirement in which the student originally earned a grade of C or higher.

Credit Recovery

A high school student who fails a course at MPS is expected to take responsibility for completing credit recovery in order to remain on track for graduation. MPS provides structured support and guidance to assist students in this process.

Students identified as credit deficient will work with their school counselor to develop an individualized credit recovery plan aligned with their academic goals and graduation timeline.

The following credit recovery options may be available:

Summer School: Students may enroll in summer school at MPS or another public school to recover missing credits. MPS may offer summer school based on student needs and availability of teachers and resources.

Online Courses: Students who are credit deficient may enroll in accredited online courses to recover missing credits. Examples of approved providers include Edgenuity, APEX Learning, and BYU. College counselor approval is required for the grade to be included in cumulative GPA calculations.

College Dual and Concurrent Enrollment: Students may enroll in postsecondary courses that may be applied toward high school graduation requirements. College counselor approval is required for the grade to be included in cumulative GPA calculations.

Students are expected to actively participate in assigned interventions, including tutoring, academic support programs, and scheduled check-ins, as part of their credit recovery plan.

Exemption From MPS Local Graduation Coursework Requirements

Students in foster care, homeless students, former juvenile court students, children of military families, migratory students and newly arrived immigrant students, and students with disabilities, if written in the IEP of the student, may qualify to be exempted from local graduation coursework requirements that are beyond the California state requirements. Please make an appointment with the school counselor to review your child's options for graduation. All coursework that was completed at another school outside of MPS will be issued full or partial credit.

In addition, students experiencing extraordinary circumstances that significantly disrupt their ability to complete local graduation requirements, such as prolonged hospitalization, serious medical conditions, or other documented circumstances beyond the student's control, may be considered for an exemption from specific MPS local graduation requirements. Requests shall be reviewed on an individualized basis by the Principal or designee in consultation with the student, parent/guardian, and appropriate school staff. Nothing in this provision shall exempt a student from state graduation requirements established by California law.

WASC Accreditation & Transferability of Courses

All MPS schools are WASC-accredited and all A-G courses of MPS are transferable to other public schools and meet the rigorous requirements for admission to both the UC and state university systems. Every transfer student will participate in an intake meeting which includes a review of his/her transcript and tracking towards graduation. Every exiting student will also receive a transcript to provide him/her with an official record of courses completed and credits earned. In addition, the school's master schedule will be informed by student needs to ensure sufficient intervention opportunities are available for the student population. Please contact the Dean of Academics & College Counselor for further information.

Diploma Types & Graduation

Diploma Types

MPS offers three different high school diploma types: Standard (S), Advanced (A), and Honors (H). Each diploma has minimum requirements that meet and exceed the state graduation requirements and the "a-g" subject requirements of California's four-year public universities. Students are always welcome, and often encouraged, to exceed these minimum requirements.

The "Golden State Seal Merit Diploma" & The "State Seal of Biliteracy"

As directed and described by the CDE, MPS will award eligible graduates the "Golden State Seal Merit Diploma" (GSSMD) and the "State Seal of Biliteracy" (SSB) by affixing the "Golden State Seal" and the "State Seal of Biliteracy" to their high school diplomas. GSSMD is a recognition of graduates who have demonstrated mastery of the high school curriculum in at least six subject areas, four of which are English language arts, mathematics, science, and U.S. history, with the remaining two subject areas selected by the student. SSB is recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

Service-Learning Requirement

Completing 40 hours of community service before graduation is no longer a high school requirement for a standard diploma beginning with the class of 2013. However, MPS encourages students to engage in community service to develop and demonstrate crucial life skills. This will help students gain "real life" experience and develop responsibility, caring and respect for the community. Therefore, students will be required to earn 40 hours of community service before graduation for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

Cumulative GPA & Co-Valedictorian Policy

A cumulative GPA (CGPA) is calculated for all high school–level courses based on the number of credits earned and their weighted grade point values. The CGPA is used to determine

class rank, graduation honors, and eligibility for the National Honor Society. It is also reviewed by colleges during the admissions process, by many scholarship and grant providers, and occasionally by employers. This information is included on the student's high school transcript, which records all final course grades for high school courses.

MPS requires a minimum **2.00 CGPA** for graduation, **3.25** for an Advanced Diploma, and **3.50** for an Honors Diploma.

All graduating students who are eligible to receive an **Honors Diploma** and have a **cumulative GPA of 4.0 or higher** shall be designated as **Co-Valedictorians**. The cumulative GPA used to determine Co-Valedictorian status is based on projected final grades as of June 1 prior to graduation.

Why Co-Valedictorian? MPS values academic excellence, personal growth, and student well-being. While we continue to calculate class rank based on cumulative GPA, we recognize that intense competition over decimal points can create unnecessary stress. To promote a healthy academic culture and celebrate all students who achieve the highest level of academic success, MPS designates as **Co-Valedictorians** all graduating seniors who earn an **Honors Diploma** and maintain a **cumulative GPA of 4.0 or higher** as of June 1.

Ceremony Recognition: All Co-Valedictorians will be recognized by name and invited to the stage during the graduation ceremony. To ensure a meaningful and manageable program, one or more Co-Valedictorians may be selected to deliver a speech on behalf of the group. **Each MPS school site will determine its own process for selecting speaker(s),** which may include student input, staff recommendation, or another locally appropriate method.

Note: MPS does not designate a Salutatorian. The Co-Valedictorian policy is designed to recognize all students who meet the highest academic standard without ranking.

The following table summarizes how courses are included in GPA calculations.

Course Type	Inclusion in MPS CGPA
Approved Honors and AP courses	Weighted
Approved college courses that meet the "a-g" requirements and/or that are identified in the ASSIST student transfer information system as UC/CSU transferable	Converted to high school credits and weighted
Other approved college courses	Converted to HS credits and unweighted
Courses transferred from another accredited school, private or public, a home school, or an alternative school	Included as they are transferred
Courses transferred from a non-accredited school	Not included
Repeated courses	Case-by-case; typically included unless the original grade is not a C or higher; replaces the prior D or F grade
High school courses taken in middle school	Not included

Note: UC/CSU systems do their own GPA calculations for a-g courses taken between the summer following 9th grade through the summer following 11th grade in calculating a student's GPA. Please see your high school college counselor for further details.

Participation in Senior Activities and Graduation Ceremony

Participation in senior activities is a privilege and is based on a student's conduct, attendance, and adherence to school expectations, including meeting behavioral and academic responsibilities. Students are expected to be in good standing, which includes:

- Satisfactory attendance and punctuality
- Compliance with school rules and expectations
- Active participation in assigned academic programs and interventions

Participation in the graduation ceremony requires that students meet all graduation requirements as described in this Handbook.

Students who are significantly credit deficient or not making sufficient progress toward graduation may be deemed ineligible to participate in the graduation ceremony. Final determinations regarding participation in senior activities and the graduation ceremony will be made by school administration.

Students and families will be notified in advance if eligibility for senior activities or the graduation ceremony is at risk.

California Proficiency Program

California Proficiency Program – 5 CCR 11523

The California Proficiency Program ("CPP") is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible pupils who pass the CPP are awarded a Certificate of Proficiency by the State Board of Education. A pupil who receives a Certificate of Proficiency may, with verified approval from the parent or legal guardian, leave high school early. The Certificate of Proficiency is equivalent to a high school diploma; however, it is not equivalent to completing all course work required for regular graduation from high school. Pupils planning to continue their studies in a college or university should contact the admissions office of the

institution to determine whether the Certificate of Proficiency will meet admission requirements.

A pupil is eligible to take the CPP only if he or she meets one of the following requirements on the test date: 1) is at least 16 years old; 2) has been enrolled in the tenth grade for one academic year or longer; or 3) will complete one academic year of enrollment in the tenth grade at the end of the semester during which the CPP regular administration will be conducted.

A fee for each examination application shall not be charged to a student experiencing homelessness or placed in foster care who is also under the age of 25.

For more information, including administration dates and registration deadlines, visit the following website:

https://www.cde.ca.gov/ta/tg/cp.asp.

Retroactive Grant of High School Diplomas: Departed/Deported Pupils

Retroactive Grant of High School Diplomas: Departed/Deported Pupils: EC 51430 (9-12)

MPS may award a diploma to any student who may have been deported outside the US, if in good standing after completing the second year of high school. Any transfer credits from outside the US will be considered as completion through online or foreign classes.

College Counseling & Readiness Programs

PSAT/NMSQT Tests &Applications

MPS is dedicated to providing a comprehensive college preparatory program that facilitates students' ambitions to pursue higher education at the nation's top universities and colleges. As part of this process, grades 9 through 11 are encouraged to take the PSAT/NMSQT test in Fall.

PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a standardized test that provides firsthand practice for the SAT Reasoning Test. ™ It also gives the students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures:

- critical reading skills;
- math problem-solving skills; and
- writing skills.

The most common reason for taking the PSAT/NMSQT is for the students to receive feedback on their strengths and weaknesses on skills necessary for college study. Students can then focus their preparation on those areas that could most benefit from additional study or practice.

Advanced Placement (AP) Courses

MPS will offer Advanced Placement (AP) classes depending on student needs/demands and availability of teachers and resources. AP courses are college-level courses, taught with college textbooks and exams that can give students college credit in the form of advanced standing when they enter their freshman year. Students have to pass the corresponding AP test in order to get college credit.

Advanced Placement Fees

AP Fees – EC 48980(j)

Eligible high school students may receive financial assistance to cover the costs of the advanced placement examination fees. Please contact the school office for information.

Counseling Programs

MPS offers a comprehensive counseling and guidance program addressing personal/social, career, and academic needs for all grades. Students may sign up to see the counselor at any time to discuss personal or academic concerns. Social skills, career, and college planning lessons will be provided by the counselor at various times throughout the school year depending on grade level, need etc. The counseling office provides the following resources:

- Academic advising
- College planning resources
- Scholarship information
- SAT/ACT test dates and materials
- Career planning resources
- Conflict resolution
- Family resources
- Counseling resources

Students who wish to see the counselor can make an appointment. Parents are always welcome to make an appointment to see the counselor. All information discussed by the student and/or parent will remain confidential to the fullest extent of the law.

ASCA National Standards for Students

MPS supports the following American School Counselor Association (ASCA) National Counseling Standards.

Academic Development

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work and home and community life.

Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education and training, and the world of work.

Personal/Social Development

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

Career Counseling & Course Selection

Career Counseling & Course Selection – EC 221.5(d)

Commencing grade 7, MPS school personnel shall assist pupils with course selection or career counseling, exploring the possibility of careers, or courses leading to careers based on the interest and ability of the pupil and not on the pupil's gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions.

College & Career Technical Education

College & Career Technical Education – EC 51229

College Admission Requirements and Higher Education Information

The State of California offers community colleges, California State Universities (CSU), and Universities of California (UC) for students who wish to continue their education after high school.

To attend a community college, you need only a high school diploma or equivalent, or be over the age of 18. To attend a CSU, you have to take specific high school courses, have the appropriate grades and SAT/ACT test scores, and have graduated from high school. Test scores are not required if your GPA is 3.0 or above, and you applied to a campus or enrollment category that is not impacted. To attend a UC, you must meet requirements for coursework, GPA, and test scores. If you are a California student who has not been admitted to UC campus to which you have applied, you will be offered a spot at another campus if space is available and you rank in the top 9 percent of California high school students or of your graduating class at a participating high school. You may also transfer to a CSU or UC after attending a community college. For more information on college admission requirements, please refer to the following webpages:

www.californiacommunitycolleges.cccco.edu – This is the official website of the California Community College system. It offers links to all the California Community Colleges.

https://www2.calstate.edu/ – This extensive online site offers assistance to students and their families on the CSU system, including the ability to apply online, and links to all CSU campuses.

www.universityofcalifornia.edu – This massive website offers information regarding admissions, online application, and links to all UC campuses.

www.assist.org – This online student-transfer information system shows how course credits earned at one public California college or university can be applied when transferred to another.

College and Career Planning Resources (CaliforniaColleges.edu)

https://www.californiacolleges.edu – CaliforniaColleges.edu is the State of California's official college and career planning platform. The website provides tools to help students and families learn about college admissions requirements, financial aid, career pathways, and postsecondary planning.

Pursuant to California Education Code §§ 51229 and 60900, the California College Guidance Initiative (CCGI) receives enrollment data for public school students in grades 6 through 12 from the California Department of Education in order to support these college and career planning tools. Students and families may use CaliforniaColleges.edu to access resources and transmit information related to college and career planning.

Students and families may review additional information about data sharing and privacy protections on the CaliforniaColleges.edu website.

Students may also explore career options through career technical education. These are programs and classes offered by a school that are specifically focused on career preparation and/or preparation for work. The programs and classes are integrated with academic courses and support academic achievement. Students can learn more about career technical education by referring to the following webpage: www.cde.ca.gov/ci/ct/gi/.

You may meet with a school counselor to choose courses at your school that will meet college admission requirements or enroll in career technical education courses, or both.

Apprenticeship and Pre-Apprenticeship Opportunities

Pursuant to California Education Code § 48980.5, MPS provides information to students and families, particularly those in grades 11 and 12, regarding apprenticeship and pre-apprenticeship opportunities available in California.

Apprenticeship programs combine paid on-the-job training with classroom instruction and may provide pathways to skilled careers in industries such as construction, healthcare, technology, manufacturing, and transportation.

Information about registered apprenticeship and pre-apprenticeship programs is available through the California

Department of Industrial Relations Division of Apprenticeship Standards database:

https://www.dir.ca.gov/databases/das/aigstart.asp

Students interested in learning more about apprenticeship opportunities may also speak with their school counselor.

Dual Enrollment and International Baccalaureate Opportunities

Pursuant to California Education Code § 48980.6, MPS provides annual notice to parents and guardians of students in grades 7–12 regarding opportunities to participate in dual enrollment courses and, where applicable, International Baccalaureate (IB) programs.

Dual enrollment courses allow eligible students to enroll in college-level courses through partnerships with local community colleges or other postsecondary institutions and may earn both high school and college credit.

MPS does not currently offer an International Baccalaureate (IB) program. However, families will be notified if such programs become available in the future.

Additional information regarding eligibility and procedures for dual enrollment is provided below.

Dual and Concurrent Enrollment Policy

MPS provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors courses, AP courses and dual enrollment courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. As we encourage our students to have an accredited college/university/post-secondary institution ("college") course-taking experience as early as possible, we also need to ensure it is a successful one and that it complements the rigorous course of studies offered at MPS. The following are guidelines for dual and concurrent enrollment.

Eligibility

- Maturity: Middle and high school students who have demonstrated academic, personal and social maturity are welcome to apply. The high school counselor ("counselor") will meet with the deans, the student's teachers and other related school staff to assess the student's maturity level necessary for dual and concurrent enrollment. During this holistic assessment, student's attendance records, classroom study habits, homework completion, problem-solving and task-management skills, ability to engage in cooperative learning and whole class discussion as well as student's behavior and social skills such as self-control, positive interactions and relationships with classmates and teachers, and other skills will be considered.
- GPA: Minimum Cumulative GPA of 2.0 (weighted) by the end of the semester prior to dual enrollment.
- Restrictions: The student and the parent are responsible for checking whether the college has admission/enrollment restrictions based on age, grade level, or demonstrated eligibility for instruction using assessment methods and procedures.
- Counselor Approval: The student is responsible for obtaining approval from the counselor for the specific courses the student intends to take before enrolling in college courses.

Procedures

- Readiness: The student must demonstrate on-track preparation in the discipline to be studied. With input from related school staff, the counselor will determine student readiness for the requested course. MPS expects that requested courses are part of the student's four-year plan with input from the student, parents, and school staff.
- Courses: The student has exhausted all opportunities to enroll in an equivalent course at his or her school of attendance.
- Credits/GPA:
    - To determine how a college course fulfills a high school requirement see your counselor. The counselor will indicate whether the course will receive high school credit along with college credit or only college credit. Counselor's approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations.
    - Ultimately, it is the ultimate responsibility of the student/parent to determine college credit and the transferability of the course to other colleges. The following website can be used for that purpose: www.assist.org. ASSIST is an online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another.
    - Prior to enrollment, the student needs to complete an online application to the appropriate college/university office indicating that he or she is seeking high school credit in addition to college credit. Student/parent is responsible for following application deadlines and filling out forms such as "Supplemental Application for Admission of Students in Grades K-12" or other forms required by the college/university and completing the application process in a timely manner.
    - It is the responsibility of the college/university to offer college credit. However, it is the responsibility of the student/parent to learn whether dropping or failing the course may impact admission to that college/university.
    - It is important for students and parents to understand that students start building college credits as they take college courses. The grades earned may impact student's college GPA and any transfer requirements between colleges. Students and parents are

encouraged to choose courses carefully by considering student's future college plans.
- Student/parent will provide an official transcript from the college/university to the counselor in a timely manner. Upon receipt of an official transcript from the college/university showing the course title, number of college units and the course grade, the high school equivalent course and the credits allowed will be recorded on the student's cumulative record.
- Academic college courses that meet the University of California "a-g" requirements will be given a weighted grade point on the high school transcript and included in cumulative GPA calculations.
- The following table will be used for conversion of college units to high-school credits:

College Units	High School Credits
Less than 2 semester college units or less than 3 quarter college units	2.5 high school credits
2 semester college units or 3 or more quarter college units	5.0 high school credits
3 or more semester college units	10.0 high school credits

- Policy on F Grades in Dual Enrollment Courses During School Hours *(Partnership Courses via CCAP Agreements and MOUs)*: Dual enrollment courses offered during the regular high school day through College and Career Access Pathways (CCAP) agreements and Memoranda of Understanding (MOUs) are official college-level courses. These courses are taught by college instructors and follow the college's academic standards and grading policies.
  - **F (Fail) and W (Withdrawal) Grades:** Both Both F and W grades received in these dual enrollment partnership courses will appear on the student's official college transcript. These grades become a permanent part of the student's college academic record and may impact future college admissions, financial aid eligibility, and academic standing at the college level.
  - **Impact on High School Transcript and Schedule:** Because these dual enrollment courses are scheduled during the regular high school day, they appear on students' daily high school schedules. As a result, the final course grade—whether A, B, C, D, F, or W—will also be recorded in MPS's student information system and reflected on the student's high school transcript. These grades may impact GPA, eligibility for certain school programs, and graduation requirements if the course is being used to meet high school credit.
  - **Academic Responsibility:** Students enrolled in dual enrollment courses are expected to meet all academic and attendance requirements. It is essential that students seek help early—such as utilizing tutoring services, communicating with instructors, or notifying the dual enrollment counselor—if they are struggling in the course.
  - **Parent/Guardian Acknowledgment:** By enrolling in these dual enrollment partnership courses, both students and parents/guardians acknowledge that they understand the consequences of receiving an F or W grade in a college-level course.

- Attendance Requirements:
  - The student must provide a copy of the college course schedule to the high school counselor for approval before enrolling in college courses.
  - The student must inform the counselor in case of any changes in course enrollment (dropping the course, changes in course dates and hours, etc.)
  - All students in grades 11 and 12 are required to be enrolled in at least five courses each semester (including the Advisory course). These courses can be classroom-based courses taken at MPS, online courses provided by MPS or approved online course-providers, CSU, UC or community college courses, and other courses and activities for which academic credit will be provided upon satisfactory completion.
  - MPS requires that the average number of minutes of attendance in any two consecutive schooldays is no less than 240 and minutes of attendance in any one school day is no less than 180.
  - Signed Early Release Form is required for leaving school earlier than regular dismissal.
  - All students in grades 9 and 10 must stay until regular school dismissal unless an alternative arrangement has been made with the counselor.
  - All students in grades 11 and 12 must stay for the Advisory period unless an alternative arrangement has been made with the counselor.

Signatures and Dates

I have read and I understand the terms of this policy and agree to all provisions set forth.

_____ _____
Student Date

_____ _____
Parent/Guardian/Caregiver Date

Dual and concurrent enrollment form is included in this Handbook and copies are also available in the school office.

College Funding and Financial Aid Opportunities

MPS is committed to supporting students and families in planning for the financial aspects of higher education. A variety of programs at the state and federal levels are available to help students pay for college, career training, and other postsecondary educational opportunities. These resources may include college savings programs, state grants, federal financial aid, and application fee assistance. The following sections provide information about several programs and resources that may help students and families prepare for and finance postsecondary education.

California Kids Investment and Development Savings Program (CalKIDS)

The California Kids Investment and Development Savings Program (CalKIDS) is a statewide children's savings account program administered by the ScholarShare Investment Board, an agency of the State of California. The program provides eligible students with state-funded scholarship accounts that can be used to help pay for future higher education or career training expenses.

Students may be eligible for CalKIDS scholarships through one of the following pathways:

- Children born in California on or after July 1, 2022 may receive an initial scholarship deposit of up to $175 in a CalKIDS account.
- Eligible public school students, including certain low-income students, foster youth, or students experiencing homelessness, may receive scholarship amounts of up to $1,500.

CalKIDS scholarship funds may be used for qualified higher education expenses at accredited institutions, including tuition, books, supplies, computer equipment, and certain living expenses.

Scholarship accounts are automatically created for eligible students but must be claimed by the student or family online in order to access the funds. Claiming an account requires the student's Statewide Student Identifier (SSID) and basic student information.

Additional information about eligibility and how to claim a scholarship account is available at: https://www.calkids.org

Students and families may also contact their school counselor for assistance in learning about CalKIDS and other financial aid opportunities.

Cal Grant Program

Cal Grant Program – EC 69432.9

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements.

Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

To assist students to apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CASC) electronically by a school or school district official. A student, or the parent or guardian of a student under 18 years of age, may complete a form to indicate that he or she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent or guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself or herself out, and can opt in if the parent or guardian had previously decided to opt out the student. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents or guardians by January 1 of the students' 11th grade year.

Cal Grant Program Opt-out form is included in this Handbook, and copies are also available in the school office.

Federal Student Aid

Federal Student Aid – EC 51225.8

MPS shall ensure that students prior to entering 12th grade are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application at least once. This information will be available in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first-served basis. All family and student personal information will be protected according to state and federal privacy laws and regulations. Student lists will be matched to FAFSA applications for the purpose of ensuring that either the FAFSA is completed or an opt out form is completed to maintain the students' ability to graduate.

Starting in 11th grade, MPS will disseminate information on how to properly complete and submit the FAFSA or the California Dream Act Application through in-class instruction, existing college readiness programs, family information sessions, and counseling sessions in groups or individually.

College Application Fee Policy

All MPS high school seniors are eligible to receive up to five (5) application fee instances to university/college campuses. For eligible students applying to UCs, the NACAC waiver will be used prior to the MPS college application fee reimbursement. Please refer to the **MPS College Application Fee Policy** for details.

Student Employment and Work Permits

It is within the discretion of MPS to determine whether a minor, who is still subject to the state's compulsory education laws, may obtain a work permit and, therefore, be employed to work.

Once a minor is no longer subject to the state's compulsory education laws, he/she is not considered a minor for purposes of the state's child labor laws and is not required to obtain a work permit (LC Section 1286[c]). California's compulsory school attendance law requires a person to attend school until he/she is eighteen years of age, or has graduated from high school, or has passed the High School Proficiency Examination. However, under federal law (29 CFR Section 570.121), Certificates of Age are required for all employed minors under the age of 18 which may be satisfied with the top portions of the work permit application (CDE Form B1-1) (5 CCR Section 10120.1). A work permit may be issued to only minors between the ages of 12 and 18 years of age (EC Section 49111).

Process: The minor/student, after obtaining a promise of employment, shall obtain the **"Statement of Intent to Employ a Minor and Request for a Work Permit - Certificate of Age"** (CDE Form B1-1) from the school. The minor must complete the "minor" section, request that the employer and parent complete their sections (making certain to obtain both required signatures), and then return the completed form to the Principal. The Principal or designee shall verify all information on the work permit to be issued. If all requirements are met, the school may issue the work permit (CDE Form B1-4).

The school has discretion to impose additional requirements for the issuance of a work permit. MPS requires that the minor maintain a 2.0 cumulative grade point average (GPA). The school shall retain a copy of the work permit application (CDE Form B1-1) and the work permit (CDE Form B1-4) until the end of the fourth year after the work permit was issued.

Workplace Readiness Week – EC 49110.5

The week of each year that includes April 28 shall be known as "Workplace Readiness Week." All public high schools, including charter schools, shall annually observe that week by providing information to students on their rights as workers.

Competitive Athletics

Competitive Athletics Information

Competitive Athletics – EC 221.9

Any MPS school that offers competitive athletics shall publicly make available at the end of the school year all of the following information on its website:
1. The total enrollment of the school, classified by gender.
2. The number of pupils enrolled at the school who participate in competitive athletics, classified by gender.
3. The number of boys' and girls' teams, classified by sport and by competition level.

"Competitive athletics" means sports where the activity has coaches, a governing organization, and practices, and competes during a defined season, and has competition as its primary goal.

ATTENDANCE & RECORDS

Attendance Policy

It is the intent of the Governing Board of the Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS" or "Charter School") to ensure that students attend school every day on time. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and behavior problems.

Definitions

- "*Tardy*": MPS starts at **8:00 a.m.*** Students shall be classified as tardy if the student arrives after that time.

  * Each individual MPS school start time may vary. Please check with your school office for the exact start time.

- "*Unexcused Absence*": Students shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- "*Truant":* Students shall be classified as truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Principal or designee.
- "*Habitual Truant*": Students shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.
- "*Chronic Truant*": Students shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.
- *"School Attendance Review Team ("SART"):* is the MPS Attendance Review Team and will consist of the individuals listed below: School

  Administrators, School Psychologist, Counselor, Nurse, Psychiatric Social Worker, Attendance Clerk, Intervention Teacher(s), MPS Director of Student Services or designee, PSAC or designee. The team may be composed of any individual who is working with the family and has a viable interest in the student's school attendance.

Chronic Absenteeism – EC 60901

A student is considered a chronic absentee when he/she is absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and student engagement.

Arrest of Truants/School Attendance Review Boards – EC 48263 and 48264:

The school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from their home and who is absent from MPS without valid excuse within the county, city, or school district. A student who is a habitual truant may be referred to a School Attendance and Review Team (SART).

Excused Absences/Tardies for Classroom Based Attendance

No student shall have his or her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as required by law or permitted under this Attendance Policy.

A student shall be excused from school when the absence is:

(1) Due to his or her illness, including an absence for the benefit of the pupil's mental or behavioral health.
(2) Due to quarantine under the direction of a county or city health officer.
(3) For the purposes of having medical, dental, optometric, or chiropractic services rendered.
    a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
(4) For the purposes of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per

incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

(5) For the purposes of jury duty in the manner provided for by law.

(6) Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child (The school does not require a note from the doctor for this excusal).

(7) For the following justifiable personal reasons for a maximum of five (5) school days per school year (unless otherwise indicated), upon advance written request by the student's parent or guardian and approval by the Executive Director or designee pursuant to uniform standards:
   a. Appearance in court.
   b. Observance of a holiday or ceremony of the pupil's religion.
   c. Attendance at religious retreats (not to exceed one schoolday per semester).
   d. Attendance at an employment conference.
   e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

(8) For the purposes of serving as a member of a precinct board for an election pursuant to Elections Code section 12302.

(9) For the purposes of spending time with a member of the student's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of MPS.

(10) For the purposes of attending the student's naturalization ceremony to become a United States Citizen.

(11) For the purposes of participating in a cultural ceremony or event. "Cultural," as used in this section, means relating to the habits, practices, beliefs, and traditions of a certain group of people.

(12) (A) For the purposes of a middle school or high school student engaging in a civic or political event, as provided in subparagraph (B), provided that the student notifies the school ahead of the absence. (B) (i) A middle school or high school student who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year. (ii) A middle school or high school student who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(13) For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:
   a. To access services from a victim services organization or agency.
   b. To access grief support services.
   c. To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

   Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

(14) Due to his or her participation in military entrance processing.

(15) Authorized at the discretion of a school administrator or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.

(16) Participation in religious instruction or exercises as follows: The student shall be excused for this purpose on no more than four (4) school days per month.

(17) Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.

(18) A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.

(19) In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.

A student absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a student is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

Other reasons will be considered that are requested in writing and approved by MPS. If the excuse is not one of the valid excuses listed above, the MPS administrators are authorized to excuse school absences due to the student's circumstances on a case-by-case basis.

Unexcused Absences/Tardies for Classroom Based Attendance

Students will be marked unexcused if they:

1. Do not verify an absence within **two (2)** school days following an absence; (see verification methods below)
2. Leave school without signing out at the school office;
3. Are absent from class without teacher permission or a valid excuse, including walking out of class;
4. Get a pass to go to a certain place but do not report there; and/or
5. Are absent/tardy for reasons **not acceptable** to the administration including but not limited to:
   - Not waking up on time
   - Transportation problems (missing the bus, traffic, etc.)
   - Running errands for family
   - Work
   - Babysitting
   - Hair appointment
   - Needed at home
   - Vacations or trips
   - Athletic workout
   - Socializing/Lingering in the hallway.

Method of Verification

A parent/guardian must inform the school office via phone of their child's absence/tardy the morning of the absence/tardy. When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence/tardy within **two (2)** school days of the excused absence and/or upon the student's return. If a satisfactory explanation is not provided within **two (2)** school days of the absence/return, the absence will be marked as "unexcused." The following methods may be used to verify student absences/tardies:

1. Signed, written note from parent/guardian, or parent representative;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
   a. Name of student;
   b. Name of parent/guardian or parent representative;
   c. Name of verifying employee;
   d. Date or dates of absence; and
   e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification
   a. When excusing students for confidential medical services or verifying such appointments, MPS staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
   b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has **had ten (10)** absences in the school year verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or for students in grades 7-12, inclusive, who may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian. Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law. Students who arrive to school late must report to the school office when the student arrives. If the student fails to do this, he or she will receive an unexcused tardy. If the student fails to present a satisfactory explanation verifying the reason for the tardy, the student will receive an unexcused tardy. The student will be given a "late slip" from office staff to be admitted to class.

Make up Work for Excused Absences

An absence from school, even for several days, does not excuse students from responsibilities in the classroom. On the day of return, it is the students' responsibility to find out what work is required and when the work needs to be completed. Students will be given the same number of days they were absent to make up for missed work. For students with excused absences, make-up tests will be scheduled at a time designated by the teacher or as outlined in the teacher's syllabus. It is the students' responsibility to take the test at that time. If the student fails to do this, the teacher is not obligated to set another time for make-up. Please check the teacher's syllabus and make sure for their individual policy.

Independent Study Policy

Students with a legitimate need for an extended absence of **five (5)** or more days can request independent study.

Please see the school office and website for the **"MPS Independent Study Policy."**

Extracurricular Activities

When a student accrues **ten (10)** unexcused absences/tardies in a semester, the student may not be allowed to participate in any extracurricular activities for the remainder of that semester. (Field trips and academic opportunities do not count as extracurricular activities.) Special circumstances with documented explanations should be reviewed with the administration. After **twenty (20)** unexcused absences/tardies within the school year, the student may be referred to the Reflection Committee regarding their standing and opportunity to participate in any culminating activities, i.e., promotion/graduation, prom or graduation night.

Process for Upholding the Attendance Policy

First Day of School Process

When students are not in attendance on the **first five (5) consecutive days of school**, MPS will attempt to reach the parent/guardian daily for each of the first five days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify MPS of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the sixth (6th) day of school will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1st) day of school will be contacted by phone to ensure their intent to enroll.
2. Students who are not in attendance on the second (2nd) day of school will be contacted by phone to ensure their intent to enroll.
3. Students who have indicated their intent to enroll but have not attended by the third (3rd) day will receive a letter indicating the student will be disenrolled after the fifth day of school if the student has not attended school without valid excuse.
4. Students who are not in attendance on the fourth (4th) day of school will be contacted by phone to ensure their intent to enroll.
5. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of school and do not have an excused absence will receive a phone call reiterating the content of the letter.
6. MPS will send the Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form to the parent/guardian and follow the Involuntary Removal Process described below for any students who have not attended by the sixth (6th) day, and do not have an excused absence.
7. MPS will use the contact information provided by the parent/guardian in the registration packet.
8. The last known District of Residence will be notified of the student's failure to attend MPS and the voluntary disenrollment within thirty (30) days of the disenrollment.
9. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process.

Truancy Process

1. Each of the first **two (2)** unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Principal or designee. The student's classroom teacher may also call home.
2. Each of the **third (3rd) and fourth (4th)** unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Principal or designee. In addition, the student's classroom teacher may also call home and/or MPS may send the parent an e-mail notification. In addition, upon reaching **three (3)** unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive **"Truancy Letter #1 – Truancy Classification Notice"** from the Charter School notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4th) unexcused absence or unexcused tardy over 30 minutes.
3. Upon reaching **seven (7)** unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive **"Truancy Letter #2 – Habitual Truant Classification Notice – Conference Request,"** notifying the parent/guardian of the student's "Habitual Truant" status and that a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, MPS will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching **ten (10)** unexcused absences or unexcused tardies over 30 minutes, the student will be referred to a **Student Support and Progress Team (SSPT)** and the MPS **Attendance Review Team (SART)**. In addition, the parent/guardian will receive a **"Truancy Letter #3 – Referral to SART Meeting,"** and will be asked/invited to attend a presentation regarding chronic absenteeism.
5. The SART panel can include, but is not limited to, the following school members: School Administrators, School Psychologist, Counselor,

Nurse, Psychiatric Social Worker, Attendance Clerk, Intervention Teacher(s), MPS Director of Student Services or designee, PSAC or designee. The panel may be composed of any individual who is working with the family and has a viable interest in the student's school attendance. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.

a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
b. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
    i. Parent/guardian to attend school with the child for one (1) day
    ii. Student retention
    iii. After school detention program
    iv. Required school counseling
    v. Loss of field trip privileges
    vi. Loss of school store privileges
    vii. Loss of school event privileges
    viii. Required remediation plan as set by the SART
    ix. Notification to the County District Attorney
c. The SART panel may discuss other school placement options.
d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from MPS consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known district of residence.
7. For all communications set forth in this process, MPS will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update MPS with any new contact information.
8. If student is absent **ten (10) or more consecutive school days** without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to MPS' communication attempts, as set forth above, the student will be in violation of this Policy and the SART contract (if any) and may be subject to disenrollment, in compliance with the Involuntary Removal Process described below.
9. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the 1) charges against the student, 2) an explanation of the student's basic rights including the right to request a hearing before the effective date of the action, and 3) the CDE Enrollment Complaint Notice and Form. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The MPS Principal, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Pupil Records

Custody Issues

Custody Issues

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to his/her child and/or school records. The only exception is when signed restraining orders or other signed, valid court order, specifically stating visitation limitations or restriction on access to records, are on file in the school office. Any student release situation which leaves the student's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted, and an officer requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

Student Records, Including Challenges and Directory Information

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School CEO or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's CEO or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the CEO must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service of function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

   Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

   Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Student Privacy Policy Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of

higher education without prior written parental consent.

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School discloses the final results of the disciplinary proceeding regardless of whether Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter

School in writing at the time of enrollment or re-enrollment. Please notify the CEO at:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Note: Charter School shall not release directory information regarding a student identified as a homeless child or youth under the McKinney Vento Homeless Assistance Act in the absence of parent, guardian, or eligible student's written consent, except when the directory information is released for the purposes of facilitating the student's access to an oral assessment or eye examination required by Charter School, unless the parent/guardian opts out of the examination.

Note: Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System (CALPADS)* pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI")** and will:

1. Be used to provide pupils and families with direct access to online tools and resources.
2. Enable a pupil to transmit information shared with the CCGI to both of the following:
    a. Postsecondary educational institutions for purposes of admissions and academic placement.
    b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

* CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

** CCGI is an authorized provider of an institutional service to all California local educational agencies and as part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education (CDE).

A copy of the complete Policy is available upon request at the school office and on the school website. A directory information release opt-out form is included at the end of this Handbook and copies are also available in the school office.

News Media Access and Social Media Policy

Occasionally, school staff or reporters and other members of the news media may write about, photograph or video school activities such as sporting events, school assemblies, special programs or newsworthy events.

Parents sign an authorization and release form during enrollment to grant MPS permission to create and use visual and/or audio images of their student, or the student's name or work product in internal and external publications for advertising or educational purposes, or share on its website, Facebook, Twitter, or other social media sites. Parents and guardians who do not want their child to be interviewed, videotaped or photographed should not sign or return that form/waiver. However, even with a signed form, students can turn down a request to be interviewed or photographed by telling their teacher.

The waiver only applies to a student who is on campus. Once they leave the school grounds and are on public property such as the sidewalk, reporters and photographers need no permission to ask questions or take pictures or videos.

For this reason, it is best to talk with your child so he or she knows your preference in advance, in case they find themselves in this situation.

Please contact the school office if you would like to request a copy of the waiver form.

A complete copy of the **"MPS Social Media Policy"** is available in the school office and on the school website.

Social Security Number

Social Security Number – EC 49076.7

Pupils and their parents or guardians should not be asked to provide their social security numbers or the last four digits of the social security numbers unless required by state or federal law. If a form is requesting that you provide a social security number or the last four digits of the social security number for you and/or your child and it does not specify the state or federal law that requires this information, ask the school administrator for more information before providing it.

Student Transfer

- Any student transferring out of MPS must complete the "Student Transfer Form" which can be obtained from the school office. The form must be completed prior to a student transferring. It is the parent/guardian's responsibility to complete the form. The school is not responsible for having it completed.
- It is the student's parent/guardian's responsibility to contact the school that student will be transferring to. It is the parent/guardian's responsibility to make all necessary arrangements for a successful transfer.
- If a student will be transferring to another school for the following school year, the parent/guardian is still responsible to inform the school office before the last day of school, or last day of attendance.
- All textbooks and any school property loaned to the student must be turned in before the last day of attendance in order to complete a successful transfer.

HEALTH & WELLNESS

Notifications for Student Athletes

Concussion and Head Injuries

Concussion and Head Injuries – EC 49475

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because MPS has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than **seven (7)** days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

MPS shall distribute the concussion information sheet to athletes prior to the start of the athletic season. Information sheet for concussion is included at the end of this Handbook and copies are also available in the school office.

Controlled Substances: Opioids

Controlled Substances: Opioids – EC 49476

School authorities must provide facts regarding the risks and side effects of opioid use each school year to athletes. Parents and student athletes must sign acknowledgement of receipt of the document annually.

MPS shall distribute the opioid information sheet to athletes prior to the start of the athletic season. Information sheet for opioid is included at the end of this Handbook and copies are also available in the school office.

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

Sudden Cardiac Arrest – EC 33479 et seq.

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. MPS must remove from participation a pupil who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A pupil who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. A pupil who is removed from play may not return to that activity until the pupil is evaluated by, and receives written clearance from, a physician or surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the pupil and the pupil's parent or guardian before a pupil participates in specific types of athletic activities which generally does not apply to those conducted during the regular school day or as part of a physical education course.

Locations of Automated External Defibrillators (AEDs): MPS maintains AEDs on its campuses. AEDs are located in the following areas:

- MSA-1: Gym (1 AED)
- MSA-2: Main Office (2 AEDs)
- MSA-3: Main office and Gym (2 AEDs)
- MSA-4: Main Office (1 AED)
- MSA-5: Gym (1 AED)
- MSA-6: Main Office (1 AED)
- MSA-7: Main Office (1 AED)
- MSA-8: Main Office, Second Floor, and Girls' Locker Room (3 AEDs)
- MSA-SD: Main Office (1 AED)
- MSA-SA: Main Office and Gym (2 AEDs)

MPS shall distribute the sudden cardiac arrest information sheet to athletes prior to the start of the athletic season. Information sheet for the sudden cardiac arrest is included at the end of this Handbook and copies are also available in the school office.

California Youth Football Act

California Youth Football Act – HSC 124241 (6-12)

Under state law, students who participate in football games in grades 6-12 must have a licensed medical professional present during the game, whether playing at a home game or away at another school. This does not include Physical Education classes or intramural football games outside of extra-curricular athletics offered at the middle or high school.

Health Insurance Coverage for Athletes

Health Insurance Coverage for Athletes – EC 32221.5 (9-12)

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses.

Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling Medi-Cal at 800-541-5555 or Healthy Families Program at 800-880-5305.

Athletics, Safety, and Civil Rights

Athletics, Safety, and Civil Rights – CIF Bylaw 210C, EC 221.8, 230, 32050, 32051, 35179.4, HSC 124238.5, 20 U.S.C. § 1681, PC 245.6

MPS is committed to providing a safe, inclusive, and respectful environment for all student-athletes, coaches, families, officials, and spectators participating in interscholastic athletics and school-sponsored athletic activities.

Equal Access and Non-Discrimination in Athletics

Participation in athletic programs and activities shall be provided without regard to actual or perceived race, color, ancestry, national origin, nationality, immigration status, ethnicity, ethnic group identification, religion, disability, sex, sexual orientation, gender, gender identity, gender expression, or any other protected characteristic.

MPS prohibits discrimination, harassment, intimidation, bullying, and hate-motivated behavior at athletic events and activities. Per California law, incidents of racial discrimination, harassment, intimidation, or hate-motivated behavior occurring during or in connection with athletic events must be reported to school administration.

MPS maintains a Sporting Event/Game Incident Report form for reporting incidents occurring at athletic events. The form is available on the school website and may also be obtained through the school office.

Complaints alleging discrimination, harassment, intimidation, or bullying in athletics may also be filed through the MPS Uniform Complaint Procedures ("UCP").

Anti-Hazing Policy

Hazing of any kind is strictly prohibited. Hazing includes any method of initiation or pre-initiation into a student organization, team, or activity that causes, or is likely to cause, bodily danger, physical harm, mental harm, personal degradation, or humiliation, regardless of whether the student voluntarily participates.

Students who engage in hazing may face disciplinary action up to and including suspension, expulsion, removal from athletic participation, and referral to law enforcement when appropriate. Students who witness hazing or are aware of hazing activities are encouraged to immediately report the conduct to school staff or administration.

Emergency Action Plans (EAPs) and Automated External Defibrillators (AEDs)

To support student safety during athletic practices, competitions, and school-sponsored athletic activities, MPS maintains written Emergency Action Plans ("EAPs") for athletic venues and facilities, including gyms, athletic fields, and courts, as applicable.

Emergency Action Plans may include:

- Emergency response procedures;
- Emergency contact procedures;
- Emergency exit information;
- Procedures for responding to medical emergencies; and
- Locations of Automated External Defibrillators ("AEDs").

EAPs may be reviewed, practiced, or rehearsed periodically in accordance with applicable law, training requirements, and athletic program needs.

Student-Athlete Health and Safety Information

Prior to participation in athletics, student-athletes and parents/guardians may be required to review and acknowledge information regarding:

- Concussions and head injuries;
- Sudden Cardiac Arrest ("SCA");
- Exertional heat illness prevention;
- Opioid and controlled substance awareness;
- Athletic participation safety protocols; and
- Other CIF- and state-required health and safety information.

Sportsmanship and Spectator Expectations

MPS supports the California Interscholastic Federation ("CIF") principles of "Pursuing Victory with Honor" and expects all participants and spectators to demonstrate appropriate sportsmanship, respect, and civility at athletic events.

Taunting, harassment, intimidation, profanity, discriminatory conduct, or unsportsmanlike behavior directed toward student-athletes, coaches, officials, employees, or spectators may result in removal from the event and/or additional consequences.

In accordance with California law and CIF rules, any spectator who physically assaults or attempts to physically assault a game official, referee, umpire, or sports official before, during, or after an athletic event may be permanently prohibited from attending CIF-sanctioned athletic contests.

Steroids and Banned Substances

By participating in interscholastic athletics, student-athletes and parents/guardians acknowledge that the student-athlete shall not use androgenic/anabolic steroids

or prohibited performance-enhancing substances without a valid written prescription from a licensed health care provider for the treatment of a legitimate medical condition.

Student-athletes are also advised to use caution regarding dietary supplements, as some supplements may contain substances prohibited by athletic governing organizations or may otherwise pose health and safety risks.

MPS shall distribute the Athletic Safety Packet to student-athletes prior to the start of the athletic season. The Athletic Safety Packet may include required notices, acknowledgements, safety protocols, emergency procedures, and additional CIF- and state-required athletic participation information.

Health Services & Medical Information

Confidential Medical Services

Confidential Medical Services – EC 46010.1

School authorities may excuse any pupil in grades 7-12 from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardians. When excusing students for confidential medical services or verifying such appointments, staff will not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment. Staff will not notify a parent when a student leaves school to obtain confidential medical services.

Confidentiality of Medical Information Act

Confidentiality of Medical Information Act – CC 56.10

School linked service coordinators will have access to health care information which complies with federal health insurance requirements. The coordinator must be credentialed and serve with confidentiality requirements per licensed school nurses, marriage and family therapists, educational psychologists, and clinical counselors.

Health Care Coverage

Health Care Coverage – EC 49452.9

Your child and family may be eligible for free or low-cost health coverage. For information about health care coverage options and enrollment assistance, go to www.CoveredCA.com. Information regarding the availability of insurance is provided with enrollment forms and is also available at:

http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf

Additionally, California law allows all low-income children under 19 years old, regardless of immigration status, to enroll in Medi-Cal at any time in the year. Families can apply in person at their local county human services office, over the phone, online, with a mail-in application, or at a local health center. For more information about Medi-Cal enrollment, visit www.health4allkids.org.

Medical or Hospital Service

Medical or Hospital Service – EC 49472

MPS does not provide or make available medical and hospital services for pupils who are injured in routine accidents related to school activity or attendance.

Student Health Conditions & Emergency Care

Emergency Treatment for Anaphylaxis

Emergency Treatment for Anaphylaxis

MPS shall provide epinephrine delivery systems to school nurses and trained personnel and authorize them to use epinephrine delivery systems for any student who may be experiencing anaphylaxis, regardless of known history. Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives.

Trained MPS personnel who have volunteered may use epinephrine delivery systems to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. MPS will ensure it has the appropriate type of epinephrine delivery system on site (i.e., regular or junior) to meet the needs of its pupils. MPS will ensure staff properly store, maintain, and restock the epinephrine delivery systems as needed.

MPS will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine delivery systems based on the standards developed by the Superintendent of Public Instruction. MPS will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine delivery system to a person if that person is suffering, or reasonably believed

to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

Information regarding the location of emergency epinephrine delivery systems and applicable training materials shall be maintained and made available at each school site in accordance with applicable law.

Health Information

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization (including psychiatric and drug or alcohol inpatient treatment), must have written permission by the licensed California health care provider to attend school, including any recommendations regarding physical activity. A health care provider is defined as a California-licensed physician [a Medical Doctor (MD) or a Doctor of Osteopathic Medicine (DO)], California-licensed dentist, California-licensed nurse practitioner (NP), or a California-licensed physician assistant (PA).

A student returning to school with sutures (stitches, staples), ace bandage (elastic bandage, slings), casts, splints, crutches, cane, walker, knee walker/knee scooter, or a wheelchair must have a licensed California health care provider's written permission to attend school that includes any recommendations and/or restrictions related to physical activity, mobility and safety. All equipment must be supplied by the parent(s)/ guardian(s).

Illness

- MPS does not have a nurse on staff. Consistent with doctor's orders, properly trained office staff can assist students with basic first aid treatment; however, office staff are not registered nurses. Students sent to the office or visiting the office claiming that they are ill will be quickly evaluated by the office staff. If a student needs treatment beyond basic first aid, Parent/Guardian will be contacted to pick him/her up.
- If a student becomes ill or injured during the school day, he or she must report to the school office. Do not leave the building without permission. Any absence or departure from class that is not first cleared through the office will be considered unexcused.
- If a student is not physically well prior to the beginning of the school day, the office should be informed, and the student should be kept at home.

Communicable Disease Prevention

- If there is good cause to believe that a student is suffering from a recognized contagious or infectious disease, the student will be excluded from school until the school authorities are satisfied that any contagious or infectious disease does not exist. Guidelines for exclusion and readmission follow policies set forth by MPS, county and state authorities including but not limited to the California Department of Health and the California Department of Education. Guidance in addressing communicable diseases also comes from the Center for Disease Control and Prevention and national organizations.
- Temporary exclusion of a student from school generally occurs for communicable diseases, including, but not limited to, the following conditions: COVID-19, conjunctivitis (pink eye), skin infections (impetigo), strep throat, chickenpox, scabies, head lice, and pertussis (whooping cough). Exclusion may occur immediately or at the end of the school day, depending on the disease, its communicability and the county and state policy. Readmission to school is based on condition and appropriate treatment.
- Any student excluded from school or experiencing flu-like symptoms and/or a fever of 100 degrees or greater while at home, must be free from symptoms and fever for at least 24 hours (or more if required by county or state authorities) without the use of fever-reducing medication before returning to school.
- Schools may notify parents/guardians about school exposure to chickenpox, head lice, or other communicable diseases that pose a risk to students. The parent/guardian of a student for whom chickenpox presents a particular hazard should contact the school office. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of cancers or organ transplants. Information on the treatment and prevention of head lice is available from the school office.

Administration of Medications

Medication Regimen – EC 49423, 49480

The parent or legal guardian of any pupil required to take medication during the school day must inform the school nurse or office manager of the medication being taken, the current dosage, and the name of the supervising health care provider. With parent or guardian consent, designated school personnel may communicate with the student's health care provider and may consult with appropriate school personnel regarding the possible effects of the medication on the student.

Any pupil who is required to take, during the regular school day, medication prescribed by a physician may be assisted by designated school personnel if MPS receives both 1) a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken, and 2) written parent consent requesting school personnel to assist the pupil with prescribed medication as set forth in the physician statement. Students may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken and confirming that the pupil is able to self-administer auto-injectable epinephrine or

inhaled asthma medicine and a written statement from the parent or guardian consenting to the student self-administration, containing a release for the school nurse or other designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing MPS and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication. A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine or inhaled asthma medicine in a manner other than as prescribed. All requests are to be approved by designated school personnel prior to use.

- A **"Request for Medication to be Taken During School Hours"** must accompany all medication, containing instructions for administration, including exact times and dosages. The "Request for Medication to be Taken During School Hours" will be filed in the student's folder. This form can be obtained from the school office. This form shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for the administration changes. For a copy of this form, please contact the school office.
- All medications are to be delivered to the school office by a parent/guardian or other responsible adult, except for medications that a student is authorized to carry and self-administer pursuant to applicable law and school authorization. Medications must be in their original containers, with the name of the student, medication, dosage, and frequency of administration clearly marked. Extra medication should be picked up by the parent/guardian at the completion of the medication regimen or end of the school year, whichever is earlier. The school is not liable for any medication not picked up after the end of the school year.
- MPS staff shall keep records of medication administered at MPS.
- Medication will be kept in a secure and appropriate storage location at each MPS school and administered per physician's instructions by appropriately designated staff.
- Administration will consult with the parent/guardian and student's medical professionals to establish a written plan for Students with chronic health issues or conditions that require specific medication regimens or health plans, such as diabetes, asthma, etc.
- Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Principal in consultation with the parent or guardian and the pupil's medical professional.

A complete copy of the **"MPS Administration of Medications Policy"** is available for review in the main office and on the school website.

Sunscreen and Sun-protective Clothing

Sunscreen and Sun-protective Clothing – EC 35183.5

Pupils may wear sun-protective clothing while outdoors and may use sunscreen during the school day without a physician's note or prescription.

Required Health Screenings & Immunizations

Oral Health Assessment – EC 49452.8

Oral Health Assessment – EC 49452.8

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the pupil's first school year. Please contact the school office if you have questions about this requirement.

Physical Examination and Right to Refuse

Physical Examination – EC 49451; 20 USC 1232h

MPS shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. MPS shall maintain student immunization, health examination, and health screening records on file.

A parent or guardian may file annually with the school principal a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

Immunizations

Immunizations: EC 49403, 48216; HSC 120325, 120335, 120365, 120370, 120375

Students must be immunized against certain communicable diseases before they can attend school unless they provide a valid exemption. Students are prohibited from attending school unless immunization requirements are met for age and grade. The school shall cooperate with local health officials in measures necessary for the prevention and control of

communicable diseases in school age children. The school may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

MPS shall apply immunization requirements in accordance with applicable state and federal laws regarding the immediate enrollment of students experiencing homelessness and students in foster care.

Beginning January 1, 2016, parents of students in any school, will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the student enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunizations records for these students to their schools. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

A student not fully immunized may be temporarily excluded from MPS when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

State law requires the following immunizations before a child may attend MPS:

(a) All new students, in transitional kindergarten through grade 12, to MPS must provide documentary proof of receiving the legally required number of doses of polio, diphtheria, pertussis, tetanus, measles, mumps, and rubella, hepatitis B and varicella immunizations.

(b) All students entering seventh grade must also provide proof of an additional dose of tetanus, reduced diphtheria, and acellular pertussis.

Please contact the school office for information on the availability of free- or low-cost immunizations in your neighborhood.

Information about a medical exemption from immunizations for your student is available at CAIR ME. For more information on medical exemptions, please visit the following website: https://cair.cdph.ca.gov/exemptions/home.

A complete copy of the **"MPS Immunization Policy"** is available for review in the main office.

Health Information & Prevention Notices

Type 1 Diabetes Information Sheet

MPS will provide an information sheet regarding Type 1 Diabetes to the parent or guardian of incoming elementary grade students, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of Type 1 Diabetes.
2. A description of the risk factors and warning signs associated with Type 1 Diabetes.
3. A recommendation regarding those students displaying warning signs associated with Type 1 Diabetes that the parents or guardians of those students should immediately consult with the student's primary care provider to determine if immediate screening for Type 1 Diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a Type 1 diagnosis, parents or guardians should consult with the student's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

Type 1 Diabetes Information

Description

Type 1 diabetes usually develops in children and young adults but can occur at any age.

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production.

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In Type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

It is recommended that students displaying warning signs associated with Type 1 diabetes, which are described below, should be screened (tested) for the disease by their health care provider.

Risk Factors

Researchers do not completely understand why some people develop Type 1 diabetes and others do not; however, having a family history of Type 1 diabetes can increase the likelihood of developing Type 1 diabetes. Other factors may play a role in developing Type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis

Warning signs and symptoms of Type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for Type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated Type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains
- Trouble breathing
- Confusion

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 1 Diabetes Treatments

There are no known ways to prevent type 1 diabetes. Once Type 1 diabetes develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. Your child's health care provider may refer your child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

Contact your student's school nurse, school administrator, or health care provider if you have questions.

References

Centers for Disease Control and Prevention
https://www.cdc.gov/diabetes/basics/type1.html

KidsHealth.Org
https://kidshealth.org/en/parents/type1.html?ref=search

The Mayo Clinic
https://www.mayoclinic.org/diseases-conditions/type-1-diabetes-in-children/symptoms-causes/syc-20355306

National Library of Medicine (NLM) and National Institutes of Health's (NIH) MedLine
https://medlineplus.gov/ency/article/000305.htm

Type 2 Diabetes Information Sheet

MPS will provide an information sheet regarding Type 2 Diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of Type 2 Diabetes.
2. A description of the risk factors and warning signs associated with Type 2 Diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 Diabetes should be screened for Type 2 Diabetes.
4. A description of treatments and prevention of methods of Type 2 Diabetes.
5. A description of the different types of diabetes screening tests available.

Type 2 Diabetes Information

Description

Type 2 diabetes is the most common form of diabetes in adults.

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.

- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 2 Diabetes

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Risk Factors

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- **Being overweight**. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- **Family history of diabetes**. Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- **Inactivity**. Being inactive further reduces the body's ability to respond to insulin.
- **Specific racial/ethnic groups**. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- **Puberty**. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- **Eat healthy foods.** Make wise food choices. Eat foods low in fat and calories.
- **Get more physical activity.** Increase physical activity to at least 60 minutes every day.
- **Take medication.** If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

References

American Diabetes Association Clinical Journal
http://clinical.diabetesjournals.org/content/23/4/181.full

Helping Children with Diabetes Succeed: A Guide for School Personnel
http://www.ndep.nih.gov/media/Youth_NDEPSchoolGuide.pdf

KidsHealth.Org
http://kidshealth.org/parent/medical/endocrine/type2.html

The Mayo Clinic
http://www.mayoclinic.com/health/type-2-diabetes-in-children/DS00946

National Library of Medicine (NLM) and National Institutes of Health's (NIH) MedLine
http://www.nlm.nih.gov/medlineplus/ency/article/000313.htm

US Centers for Disease Control and Prevention
http://www.cdc.gov/diabetes/projects/cda2.htm

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth-grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Substance Use & Medication Safety

Dangers of Synthetic Drugs

Dangers of Synthetic Drugs – EC 48985.5

The illicit use and abuse of synthetic drugs represents an ongoing public health threat in California. The fentanyl crisis has significantly impacted communities across the state, leading to a sharp increase in fentanyl poisonings and overdose deaths in recent years. This notice is intended to help students and families understand the dangers associated with synthetic drugs and the potentially deadly consequences of recreational drug use.

A synthetic drug is a substance with properties and effects similar to those of a known hallucinogen or narcotic but with a modified chemical structure, often designed to evade restrictions on illegal substances. Synthetic drugs include, but are not limited to, synthetic cannabinoids ("synthetic marijuana," "Spice," and "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH") has identified the extreme danger posed by drugs laced with fentanyl. Illicit fentanyl may be added to other substances to make them cheaper, more powerful, and more addictive. Fentanyl has been found in heroin, methamphetamine, counterfeit pills, cocaine, and other illegal drugs. Because fentanyl cannot be seen, smelled, or tasted, it is often impossible to determine whether a drug contains fentanyl without specialized testing. Even a small amount of fentanyl can cause a fatal overdose.

Students and families should also be aware that social media platforms and other online services may be used to market, advertise, and sell illicit drugs, including fentanyl and counterfeit pills containing fentanyl. Students are encouraged to avoid purchasing or consuming any medication or substance that has not been prescribed by a licensed health care provider or obtained from a lawful and reputable source.

Additional information regarding fentanyl and overdose prevention is available from the CDPH Substance and Addiction Prevention Branch at:

https://www.cdph.ca.gov/Programs/OPA/Pages/Communications-Toolkits/Fentanyl-Overdose-Prevention.aspx

Emergency Medication for Opioid Overdose – EC 49414.3, 49414.4

Notwithstanding any other law or regulation, MPS shall not prohibit students, while on a schoolsite or participating in school activities, from carrying fentanyl test strips or a federally approved opioid antagonist for over-the-counter use for the emergency treatment of persons suffering, or reasonably believed to be suffering, from an opioid overdose.

MPS may maintain naloxone hydrochloride or another opioid antagonist at school sites and may authorize trained personnel to administer such medication to any person who is suffering, or reasonably believed to be suffering, from an opioid overdose in accordance with applicable law.

Information regarding the location of emergency opioid overdose medication and applicable training materials shall be maintained and made available at each school site in accordance with applicable law.

Student Wellness

Wellness Policy

MPS is committed to the optimal development of every student. MPS believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

The School Wellness Policy outlines MPS' approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions.

You may obtain a copy of the **"MPS School Wellness Policy"** at the school office or on the school's website.

Free School Meals

Free School Meals – EC 49501.5

MPS shall provide two school meals free of charge during each schoolday to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period (breakfast and lunch) and with adequate time to eat. The meals provided under this paragraph shall be nutritiously adequate meals that qualify for federal reimbursement.

Although meals are provided free of charge to all students, MPS may request that families complete meal applications, alternative income forms, or other household income documentation as permitted by law. Information collected through these forms may be used for funding, accountability, program eligibility, and other educational purposes authorized by state and federal law.

Earned Income Tax Credit

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance for Needy Families payments. Even if a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Non-Discrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

Mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

Or fax:
(833) 256-1665 or (202) 690-7442

Or email:
Program.Intake@usda.gov

Charter School is an equal opportunity provider.

Water Bottles and Water Filling Stations

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter school shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

Menstrual Products

Menstrual Products – EC 35292.6

MPS supports menstrual equity and provides free and accessible menstrual products at schools serving grades 3 through 12. In accordance with California law, menstrual products shall be available in all women's restrooms and all-gender restrooms and in at least one men's restroom at applicable school sites.

Notice regarding the availability of menstrual products shall be posted in a prominent and conspicuous location in each restroom where menstrual products are required to be stocked. The posted notice shall include the name, email address, and telephone number of the individual responsible for maintaining the supply of menstrual products at the school site.

Body Shaming

Body Shaming Model Policy and Resources – EC 232.7

MPS believes students should have the knowledge and skills necessary to develop healthy attitudes regarding body image, self-esteem, nutrition, physical activity, and overall wellness. "Body shaming" means the action or practice of mocking or stigmatizing a person by making critical comments or observations about the shape, size, or appearance of the person's body. As resources and support become available, MPS may share information related to positive body image and the prevention of body shaming with students and families.

Sexual Health Education

California Healthy Youth Act – EC 51930-51939

MPS offers comprehensive sexual health education to its students in grades 7-12. MPS provides pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. It is intended to ensure that pupils in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, unintended pregnancy and menstrual health; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; 3) promote understanding of sexuality as a normal part of human development; 4) ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance; 5) provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

Parents or legal guardians have the right to:

1. Inspect the written and audiovisual educational materials used in comprehensive sexual health and HIV prevention education.

2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education.
3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act.
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by MPS personnel or outside consultants.
5. Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.
6. When MPS chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of: a) The date of the instruction, and b) The name of the organization or affiliation of each guest speaker.

MPS may administer to pupils in grades 7 through 12 anonymous, voluntary, and confidential research and evaluation tools to measure pupils' health behavior and risks, including tests, questionnaires, and surveys, containing age-appropriate questions about their attitudes or practices relating to sex. Parents or legal guardians will be notified in writing about the administration of, the right to review, and the right to excuse their child from any test, questionnaire, or survey.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if MPS has received a written request from the

student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Mental Health Services

Mental Health - EC 49428

In order to initiate access to available pupil mental health services, you may contact the Principal or designee. Our school will notify parents at least twice per year. This is one time through our Student/Parent Handbook Annual Notifications. We will also notify you again a second time each school year by the following means: ParentSquare message, newsletter, etc.

A minor who is 12 years of age or older may consent to outpatient mental health treatment or counseling services, as permitted by applicable law, if the attending professional determines that the minor is sufficiently mature to participate intelligently in the services. The mental health professional providing services is required to consult with the minor before determining whether involvement of the parent or guardian would be inappropriate.

The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the Principal or designee to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this mediation to your child, please contact the school office.

Available in the Community:

- Will be communicated by each MPS school.

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

Suicide Prevention Policy

Suicide Prevention Policies – EC 215

MPS is committed to promoting the health, safety, and well-being of all students. MPS recognizes that suicide is a serious public health concern and that early identification, intervention, and support can help reduce the risk of suicidal behavior and its impact on students, families, and the school community.

To support student safety, MPS has adopted a comprehensive Suicide Prevention Policy that includes age-appropriate prevention, intervention, referral, and postvention procedures; staff training; student and family education; and coordination with school-based and community mental health resources. MPS is committed to fostering a safe and supportive school environment where students are encouraged to seek help for themselves or others when concerns arise.

Suicide Prevention Crisis Team (SPCT)

MPS maintains a Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and student representatives. The SPCT supports the implementation, review, and ongoing improvement of MPS's suicide prevention efforts.

Suicide Prevention Liaisons

Primary Liaison:

Jasmine Gomez, School Psychologist
jasminegomez@magnoliapublicschools.org
(310) 473-2464

Secondary Liaison:

Michael Craig, School Principal
mcraig@magnoliapublicschools.org
(619) 644-1300

Suicide Prevention Resources

- 988 Suicide & Crisis Lifeline: Call or Text 988
- National Suicide Prevention Lifeline: 1-800-273-8255
- National Domestic Violence Hotline: 1-800-799-7233
- Crisis Text Line: Text "HOME" to 741741
- Teen Line: Text "TEEN" to 839863
- The Trevor Project: Text "START" to 678678
- Trans Lifeline: 1-877-565-8860

If you or someone you know is struggling emotionally or having trouble coping, help is available. Students in distress, or students who simply want to talk about their concerns, may call or text the resources listed above for free and confidential support.

The complete **"MPS Suicide Prevention Policy"** is available on the school website and may also be obtained from the school office upon request.

SAFETY & SECURITY

Technology Use

Acceptable Use of Technology

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Magnolia Public Schools ("Charter School") offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the school be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Educational Purpose

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

"Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

"Inappropriate use" means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

Notice and Use

The Charter School shall notify students and parents/guardians about authorized uses of school computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse, or negligence.

To reinforce these measures, the Principal or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using MPS computers, laptops, or tablets to access the internet or online services on an MPS campus and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of MPS equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Principal or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Principal or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using Charter School technology.

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to

further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Principal or designee shall block access to such sites on Charter School computers with Internet access. The Principal or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of school computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

Acceptable Use Agreement

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
    a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
    b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse, or negligence. The student and parent/guardian agree not to hold the Charter School or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse, or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of MPS equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any MPS equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:
    a. Playing games or online gaming.
    b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
    c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
    d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
    e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.
    f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
    g. Conducting for-profit business.

h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the MPS student discipline policy and applicable laws.

9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

MPS promotes the use of networked computer technology in its instructional program in order to facilitate learning and teaching. Towards this end, students may be provided with a "device" (computer, laptop / iPad / Chromebook, etc.) for educational activities at school and home. MPS will make every effort to ensure that the MPS technology services are used responsibly by students. Students are expected to act in a responsible, ethical and legal manner in accordance with this Agreement, accepted rules of network etiquette, and Federal and State law. Following are some safekeeping instructions for MPS-provided devices. As applicable, students shall:

- Bring their MPS device to school every day, fully charged;
- Never leave the MPS device unattended;
- Never loan the MPS device to other individuals;
- Know where the MPS device is at all times;
- Store the MPS device in the bag/case if provided by MPS; otherwise students are encouraged to purchase protective covers/cases for their devices;
- Store and use the device in a safe location and environment to avoid loss or damage to the device;
- Not remove the Asset Tag or other school property identifiers;
- Charge the MPS device's battery daily;
- Keep food and beverages away from the MPS device;
- Only use a soft cloth or approved screen cleaning solution to clean the screen of the device;
- Not disassemble any part of the MPS device or attempt any repairs;
- Not place decorations (such as stickers, markers, etc.) on the MPS device;
- Understand that the MPS device is subject to inspection at any time without notice and remains the property of MPS;
- Notify MPS by the next school day in the event of loss or damage to the device;
- File a police report in case of theft, vandalism, and other acts covered by MPS' insurance;
- Return the device to MPS when requested by the Technology Department for maintenance and upgrades;
- Return the MPS device and accessories upon demand, upon termination of enrollment and/or at the expiration of the school year in good working condition;
- Be aware that they may be held accountable for damage to a laptop resulting from "user abuse." Examples of "user abuse" include, but are not limited to, the following: leaving cables plugged in when storing the device in the carrying case which can cause broken connectors or ports; using the carrying case/sleeve for carrying textbooks, etc.; eating or drinking while using the device, resulting in damage to the device; storing the device for prolonged periods while in "stand by" or "sleep" mode (overheating can occur).

Disclaimer

Electronic information available to students does not imply endorsement of the content by MPS, nor can MPS guarantee the accuracy of information obtained on the Internet.

MPS makes no warranties of any kind, whether expressed or implied, with respect to the information technology services it provides. MPS will not be responsible for damages resulting from the use of MPS device and MPS information

technology services, including, but not limited to, loss of data resulting from delays, non-deliveries, missed deliveries, service interruptions.

MPS shall not be responsible for any charges or fees resulting from access to the internet or internet resources which are not authorized in writing by MPS.

Signatures

After reading the **"Acceptable Use of Technology"** policy and this Acceptable Use Agreement, please note that your signature on the form at the end of this Handbook indicates that you agree to the terms and conditions provided here. Please note, the signature of both the parent/guardian and student are mandatory before access may be granted to the technologies available at MPS. This document, which incorporates the Technology Policy and Acceptable Use Agreement, reflects the entire agreement and understanding of all parties. MPS encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Camera Surveillance on School Property

Camera Surveillance on School Property – PC 647(j)

Surveillance cameras will be utilized only in public areas where there is no "reasonable expectation of privacy." Public areas may include school buses; building entrances; hallways; parking lots; front offices where students, employees, and parents come and go; gymnasiums during public activities; cafeterias; and supply rooms. However, it is not possible for surveillance cameras to cover all public areas of School buildings or all School activities. School surveillance cameras will not be installed in "private" areas such as restrooms, locker rooms, changing areas, private offices (unless consent by the office owner is given), or classrooms.

Use of Security Cameras at MPS

The Board of Directors ("Board") of Magnolia Public Schools ("MPS" or the "School") recognizes the value in protecting the health, safety, and welfare of students and staff, and in protecting the community's investment in School owned or leased property and facilities. Upon carefully weighing the privacy rights of students and staff against MPS' duty to provide a safe, secure, and orderly learning and work environment, the Board has resolved to authorize the limited use of security cameras at MPS schools, in school buildings, and upon school grounds pursuant to the following restrictions:

Security Monitoring System

1. "Security Monitoring System" refers to the School's network of security cameras, equipment, and recorded footage.
2. Security cameras may be installed in any public area within a School building and/or upon School grounds where people have no reasonable expectation of privacy including, but not limited to, in classrooms, hallways, cafeterias, libraries, computer labs, parking lots, auditoriums, break rooms, weight rooms, and gymnasiums.
3. Security cameras may not be installed in any area in which individuals possess a reasonable expectation of privacy, such as in restrooms, locker rooms, or private offices.
4. The precise location of security cameras shall be determined by MPS or by the School-site principal with the approval of the Chief Executive Officer ("CEO"). Input from staff members may be sought to determine the most beneficial locations for security cameras. A diagram showing the wiring of the local server for the security monitoring system at the school site shall be shared with the Board prior to the installation of the security monitoring system.
5. Under no circumstances shall MPS' security cameras record, or be equipped to record, audio data. Further, MPS' security cameras are not intended, and shall not be used, for viewing of live footage. Instead, security camera footage shall be recorded to a digital file. Authorized personnel may view security camera footage by accessing the pre-recorded footage saved to a digital file.
6. Security camera footage may be used as evidence in a staff or student disciplinary matter and/or to provide evidence of any unlawful activity in and around School grounds.
7. Absent a reported incident, security camera footage will be erased after thirty (30) days.
8. Under no circumstances will employees make unauthorized copies or duplicates of security camera footage.
9. Any violation of this policy may result in student discipline in accordance with the Student/Parent Handbook, or employee discipline, up to and including termination, in accordance with the Employee Handbook.
10. MPS shall notify educational partners of the use of security cameras on campus in accordance with the law and the requirements outlined in this policy.

Treatment of Recordings

Authorized Personnel

"Security Monitoring System" refers to the School's network of security cameras, equipment, and recorded footage.

Only authorized MPS employees may access or operate the security camera system. The footage will only be reviewed by authorized employees if a safety or security incident or suspected incident or situation arises and a review of the footage is appropriate. Absent a qualifying safety or security related incident or suspected incident, the security camera footage shall not be reviewed, unless express permission to review the footage is given by the CEO or the Board President. In cases of a malfunction to the security monitoring system, the footage may be accessed to determine functionality.

Security camera footage may only be viewed in the presence of two (2) authorized persons, which shall include the Principal of the School-site and a second person authorized by the CEO. Alternately, the two (2) authorized persons may be configured as the Board President and a second person authorized by the Board President. Both authorized persons must be physically present with two (2) different unique access keys to access the footage.

Any other parties wishing to view the security camera footage shall first obtain the written consent of the CEO, and must meet the requirements of this policy, unless otherwise required by the law, or a court of competent jurisdiction.

Data Storage

Security camera footage shall be stored in a secure location and shall only be accessed by authorized personnel. Security camera footage shall be password protected/encrypted under the direction and support of the MPS IT Director. Additionally, such footage will be stored on a local wired server which will not be connected to an outside server.

Footage of incidents captured by security cameras located on school property may constitute a part of a student's educational record, subject to relevant Board policies and administrative regulations, including applicable record retention policies. Upon the report of an incident or possible incident, only those persons with a legitimate educational purpose shall be permitted to view the recordings, and these requests must be made in writing and approved by the CEO prior to the footage being viewed by such parties. In most instances, the persons with a legitimate purpose will be the CEO, School-site principal, authorized administrative staff, and authorized MPS area education agency staff members.

Record Keeping

The Principal shall keep a written log of all persons who review the security camera footage at their School-site, including the date and time stamps of the footage under review, the name of the individuals viewing the footage, the date and time the footage was viewed, and the purpose for which the footage was viewed. If the content of the recording becomes the subject of a student or employee disciplinary proceeding, it may be treated like other evidence in that proceeding.

Security camera footage will be stored for thirty (30) days, unless the Principal, CEO, Board President, or other state or federal agency requests that specific footage be preserved for a longer period, in which case the applicable footage will be saved and protected with the same degree of security that other security camera footage is protected. No unauthorized copies of footage or duplicates may be made.

Parents/Guardians may request to view recordings of their children only in the event the recordings are used in disciplinary proceedings involving their children, and such requests must be made in writing by the Parent/Guardian pursuant to the School's Family Educational Rights and Privacy Act ("FERPA") Policy. Any such request shall be processed pursuant to the School's FERPA Policy and in accordance with any other applicable law. If a Parent/Guardian's request is granted, the faces of other students shown in the recording, who are not children of the requesting parent, will be removed and/or blurred out in order to protect their identities.

In the event footage is used in an employee disciplinary matter, the employee may be given access to the relevant footage at or before the time of discipline. This does not create a right of employees to access or review any other security camera footage.

Under no circumstances will the MPS' security camera footage be duplicated and removed from MPS property except in accordance with this policy, a court order, and/or a valid subpoena.

Notification

MPS shall post security camera signage at all campus and facility entrances disclosing the use of security camera equipment on the premises. Additionally, MPS Home Office shall provide the following annual written notice to students and parents at the affected school-sites:

> Dear Students and Parents:
>
> This letter from Magnolia Public Schools ("MPS") is to inform you of the decision by the MPS Board of Directors to authorize the use of security cameras in public areas of your campus, including in and around School buildings and on School property, including inside School classrooms. The purpose of this program is to promote and maintain a safe, secure, and healthy environment for all students and staff. Private areas of campus, such as restrooms and locker rooms, will not be subject to security camera recording. Additionally, MPS will post signage indicating the areas of campus where security cameras are in use.
>
> This notice hereby notifies students and parents that the video recordings will only be retained if necessary for use in a student disciplinary proceeding or other matters, to the extent permitted by law and as determined necessary by the MPS administration. Further, this notice hereby notifies Students and parents that the content of video recordings may be used in a student's disciplinary proceeding and may be referred to local law enforcement, as appropriate. The content of the video recordings may be a confidential student record and, if so, will be retained with other student records and will be subject to the Family Educational Rights and Privacy Act ("FERPA") requirements.
>
> Parents/Guardians may request to view recordings of their children only in the event the recordings are used in disciplinary proceedings involving their children, and such requests must be made in writing by the Parent/Guardian pursuant to the School's FERPA Policy. Any such request shall be processed pursuant to the School's FERPA Policy and in accordance with any other applicable law. If a Parent/Guardian's request is granted, the

faces of other students shown in the recording, who are not children of the requesting parent, will be removed and/or blurred out in order to protect their identities.

Security cameras will not be used to record audio, and footage will be kept private and destroyed after thirty (30) days, unless the preservation of the footage is otherwise needed as discussed above.

Tampering

Students and employees are prohibited from tampering with the MPS' security cameras, systems, and/or footage. "Tampering" includes any unauthorized use, access, or physical damage to the system caused by the student or employee. Students found in violation of this policy will be disciplined in accordance with MPS policies. Any employee found to have tampered with MPS security monitoring system may be disciplined, up to and including termination, and they may also be liable for any damage to the system.

Electronic Listening or Recording Device

Electronic Listening or Recording Device – EC 51512

The use by any person, including a pupil, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the pupil, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation shall be subject to appropriate disciplinary action.

Electronic Signaling Devices

Electronic Signaling Devices – EC 48901.5

The use by any person, including a pupil, of any electronic signaling device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. The only allowable use would be acceptable if it is determined by a licensed physician that the pupil must use for the health and safety of a pupil. Any pupil in violation shall be subject to appropriate disciplinary action.

Smartphone use may be prohibited by MPS while a student is at a school site and under supervision and control of staff. There are health and special education limits or usage that may differ from the general student population but must be in writing and kept on file in student records for confidential record keeping and reasons.

EC 48901.7

(a) The governing body of a school district, a county office of education, or a charter school may adopt a policy to limit or prohibit the use by its pupils of smartphones while the pupils are at a school site or while the pupils are under the supervision and control of an employee or employees of that school district, county office of education, or charter school.

(b) Notwithstanding subdivision (a), a pupil shall not be prohibited from possessing or using a smartphone under any of the following circumstances:

(1) In the case of an emergency, or in response to a perceived threat of danger.

(2) When a teacher or administrator of the school district, county office of education, or charter school grants permission to a pupil to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator.

(3) When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.

(4) When the possession or use of a smartphone is required in a pupil's individualized education program.

MPS Electronic Devices and Cell Phone Policy

The Magnolia Public Schools ("MPS" or the "Charter School") Board of Directors recognizes the potential for cell phones, smartphones, smartwatches, earbuds, and electronic signaling devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while on school grounds, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. This policy is designed to minimize classroom distractions and enhance student focus. It also addresses growing concerns regarding the impact of cell phone use and social media on youth mental health, including issues such as anxiety and cyberbullying. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will collect and hold any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher, staff, or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher, staff, or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Private devices shall be turned off and shall not be used:

- During instructional classroom time, including assemblies, and any other school activity, which takes place during the regularly scheduled school day on or off campus.
- During break periods, between class periods, or during lunch.
- During events sponsored by the Charter School held before or after regular school hours.
- During expanded learning programs sponsored by the Charter School — including, but not limited to, before- and after-school programs, clubs, tutoring, athletics, Saturday School, and intersession programming.
- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. Charter School teachers, administrators, and staff will collect and hold any private devices used by a student in violation of this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar item—whether or not it is in the immediate possession of the student—a Charter School employee may collect the device and retain it in accordance with school policy.

A student's collected personal cell phone, smartphone, or other private device shall not be ***searched*** by Charter School officials without the student's or their parent/guardian's consent or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

Progressive Disciplinary Actions for Policy Non-Compliance:

Infraction	Disciplinary Action
1st Infraction	Verbal Warning
2nd Infraction	Device will be collected and returned at the end of the school day.
3rd Infraction	Device will be collected and released only to a parent/guardian. A parent conference is required, and a behavior contract may be implemented including loss of device privileges.
4th Infraction	Device will be collected. Student may face extended loss of device privileges (e.g., prohibited from bringing device to campus or required to check it in daily). Additional school privileges may also be revoked (e.g., participation in activities).

If a student refuses to surrender a device when requested, the matter will be referred to the office and handled by school administration in accordance with the school's discipline policy.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at Charter School sponsored activities.

Internet Safety

Internet Safety Policy for Students

MPS prides itself on providing a safe learning environment for its students. An emerging national concern is the inappropriate use of the Internet by students. This problem has the potential to be harmful, and we ask your support in assisting us with this challenge.

Across the nation, schools have seen an increase in negative student behavior as a result of messages written using electronic technology, posted to popular social networking Web sites. Many sites contain instant messaging components that allow students to chat with other students and to post statements that ordinarily would not be said in a face-to-face conversation.

The popularity of these Web sites seems to be growing. FaceBook.com, for example, is said to have millions of members and has become one of the most popular "message exchange" sites among students nationwide.

Unfortunately, some of these Web sites are being used by child predators, "cyber bullies," and con artists. To our knowledge, there are no adults officially responsible for monitoring the content on such Web sites, and some students use the sites to participate in online bullying or to threaten harm to other students. The so-called "cyber bullies," mostly children between the ages of 9 and 14, use the anonymity of the Web to hurt others without witnessing the consequences. Students who are bullied online sometimes do not report these occurrences for fear that they will be barred from using the Internet.

Outside of our schools, there have been instances of adults posing as youths and gaining access to student chat rooms. In some cases, these contacts have led to tragedy. Some unsuspecting students post enough personal information that predators are able to locate students' home or school addresses, thereby becoming easy targets for predators.

MPS has blocked the use of these social networking Web sites from our school computers. We will continue to block objectionable material as we deem appropriate.

Parents should be aware of what their children are writing on the Internet and what others are posting in reply. These Web sites are public domain, and anything posted there can be seen by anyone who has Internet access. Although most of what is written is not immoral, offensive, or illegal, some of it is. If you choose to do so, you may investigate this site by personally logging on to the site. The services are free, and users may register using an e-mail address. Once you have registered, you can search by name and e-mail address to see if your child is registered. You can narrow the search results by entering the name of your city. You will be able to view the kinds of personal information, messages, diaries, and photographs that students post to this Web site.

Helpful Tips and Resources

We encourage you to talk with your son or daughter about the potential danger of the Internet. Ask if they have an account with Facebook, Instagram, Snapchat, or similar Web sites. If your child is using such a site with your permission, you may want to review his or her profile to ensure that no personal and identifiable information has been posted.

We also encourage you to establish rules and guidelines to ensure the safety of your child while on the Internet. Some Web sites offer parental or family guidance for Internet safety; for example, SafeKids.com, located online at http://www.safekids.com, and Web Wise Kids, located online at http://www.webwisekids.org, by telephone at 866-WEB-WISE, or by e-mail at webwisekids2@aol.com.

MPS will continue to provide Internet security within our schools. It is important that parents also monitor Internet use at home.

Thank you for your support and cooperation in keeping our students safe. If you have questions or would like more information, please feel free to contact the school office.

A complete copy of the "**Internet Safety Policy"** is available for review in the front office and on the school website.

StudentSquare

StudentSquare is a communication and organization tool MPS uses to keep students informed and involved in their classes and extracurricular activities. It provides all school, classroom, and group communication in one place; notifications via app, text, and/or email; and the ability to send direct messages to teachers or staff. StudentSquare is a student communication companion to ParentSquare. Each middle school and high school student automatically have an account in StudentSquare based on their school email address. Students receive messages via email, but there are other ways to get StudentSquare messages: students can add their cell phone number to receive text messages, or they can download the StudentSquare app (iOS and Android) and receive notifications.

Students are provided access to StudentSquare primarily for educational purposes and shall not use it for personal activities or for activities that violate Charter School policy or local law. Students will follow the "Acceptable Use of Technology" policy and the Acceptable Use Agreement. The signature of both the parent/guardian and student are mandatory before access may be granted to the technologies available at MPS. Please note that your signature on the form at the end of this Handbook indicates that you agree to the terms and conditions provided here.

Safety & Emergency Preparedness

Asbestos Management Plan

Asbestos Management Plan – 40 CFR 763.93

MPS maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact MPS.

Pesticide Products

Pesticide Products – EC 17612 and 48980.3

To obtain a copy of all pesticide products and expected use at the school facility during the year, and to receive notification of individual pesticide applications at the school at least 72 hours before the application, please contact the school office. The notice will identify the active ingredient(s) in each pesticide product, the intended date of application an Internet address on pesticide use and reduction, and the Internet address where the school site integrated pest management plan may be found if the school site has posted the plan.

A pesticide notification request letter is included at the end of this Handbook and copies are also available in the school office.

Civility on School Grounds

Civility on School Grounds – CC 1708.9; EC 32210

Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars ($500).

It is unlawful for any person, except a parent/guardian acting toward his/her minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

Disaster Preparedness Educational Materials

Disaster Preparedness Educational Materials – EC 32282.5

Natural and human-caused disasters affect everyone which is why it is important to be prepared at home, at school, at work, and in the community. Parents and guardians are encouraged to review the safety educational materials provided on the California Department of Education Web page at: http://www.cde.ca.gov/ls/ss/cp/pupilsafetyeducmat.asp.

The materials are available in multiple languages and can be used to help families prepare for different types of emergencies and crises.

Gun-Free School Zone Act

Gun-Free School Zone Act – PC 626.9, 30310

California prohibits any person from possessing a firearm on, or within 1,000 feet from, the grounds of a public or private school, unless it is with the written permission of the principal. This does not apply to law enforcement officers, any active or honorably retired peace officers, members of the military forces of California or the United States, or armored vehicle guards engaged in the performance of, or acting in the scope of, their duties. A person may also be in possession of a firearm on school grounds if the firearm is unloaded and in a locked container or within the locked trunk of a motor vehicle. A violation of this law is punishable by imprisonment in a county jail for up to six months, a fine of up to $1,000, or both imprisonment and fine.

Firearms Safety

Firearms Safety – EC 49392

The purpose of this memorandum is to inform and to remind parents and legal guardians of all students at MPS of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others. (See California Penal Code sections 25100 through 25125 and 25200 through 25220.)
    - **Note:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm. (See California Penal Code section 25100(c).)
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years. (See California Civil Code Section 29805.)
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. (See California Civil Code Section 1714.3.)

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

MPS takes all threats and perceived threats to school safety seriously and may cooperate with local law enforcement and other appropriate agencies in conducting threat assessments and responding to potential safety concerns.

Off-Campus Lunch Policy

Off-campus Lunch – EC 44808.5

MPS permits the high school students enrolled at MPS to leave the school grounds during the lunch period.

Neither MPS nor any officer or employee thereof shall be liable for the conduct nor the safety of any pupil during such time as the pupil has left the school grounds during the lunch period.

If a student reaches a total number of ten (10) unexcused absences or unexcused tardies over thirty (30) minutes within a school year or if a student has three (3) unexcused absences or unexcused tardies after leaving the school grounds for lunch and before reporting back to school, this privilege will be taken away from the student for the remainder of the school year.

Each individual MPS school may include site-specific amendments into the off-campus policy addressing local issues. This includes removing the off-campus lunch permission or limiting it to specific grade levels as well as implementing additional eligibility criteria as long as the principle of equity is observed.

School Safety Plan

School Safety Plan – EC 32280 et seq.

Each MPS school site has a Comprehensive School Safety Plan, which includes a disaster preparedness plan and emergency procedures.

A copy of the complete Safety Plan can be located at the school office and on the school website.

Emergency Preparedness

MPS works diligently to make sure that students and staff are prepared for emergencies. The school has an emergency plan that provides guidance for the school staff in an emergency. The school conducts regular emergency drills that accommodate persons with disabilities and meet or exceed the state mandated requirements, such as:

- **Fire Drill** – Every elementary and middle school practices this procedure once a month; high schools practice once each semester.
- **Earthquake Exercise** – Once a year, all schools conduct a full-scale earthquake exercise as part of the Great California Shake-Out. The drills are scheduled in the fall and all the elements of the school's disaster plan are practiced.
- **Drop, Cover, and Hold On (Earthquake) Drill** – Every month, schools use this drill to remind students how to protect themselves during an earthquake.
- **Lockdown Drill** – At least once per semester, schools practice how they will respond to a threat of violence on or near the campus.
- **Shelter-in-Place Drill** – At least once per semester, schools practice how they will respond to an environmental hazard on or near the campus.
- **Take Cover Drill** – At least once per semester, students practice how they would respond to gunfire or an explosion in the neighborhood.

Parents are asked to make sure that their students actively participate and take emergency drills seriously. These drills help make public schools the safest place for students during an emergency. Each school also stocks emergency supplies to sustain students and staff. These supplies include water, food, first aid supplies, search and rescue equipment, and sanitation items. These supplies are checked regularly by school staff.

In the event of a disaster, the school may need to care for your child for several days if you are unable to reach the school. It is important to have adequate emergency medical supplies on hand. School sites request that parents bring a 72-hour supply of any prescription medications for their child to the school health office. Medications should be in a container with the pharmacy label listing the child's name, the name and dosage of the medication, and instructions for administering the medication.

What Can Parents Do During an Emergency?

Parents should be familiar with the school's emergency procedures and update contact information whenever it changes. Parents should keep their cell phone with them to receive messages on the emergency. Knowing where to go to pick-up your child will save time and reduce anxiety. Parents should remember that schools have emergency procedures in place to protect all students and that schools will follow these procedures during an emergency.

Parents should also remember that children look to them for guidance and support during an emergency; parents who are calm and are prepared for emergencies can inspire children to do the same. This will go a long way to promote recovery and a return to normalcy. If you have questions about the school's emergency procedures, you are encouraged to contact the school office.

Emergency Response

In the event of an emergency, parents should remember that public schools are among the safest buildings in the community. By law, California public schools are built to a higher standard than other public buildings, as required by the Field Act; therefore, schools will generally have less damage from an earthquake than residential or commercial buildings. Schools also have extensive fire/life safety systems that include fire alarms and sprinkler systems that are designed to protect students and staff.

In general, schools will respond to emergencies by moving students to the safest possible location. During fires or earthquakes, students will be moved out of the classrooms to a safe assembly area away from buildings, usually the school field or play yard. During a lockdown or shelter-in-place, students will be moved indoors to use the buildings as protection.

During an emergency, parents who want to pick-up their children may be asked to go to the Request Gate located on the school's perimeter and show identification. This is a specific location that schools will use to release students.

Please remember that students will only be released to a person whose name is listed on the student's Emergency Information Form. Parents must make sure that the student's Emergency Information Form is current and correct. Please notify your child's school any time the emergency contact information changes.

During a threat of violence, students will be sheltered in a locked classroom away from anything that can hurt them. During an emergency when the campus must be protected, parents will not be able to pick-up their children until the school campus is declared to be safe by law enforcement. Parents need to understand that the students are being sheltered in a secure location for their safety and will be released only when it is safe.

Schoolbus and Transportation Safety Policy

Schoolbus Safety – EC 39831.5

- All students who are transported in a schoolbus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request in the main office. Transportation is only provided to eligible students in authorized programs.
- It is recommended that parents and children become familiar with the route to school by walking it together. Obey marked crosswalks, stop signs, traffic signals and other traffic controls.
- Students who have a home pickup and delivery per their Individualized Education Program (IEP) must have a designated responsible adult present to receive them from the bus when returned from school.
- Prior to departure on a school activity trip, all pupils riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.
- Students transported in a school bus or in a school pupil activity bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the students while they are on the bus or being escorted across a street, highway or road. Students who ride school buses are expected to adhere to the same rules of conduct and behavior on the school bus as in school. Any student who engages in misconduct, disrupts school bus travel, disrespects the school bus driver or jeopardizes the safety of school bus rides is subject to disciplinary action, including suspension or expulsion.

A complete copy of the **"MPS Transportation Safety Policy"** is available for review in the main office.

Walking or Riding a Bicycle to School – VC 21212

No person under 18 years of age may operate a bicycle, non-motorized scooter, skateboard or wear in-line or roller skates, nor ride as a passenger upon a bicycle, non-motorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened bicycle helmet that meets specified standards.

Volunteer, Visitation, Shadowing, and Removal Policy

While MPS encourages parents/guardians and interested members of the community to visit MPS and view the educational program, MPS also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, MPS has established the following procedures to facilitate volunteering and visitations during regular school days:

Definitions

- A "*visitor*" is defined as any person seeking to enter the school building who is not an employee of the Charter School or a student currently enrolled in that building. All visitors who are not parents or guardians of a student must have a specific and educationally relevant purpose for their visit.
- A "*volunteer*" is defined as any person who voluntarily offers and provides a service to the Charter School with Charter School approval without receiving compensation.

Volunteering Categories and Application Process

A. Certified Volunteers ("C-Volunteers")

a. Who are C-Volunteers: These are volunteers that would like to volunteer with MPS on an ongoing basis and may have unsupervised exposure or contact with students. Examples may include, but are not limited to, classroom volunteers, tutors, field-trip volunteers, etc.

b. Application Process: C-Volunteers must provide MPS with the following documents:
   - Volunteer Application Form (signed)
   - Volunteer Commitment Form (signed)
   - Fingerprinting and Background Clearance* (if volunteering outside of the direct supervision of a credentialed employee)
   - Tuberculosis risk assessment or examination*

- Valid photo I.D. (driver's license, passport, military ID, US or other government identification)

B. Single Event Volunteers ("SE-Volunteers")

a. Who are SE-Volunteers: These are volunteers that would like to volunteer at MPS for a one (1) days special event or activity and have no unsupervised exposure or contact with students. Examples may include, but are not limited to, guest story reader, guest speaker, senior exhibition panel member, etc.

b. Application Process: SE-Volunteers are not required to submit a volunteer application but must comply with the Volunteering Guidelines below and provide MPS with a valid photo I.D.

* Volunteers will be reimbursed for eligible live scan fingerprinting and TB screening fees.

Volunteering Guidelines

Parents or guardians who are interested in volunteering must adhere to the following guidelines:

1. Volunteers must arrange volunteering schedule with the classroom teacher and/or MPS Principal or designee, at least forty-eight (48) hours in advance. Volunteering in class may be limited to certain hours or specific assignments as determined by the classroom teacher(s) or MPS administration.
2. For all prospective volunteers (both C-Volunteers and SE-Volunteers), the MPS Principal or designee will review California Megan's Law online database at http://www.meganslaw.ca.gov to ensure that prospective volunteers are not registered sex offenders.
   Prior to volunteering in the classroom or on campus, the volunteer should communicate with the teacher and/or MPS staff to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.
3. Information gained by volunteers regarding students (e.g., academic performance or behavior) is to be maintained in strict confidentiality and may not be shared with any individual except with the MPS Principal. Volunteers must sign in agreement that they have read and understand and agree to follow the Family Educational Rights and Privacy Act ("FERPA") Policy.
4. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus in the main office as indicated below.
5. Volunteerism by parents is encouraged but not mandatory. All parents are encouraged – but not required – to contribute a minimum of 10 hours per year to the school. No child will be excluded from MPS or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged volunteer hours.
6. This Policy does not authorize MPS to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Visitation Guidelines

1. Visits during school hours should first be arranged with the teacher and MPS Principal or designee, at least three (3) school days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three (3) school days in advance. Parents/guardians seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the MPS Principal or designee.
2. All visitors (including volunteers) shall register in the Visitor's Log Book and complete a Visitor's Permit in the main office immediately upon entering any school building or grounds when during regular school hours, including immigration enforcement officers. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys), the officer/official will also be asked to produce any documentation that authorizes school access. MPS shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by MPS. The MPS Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.
3. For purposes of school safety and security, the MPS Principal or designee have designated that each visitor wear a visitor's pass/sticker as a

visible means of identification for visitors while on school premises.

4. All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g. fever, coughing) may be denied registration. When recommended or requested by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. MPS reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.
5. Except for unusual circumstances, approved in advance by the MPS Principal, MPS visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester.
6. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and MPS Principal's advance written permission.
7. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Log Book in the main office.
8. The MPS Principal, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
9. The Principal may direct a visitor without lawful business on campus to leave campus when the visitor's presence or acts interfere with the peaceful conduct of the activities of the school or disrupt the school or its pupils or school activities. Any visitor who is directed to leave by the Principal or designee will not be permitted to return to the Charter School campus for at least seven (7) days.
10. The MPS Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt MPS' orderly operation. Consent will be reinstated whenever the MPS Principal has reason to believe that the person's presence will not constitute a disruption or substantial and material threat to MPS' orderly operation. Consent to be on campus can be withdrawn for up to fourteen (14) days.
11. The MPS Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the MPS Principal or designee shall inform the visitor that if the visitor reenters the school without following the posted requirements, the visitor will be guilty of a misdemeanor.
12. Any visitor who is denied registration or has his/her registration revoked may request a conference with the MPS Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the MPS Principal with fourteen (14) days of the denial or revocation of consent. The MPS Principal shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the MPS Principal shall be held within seven (7) days after the MPS Principal receives the request. If no resolution can be agreed upon, the MPS Principal shall forward notice of the complaint to the MPS Board of Directors. The MPS Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.
13. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the MPS Principal or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.
14. The MPS Principal or designee may seek the assistance of the police in managing with or reporting any visitor in violation of this Policy.

"Certified Volunteer (C-Volunteer) Application Form" and **"Volunteer Commitment and Procedures"** are included at the end of this handbook and copies are also available in the school office.

Shadowing Guidelines

Shadowing gives parents and students an opportunity to observe instruction during an ordinary school day and can help open dialog between parents and students about school. Parents are welcome to shadow their children, that is, to follow them through their school day. In order to maximize the benefits of shadowing, we request that parents adhere to the following guidelines:

- Follow the above procedure for providing three (3) school days advance notice of your visit, signing in in the main office when arriving at MPS, and obtaining a visitor's pass/sticker. Notice of your visit and intent to shadow should be provided by completing the Shadow Request Form, below, and submitting it to MPS at least three (3) school days in advance of your visit.
- Shadowing is not a time for parent/teacher conferences. If you desire a conference, please make prior arrangements with your child's teachers.
- To preserve the academic environment, please do not take part in the lesson unless invited to do so by the teacher. Do not visit with your child or other

students during class time. At no time may visiting parents address other students directly. Visitors are not allowed to record audio or video or take photos. Should you have any concerns, report them to the MPS administrators.

- Meet with MPS administration to debrief your visit.

"Shadow Request Form" is included at the end of this handbook and copies are also available in the school office.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to $500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.
2. Under California Education Code section 44811, disruption by a parent, guardian or other person whose conduct materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor and is punishable, upon the first conviction by a fine of no less than $500.00 (five hundred dollars) and no more than $1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.
3. Disruptive conduct may lead to MPS' pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

Student Conduct & Discipline

Dress Code/Uniforms

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. This uniform policy will be enforced from the very first day of school. Students shall cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on both student and parent/guardian support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that students follow these additional guidelines in terms of uniform appearance and personal appearance. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.** If you have any questions, please check with administration.

If a student is unable to wear the school uniform to school due to extenuating circumstances, please communicate with the school administration.

A Free MPS Uniform Set

MPS will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including a free uniform set.

MPS will make one uniform set of required MPS logo uniform pieces available to each student free of charge for the student's use during the school year. If parents/guardians or students want to purchase additional MPS logo pieces, they may do so through the school's uniform vendors.

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.
- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or side less shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS STUDENT UNIFORM POLICY

<table>
<tr>
<td>BOTTOM</td>
<td>

Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

</td>
<td rowspan="2">
<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
Pants may not be made from legging or jegging material.
Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants.
Rubber bands are not allowed on the bottom of pants or ankles.
No jean/denim style pants
No Cargo pants/shorts.
Must have a built-in pocket not a sewn-on pocket.

<u>Undergarments</u>
All undergarments, including bras, boxer shorts, etc., should not be visible
<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy.
Undershirts must be short-sleeved if worn.
The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
Under shirt may not hang out of sleeves.

</td>
</tr>
<tr>
<td>TOP</td>
<td>

White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hipbone when student is standing up.

</td>
</tr>
<tr>
<td>FOOTWEAR</td>
<td>

For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)
Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white.
No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

</td>
<td>
<u>Shoes</u>

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color.

<u>Jewelry and Accessories/Cosmetics</u>

Should be modest, appropriate for school, and not attract undue attention.

</td>
</tr>
</table>

<table>
<tr>
<td>PE UNIFORM</td>
<td>

<u>Top:</u> Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE.
<u>Bottom:</u> Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides <u>Footwear:</u> Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)

</td>
<td rowspan="2">

Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform,
Facial, tongue, and body piercing are not allowed.
Bracelets: Must be tasteful and not attract undo attention.
Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
Cosmetics must be appropriate for school and not attract undue attention.

No brightly colored or glitter eye shadow, or blush.
Mascara and eyeliner should be minimal.
Lipstick should be a natural color.
Earrings must be studs or one (1) inch hoops and worn on earlobe.

</td>
</tr>
<tr>
<td>OUTERWEAR</td>
<td>

Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.

<u>For colder weather</u>

Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo.
Sweatshirts and jackets must be solid white, gray, black, or navy-blue.

</td>
</tr>
</table>

<u>Notes</u>

- If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school’s administration.
- Each individual MPS school may include site-specific amendments into the uniform policy addressing local issues.

Duties of Pupils

Duties of Pupils – 5 CCR 300

Pupils shall conform to school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language.

Electronic Nicotine Delivery Systems (e-cigarettes)

Electronic Nicotine Delivery Systems (e-cigarettes) – PC 308

MPS prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all MPS property and in MPS vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin.

Students using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code. Section 308 of the Penal Code also states that every person under 18 years of age who purchases, receives, or possesses any tobacco, cigarette, or cigarette papers, or any other preparation of tobacco, or any other instrument or paraphernalia that is designed for the smoking of tobacco, tobacco products, or any controlled substance shall, upon conviction, be punished by a fine of seventy-five dollars ($75) or 30 hours of community service work.

Tobacco-free Campus

Tobacco-free Campus BPC 22950.5; HSC 104420, 104495, 104559, PC 308

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School's Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Principal or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

Student Freedom of Speech/Expression Policy

MPS respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined below.

Definitions

1. "*Obscenity*": when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. "*Defamation*": Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. "*Discriminatory Material*": material that demeans a person or group because of the person/group's disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related

medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.

4. *"Harassment (including sexual harassment), Intimidation and/or Bullying"*: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
5. "*Fighting Words*": words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.
6. "*Vulgarity and/or Profanity*": the continual use of curse words by a student, even after warning.
7. "*Violating Privacy":* publicizing or distributing confidential or private material without permission.

On-Campus Expression

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above. Also prohibited shall be material that incites a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the Charter School.

Distribution of Circulars, Newspapers, and Other Printed Matter

Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the MPS school site Principal or designee at least one school day prior to distribution. The Charter School site principal or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. The Charter School Executive Director or designee shall notify student(s) if distribution will be granted or denied (and if denied, why distribution is not in compliance with this Policy).
2. Distribution, free or for a fee, may take place at any time before school, after school, or during lunch providing there is no substantial disruption in the school programs (as determined by the MPS school site Principal). Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at school entrances.
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the MPS school site Principal).

Official School Publications

Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this section. However, it shall be the responsibility of the journalism staff adviser or advisers of pupil publications to supervise the production of the pupil staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy. The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication. "Official school publications" refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this policy. MPS officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under this policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given

the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Principal.

Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and MPS administration. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

Organized Demonstrations

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite pupils to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No individual student may demonstrate in the name of the school or as an official school group at any time unless authorized by the school to participate in the activity.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

Student Speeches

If a student is selected to speak at an MPS sponsored event, including but not limited to graduation or school assemblies, MPS has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the MPS sponsored event.

Off-Campus Expression

Off-campus student expression, including but not limited to student expression on off-campus internet web sites, is generally constitutionally protected but shall be subject to discipline when there is a sufficient nexus between the speech and the school.

Relevant considerations include:

1. The degree and likelihood of harm to the Charter School (staff, students, volunteers, and/or property) caused or augured by the expression,
2. Whether it is reasonably foreseeable that the expression would reach and impact the Charter School, and
3. The relation between the content and/or context of the expression and the Charter School. There is always a sufficient nexus between the expression and the Charter School when the Charter School reasonably concludes that it faces a credible, identifiable threat of school violence.

The Charter School Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program. Off-campus expression that results in the material disruption of classwork or involves substantial disorder or invasion of the rights of others may be subject to discipline.

Off-campus expression may result in discipline if the expression involves but is not limited to:

- Serious or severe bullying or harassment targeting particular individuals;
- Threats aimed at teachers or other students;
- The failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities; or
- Breaches of school security devices.

Enforcement

1. The MPS school site Principal or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy.
2. Any student may appeal the decision of the MPS school site Principal or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five school days from the time the unsatisfactory decision was rendered.
3. The MPS school site administrator shall work with student government representatives in the development of these procedures. Student responsibilities shall be emphasized.
4. Students who are considering actions in the areas covered by this Policy should be informed of the possible consequences of their action under each specific circumstance.
5. This Policy does not prohibit or prevent the MPS Governing Board from adopting otherwise valid rules and regulations relating to oral communications by pupils upon the premises of each MPS school.
6. No MPS employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise

retaliated against solely for acting to protect a pupil engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

7. MPS shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

Jurisdiction

Jurisdiction – EC 44807

A student may be disciplined for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Lost and Found

There will be a lost and found box in the school. If you find books, clothing, or personal items on school grounds, please bring the items to the school office. Items not picked up will be donated monthly.

Property Damage

Lost or Damaged Property – EC 48904

Parents or guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid.

MPS shall notify the parent or guardian of the pupil in writing of the pupil's alleged misconduct and provide the student with due process before withholding the pupil's grades, diploma, or transcripts pursuant to this subdivision. When the minor and parent are unable to pay for the damages, or to return the property, MPS shall provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the grades, diploma, and transcripts of the pupil shall be released.

Requirement of Parent/Guardian School Attendance

Requirement of Parent/Guardian School Attendance – EC 48900.1

Teachers may require the parent or guardian of a student who has been suspended by a teacher to attend a portion of that school day in his or her student's classroom. The attendance of the parent or guardian will be limited to the class from which the student was suspended. A written notice will be sent to the parent or guardian regarding implementation of this requirement. Employers are not allowed to apply sanctions against the parent or guardian for this requirement if the parent or guardian has given reasonable notice to his/her employer.

Search of School Lockers

Search of School Lockers

School lockers remain the property of MPS even when assigned to students. The lockers are subject to search whenever the School finds a need to do so. The use of the school locker for other than school-related purposes is prohibited. Improper use of school lockers will result in loss of locker privileges.

- The lockers are school property and may be routinely searched absent reasonable suspicion; private items placed in them or brought to campus may be subject to search upon reasonable suspicion.
- Students are responsible for all items in their locker.
- Students may be provided with a lock or allowed to bring a lock for their lockers. Please check with the school administration for specifics.

Student Searches

The 4th Amendment of the United States Constitution protects individuals from unlawful searches. However, the law allows school officials to conduct searches of students and students' personal effects in certain circumstances:

1. If a student has engaged in conduct that causes an administrator to have reasonable suspicion that the student has committed, is about to commit, a crime or has violated statutory laws or school rules, the administrator may conduct a search of that student and/or the student's personal effects. The administrator must:
   - Be able to articulate the reason for his or her suspicion and the facts and/or circumstances surrounding a specific incident;
   - Be able to reasonably connect the student to a specific incident, crime or rule or statute violation;
   - Have relied on recent, credible information from personal knowledge and/or other eyewitnesses;
   - Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student's age and gender and the nature of the offense.
2. When conducting a student search based on reasonable suspicion, school officials must adhere to the following practices:

- Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct;
- Jackets, purses, pockets, backpacks, bags, and containers in the student's possession may be searched to the extent reasonably necessary;
- Under no conditions may a body or strip search be conducted;
- No search will involve the removing or arranging any or all of the clothing of a student to permit visual inspection of the underclothing, breast, buttocks, or genitalia of the student;
- Only school officials of the same sex as the student being searched may conduct the search;
- Searches based on reasonable suspicion must be conducted in the presence of at least one (1) adult witness whenever possible and in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness, also of the same sex).

3. Random Metal Detector Searches and Searches of Other Areas of the School:
   California courts and the California Attorney General's Office have approved the use of random metal detector searches for weapons. Random use of metal detectors is appropriate only if:
   - The method of selection of students to be searched is genuinely random;
   - Students selected to participate in random metal detector searches are selected without regard to personally identifiable characteristics such as race, gender, surname, group affiliation, or past history of misconduct (i.e., selection is random);
   - The searches are minimally intrusive;
   - Searches for concealed weapons in lockers are also conducted;
   - Although parents are advised in this Student/Parent Handbook of the possibility that their child may be searched, schools must send written communication to parents at the opening of the school year. This communication is also to be provided for all students enrolling after the school year has begun.

If, as a result of a metal detector search, ***reasonable suspicion*** arises that a particular student may be in possession of contraband in violation of school policy, school officials may conduct a search of that student, in a private area, in accordance with the above guidelines for reasonable suspicion searches.

A complete copy of the **"MPS Search and Seizure Policy"** is available for review on the school website and in the front office.

Student Conduct

Student Conduct – EC 51100

MPS provides parents and guardians of students the right and the opportunity, as mutually supportive and respectful partners in the education of their children, to be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.

Magnolia Public Schools Student Code of Conduct

MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social and emotional successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Uniform and Personal Appearance

The uniform policy at MPS helps create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are required to arrive in uniform every day except for "free dress days".

All MPS students are required to wear the school uniform at all times including during the afterschool tutoring/activities. Refer to the "MPS Student Uniform Policy" in this Handbook.

Expected Student Behavior

Students should always remember that their behavior and actions at school and at school-sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what expected from an MPS student:

Breakfast/Lunch Time:

Students must:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas unless authorized by a school administrator.
- Wait patiently for their food and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed inside the school building(s) without a pass.
- Be safe and carry a pass that is given to them by a school staff member and are not allowed to be in spaces that are not supervised by school personnel.

On Campus:

Students must:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones **only** in the designated area after school. Phones should not be used during after school programs, such as tutoring and clubs, unless directly authorized and supervised by authorized personnel.
- Remember that any personal electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus. Check with the school office regarding proper storage during the school day.
- Not leave campus without permission during school hours (except students in 7-12 grade who are being excused to receive confidential medical services without parental permission). (See Off-campus Lunch policy for high school students.)
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no personal electronic devices may be visible or used on the campus grounds.
- Be safe and are not allowed to loiter in hallways or be unsupervised by school staff.

Assemblies:

Students must:

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Be safe by following all the teacher/ staff directions upon entry, during and while exiting assembly or school wide event.

Field Trips:

Students must:

- Be on their best behavior.
- Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear MPS uniform unless authorized by administration.

Public areas: Hallways, Lunchroom & Restrooms:

Hallways, Lunchroom and Restrooms are areas used by all members of School. Students must:

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time and after school.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Refrain from lewd or otherwise inappropriate displays of affection.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
- Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

Emergency Drills:

Fire drills, lockdowns, and evacuation drills are conducted periodically for everyone's protection and are required by law. During these drills it is imperative that students remain silent, follow instructions given by the staff, and carry out all directions in an orderly fashion.

Classroom:
Students must: • Be seated and ready to begin their assignment when the bell rings. • Be courteous to all teachers and students. • Follow all school and classroom rules. • Bring all necessary materials/supplies ready to work daily. • Be Safe by respecting others' personal space and boundaries.
Classroom Procedures and Consequences:

Please check the teacher's syllabus for specific consequences which may include:

1. In-class warning
2. Student-Teacher Conference
3. Reflection/Parental Notification
4. Parent Conference
5. Office Referral & Administrative Disciplinary Procedures

SIS Behavior Records

Student behavior will be recorded on the SIS, Infinite Campus, and students will receive the following rewards or consequences based on their behavior entries.

Note: The following tables are for sample purposes only. Each individual MPS school may include amendments into the SIS behavior points, rewards, and consequences addressing local needs.

Positive Rewards:
• Contact parent/guardian • Lunch speed pass • Treat • One day free dress (pass will be given) • Extended lunch period • Two-day free dress (pass will be given) • VIP breakfast • Entered in a raffle • Free dress – every Friday for one month (pass will be given) • VIP lunch and "Race to the Top"
Negative Consequences:
• Contact parent/guardian • Loss of privileges • Parent/guardian conference • Behavior plan and reflection • Shadowed by parent/guardian for a day and one hour after school reflection • Student improvement team • Pending Reflection Committee outcome • Reflective hearing with Reflection Committee, parent/guardian and student

Multi-Tiered System of Response to Behavior

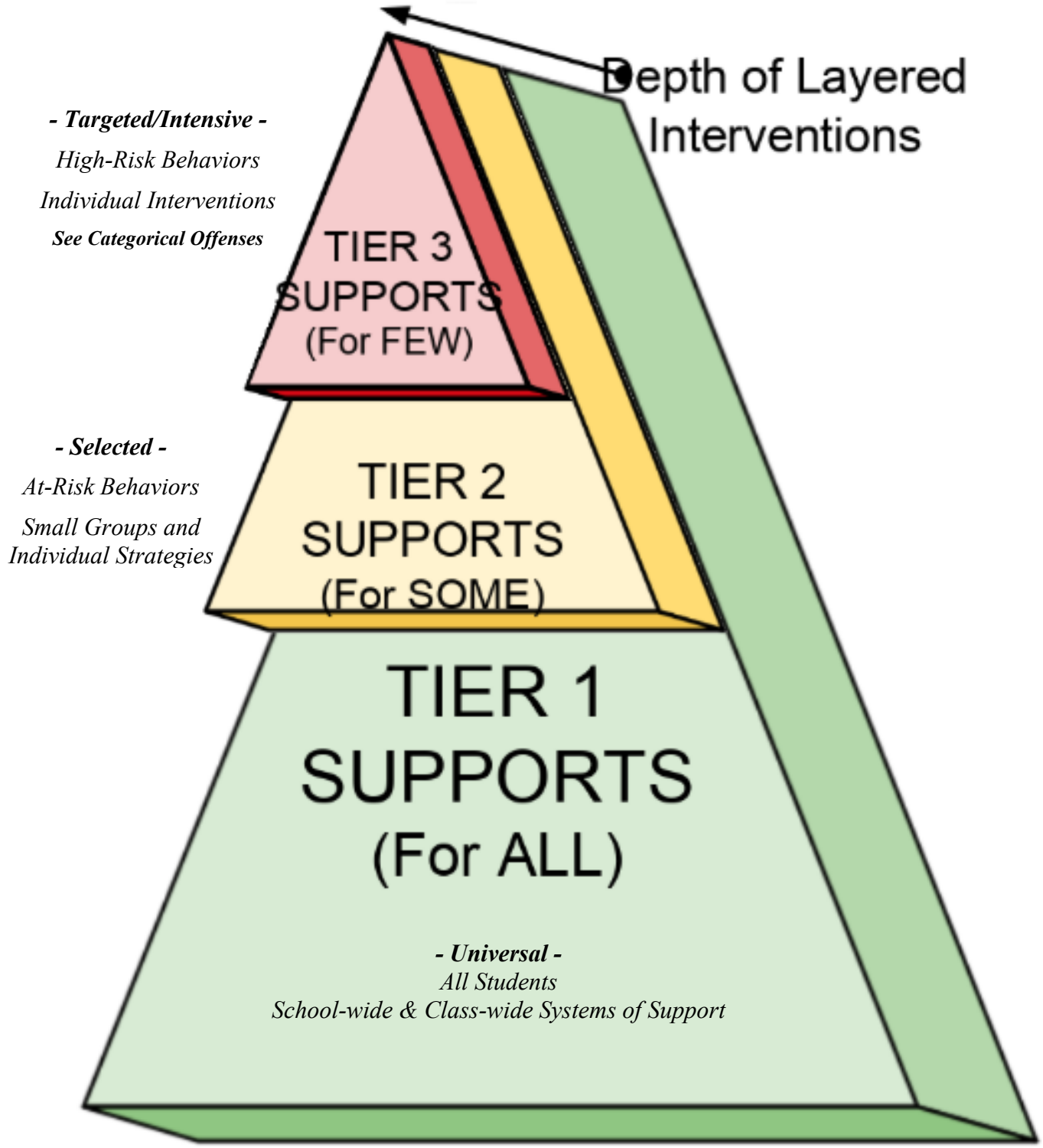
MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians have access to the school SIS as a means of staying informed on student progress. The student, family and school connection is part of the Positive Behavioral Interventions & Supports (PBIS) model for our learning community and it takes collaboration with all educational partners.

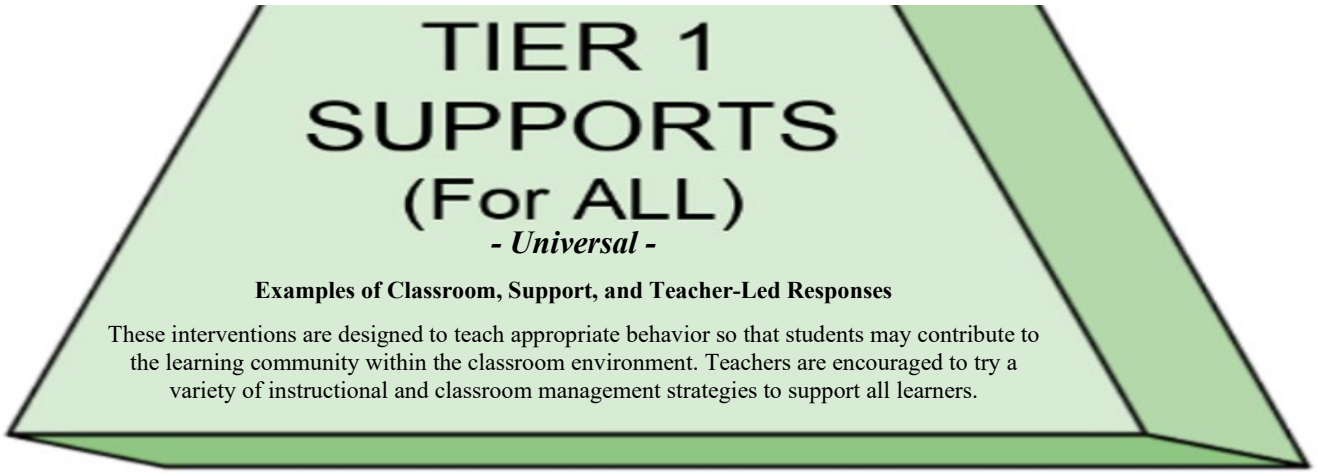
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community and causes a substantial disruption to the normal operation of the School. In other words, MPS may discipline behavior at school or at a school-related or school-sponsored function or any activity or any act that causes a substantial disruption on the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of student to lawful student expression, as outlined in the "MPS Student Freedom of Speech/Expression Policy" available in the office of each MPS school.

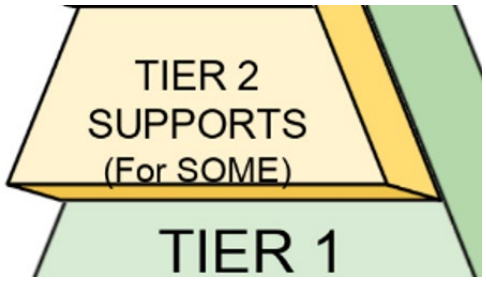
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS' system of response to behavior.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel	✓ School-wide PBIS ✓ Social-emotional learning program ✓ Proactive classroom management ✓ Regular, preemptive communication with families ✓ Classroom incentives ✓ Seating, assignment, behavioral accommodations ✓ Conferencing with student(s) and parents ✓ Verbal correction and redirection ✓ Reminders, role-play, daily progress sheet ✓ Loss of classroom privileges ✓ Written and/or verbal reflection

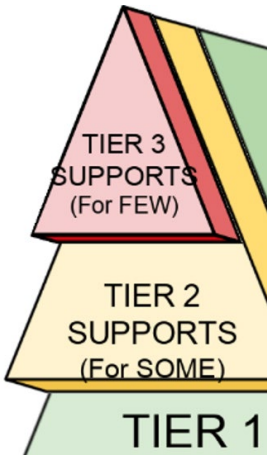


- Selected -

Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
• Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel	✓ Behavioral contract ✓ Self-monitoring ✓ School-home communication ✓ Adult or peer mentorship ✓ Utilize check-in and check-out system ✓ Intensive academic and/or social support ✓ Reflection (lunch, after school, Saturday, etc.) ✓ Refer student to SSPT ✓ Loss of privileges ✓ Counseling ✓ Temporary removal from class ✓ Extended school day ✓ Suspension and/or expulsion



- Targeted/Intensive -

Examples of Support, Removal and School Site Administrators and Home Office Responses

These responses address serious behavior and potential implications for future harm. They promote safety of the school community and should be used in a progressive fashion.

See Categorical Offenses

Level 3 Infractions	Interventions
• Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law, such as pepper spray • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures	✓ All Tier 1 and Tier 2 interventions ✓ FBA-based behavior intervention plans ✓ Teaching replacement behavior ✓ Home and community supports ✓ Self-management program ✓ Restricted access ✓ In-school reflection and/or suspension ✓ Short-term out-of-school suspension ✓ Extended out-of-school suspension ✓ Request for alternate educational setting ✓ Suspension and/or expulsion

Students with an IEP

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, according to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also the **"Suspension and Expulsion Procedures,"** below, for more information.

Suspension and Expulsion Policy and Procedures

The Suspension and Expulsion Policy and Procedures have been established to promote learning and protect the safety and wellbeing of all students at Magnolia Public Schools ("MPS" or "Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians* are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office. (* The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.)

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according to due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(g).

Procedures

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

MPS school staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive SIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Alternatives to Suspension and/or Expulsion

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are list of alternatives that may be considered whenever possible and practicable before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Dean /Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

Reflection:

Reflection will be held on assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls or notes will be accepted for this request.

In School Suspension (ISS):

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area not in their regular class setting. The student will have no or limited social distractions while serving an ISS. Student is expected to complete their classroom assignments and school community service during ISS.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. **Discretionary Suspension and Expulsion Offenses:** Students may be suspended and/or recommended for expulsion when it is determined the student:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or violence upon the person of another, except self-defense.

    c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Pupils who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058,

alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Pupils who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate

violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury on another person may be subject to suspension, but not expulsion. However, if a juvenile court finds that the student committed a crime of physical violence as an aider or abettor, and the victim suffered great bodily injury or serious bodily injury, the student may be subject to suspension and/or expulsion for causing, attempting to cause, or threatening to cause physical injury to another person, and/or willfully using force or violence upon the person of another, except self-defense.

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. **Non-Discretionary Suspension and Expulsion Offenses:** Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Hearing Officer or Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall include:

a. the specific offense(s) committed by the student,

b. duration and dates of the suspension,

c. the date the student may return to school following the suspension, and

d. an explanation of the evidence that supports the charges.

If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only

after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 48913.5(b), if a homework assignment that is requested pursuant to Section 48913.5(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

5. Suspension Appeals

Students and parent/guardian may appeal a suspension within one (1) school day of the suspension. This appeal will be made in writing to the CEO of MPS or designee, who will make a final decision within two (2) school days of the appeal being made. The decision of the CEO or designee is final and will be delivered to the parent/guardian in a written response. Based on the information submitted or requested, the CEO or designee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record or shared with anyone not directly involved in the proceedings.

D. Authority to Expel

The Charter School may expel a student following a hearing adjudicated by a neutral Hearing Officer or Administrative Panel ("Panel") selected by the Principal to determine whether the student shall be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

If a Panel conducts the hearing, it shall consist of at least three (3) members who do not have an instructional or supervisory relationship with the student and are not a member of the Charter School Board of Directors. The Panel shall be presided over by a designated neutral hearing chairperson.

The Hearing Officer or Panel may expel any student found to have committed an expellable offense.

It is preferable for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act, "FERPA").

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of MPS' disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

G. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Hearing Officer or Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Signed and dated written declarations may be admitted as testimony from witnesses.

H. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

I. Notice of Expulsion Decision

The Principal or designee shall send written notice of the decision to expel, including the Hearing Officer or Panel's expulsion decision to the student and student's parent/guardian within five (5) school days of the expulsion hearing. This notice shall include the following:

1. The findings of fact, including the student's name, the specific offense(s) committed by the student, as well as the duration and term of the student's expulsion;
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MPS;
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; and notice of appeal rights/procedures.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer (if required). This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

In accordance with Education Code Section 47605(e)(3), the Charter School shall send notice of the expulsion to the student's district of residence within 30 calendar days.

J. Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the authorizer upon request.

K. Expulsion Appeals

A student or parent/guardian may appeal the Hearing Officer or Panel's expulsion decision by submitting a written appeal request to the CEO of MPS within five (5) calendar days of the date Charter School issues the written notice of expulsion.

If no appeal is requested, the expulsion becomes final on the sixth (6th) calendar day after the notice of expulsion is issued to the student and student's parent/guardian.

If an appeal is requested, the MPS Board of Directors ("Board") or a committee thereof, will review the appeal as soon as practicable, but no later than its next regularly scheduled meeting.

The Board will not hold a new hearing or reconsider the case facts. Instead, the Board will limit its review to the following questions:

- Did the hearing entity act without authority or exceed its jurisdiction?
- Was the hearing fair and conducted in accordance with the Charter School's Suspension and Expulsion policy and procedures?
- Did the hearing entity abuse its discretion in a way that caused harm?

The Board will hold the appeal review in a closed session to comply with FERPA and all applicable provisions of the Brown Act. The student and/or parent/guardian may address the Board prior to any closed session.

The Board may overturn or uphold the decision of the Hearing Officer or Panel. The Board will issue its written decision on appeal to the student and student's parent/guardian within five (5) school days of the appeal review, or as soon as practicable. If the Board overturns the expulsion decision, the student will immediately return to

their educational placement at the Charter School. The Board's decision regarding the expulsion appeal is final; there is no further appeal.

L. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. MPS shall work cooperatively with student and/or student's parent/guardian as requested, or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Hearing Officer or Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

N. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

O. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Q. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of signed and dated written declarations that shall be examined only by the Charter School or the hearing officer or panel. Copies of these signed and dated declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the complaint witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Hearing Officer or Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The Hearing Officer or Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Officer or Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer or Panel from removing a support person whom the Hearing Officer or Panel finds is disrupting the hearing. The Hearing Officer or Panel may permit any one of the support persons for the complaining witness

to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The Hearing Officer or Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Hearing Officer or Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer or Panel from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

9. A complaining witness may have their testimony heard via alternative means that may include but are not limited to, videotaped testimony or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Hearing Officer or Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA/District

The Charter School shall immediately notify the SELPA/District and coordinate the procedures in this policy with the SELPA/ District of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School

agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Professional Boundaries, Abuse, & Neglect

Child Abuse and Neglect Reporting

Child Abuse and Neglect Reporting – PC 11164 et seq.

MPS is committed to protecting all students in its care. All employees of MPS are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred to a child protective agency (i.e., Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services) immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. MPS employees may not investigate to confirm a suspicion.

Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

Mandated reporters have been expanded in legislation to include all school employees; volunteers (a person who is over 18 years of age and who interacts with pupils outside of the immediate supervision and control of the pupil's parent or guardian or a school employee), contractors; and governing board members.

Parents and guardians of students also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. Complaints may be filed with a child protective agency; you may also notify the School of an incident by contacting the school office.

Child abuse does not include an injury caused by any force that is reasonable and necessary for a person employed by or engaged in a school:

1. To stop a disturbance threatening physical injury to people or damage to property;
2. For purposes of self-defense;
3. To obtain possession of weapons or other dangerous objects within control of a student;
4. To exercise the degree of control reasonably necessary to maintain order, protect property, protect the health and safety of pupils, and maintain proper and appropriate conditions conducive to learning.

Megan's Law

Megan's Law – PC 290 et seq.

Information about registered sex offenders in California can be found on the California Department of Justice's website, http://meganslaw.ca.gov/. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.

Professional Boundaries: Adult/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

This policy applies to all MPS ("School") employees, volunteers, contractors, and governing board ("Board") members (collectively referred to as "adults" herein). This policy does not apply to student board members under Education Code 47604.2, or otherwise.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the individual, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School employees, volunteers, contractors, and Board members:

Examples of PERMITTED actions (i.e., NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring a student on an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (i.e., corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Adult/Student Behavior:

This policy is intended to guide adults in conducting themselves in a way that reflects the high standards of

behavior and professionalism required of them and to specify the boundaries between adults and students.

Although this policy gives specific, clear direction, it is each adult's obligation to avoid situations that could prompt suspicion by parents/guardians, students, colleagues, or School leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by an adult while interacting with a student, whether during school hours or outside of school hours, including through social media platforms, text messaging, and other forms of communication that do not otherwise include a student's parent/guardian. Trespassing the boundaries of a student/adult relationship is deemed an abuse of power and a betrayal of public trust.

Professional boundaries apply not only between students and staff, volunteers, and contractors, and Board members, but also among and between students, and among and between adults employed, volunteering, or under contract with the School. All members of the School community are expected to maintain professional conduct that models appropriate behavior and fosters a safe and respectful learning environment. Additionally, all facilities/areas under School control shall be effectively supervised to promote a safe environment for students and individuals performing services on behalf of the School.

Some activities may seem innocent from an adult's perspective but can be perceived as flirtation or sexual insinuation from a student or parent/guardian point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between adults and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Adults must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all adults learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/adult interactions must have boundaries surrounding potential activities, locations, and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse, child abuse, or neglect.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Adult/Student Behaviors (Violations of this Policy):

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior;
- Communication with students via an employee's personal accounts, such as email and/or social media.

Unacceptable Adult/Student Behaviors without Parent and Supervisor Permission:

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Adult/Student Behaviors:

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.)

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Adult/Student Behaviors:

- Getting parents' written consent for any after-school activity;

- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving a supervisor if a conflict arises with a student;
- Informing the Superintendent about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if the employee will be alone with any type of special needs student;
- Asking another staff member to be present when you will be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- fist bumps, high fives and handshakes are acceptable;
- Keeping professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

Sexual Abuse and Sex Trafficking Prevention

Sexual Abuse and Human Trafficking Prevention – EC 49380, 49381, 51950

At MPS, our highest priority is the safety and well-being of our students. MPS is committed to providing students and families with information and resources designed to prevent sexual abuse, exploitation, and human trafficking.

California has one of the highest rates of reported human trafficking in the nation, and all students may be vulnerable. MPS believes it is important to educate students about the prevalence and nature of human trafficking, including sex trafficking and labor trafficking, strategies to reduce the risk of victimization, techniques for establishing healthy boundaries, and how to safely seek assistance from trusted adults and community resources. MPS may also provide information regarding how social media platforms, mobile applications, and other technologies may be used to recruit, exploit, or traffic youth.

In accordance with California law, including the California Healthy Youth Act, MPS may provide age-appropriate instruction and information regarding the prevention of human trafficking, sexual abuse, sexual assault, harassment, exploitation, and other unsafe situations. Instruction may be provided through health education, safety instruction, counseling programs, assemblies, or other school-based activities.

Parents/guardians have the right to excuse their child from all or part of any instruction regarding the prevention of human trafficking, sexual abuse, sexual assault, and sex trafficking, to the extent permitted by law. Parent/guardian consent is not required for participation in this instruction. Unless MPS receives a written request to excuse a student, the student may participate in the instruction.

Students and families are encouraged to report concerns regarding human trafficking, exploitation, abuse, or other unsafe situations to school administrators, counselors, teachers, or other trusted adults.

Additional support is available through the National Human Trafficking Hotline by calling 1-888-373-7888, texting "HELP" or "INFO" to 233733, or visiting https://humantraffickinghotline.org. Assistance is available 24 hours a day, and reports may be made confidentially.

Additional Resources

- Human Trafficking in America's Schools

  https://safesupportivelearning.ed.gov/human-trafficking-americas-schools

- Tools that Teach: What is Human Trafficking? *(This link will also be available on the school website)*

  https://www.dhs.gov/blue-campaign/tools

- The National Child Traumatic Stress Network

  https://www.nctsn.org/

If you have questions regarding these resources or student safety supports, please contact the school office.

EDUCATIONAL PARTNER ENGAGEMENT, RIGHTS & COMPLAINT PROCEDURES

Educational Partner Engagement

Charter Schools: Pupil Admissions

Charter Schools: Pupil Admissions

Students have no right to admission in a particular school of a local educational agency as a consequence of enrollment in MPS, except to the extent that such a right is extended by the local educational agency. MPS encourages parent participation to promote increased family involvement, but it is not a requirement for acceptance to, or continued enrollment at, the Charter School.

Parent Participation in School Meetings and Conferences

Parent Participation in School Meetings and Conferences – LC 230.8

Parents may fear discrimination in hiring or discharge by an employer if they take time off work to attend school meetings. The following labor code indicates that parents have time allowed for these purposes.

If the parent's employer has 25 or more employees, the parent must be allowed to attend school meetings and events for their children, up to a maximum of 40 hours each year without discrimination or fear of job loss. Purposes to attend child-related activities include: enrollment in grades 1-12, to address child care or school emergency, behavior or discipline problem that requires immediate parent attention, sudden school closure, or natural disaster. ("Parent" means a parent, guardian, stepparent, foster parent, or grandparent of, or a person who stands in.) If an employer discharges, threatens to discharge, demotes, suspends or otherwise discriminates against the parent, the employee may be entitled to reinstatement and reimbursement for lost income or benefits. See California Labor Code section 230.8 for additional information regarding these rights.

Rights of Parents and Guardians to Information

Rights of Parents and Guardians to Information

The parents and guardians of pupils enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children within the public schools, to be informed by the school, and to participate in the education of their children, as follows:

(1) Within a reasonable period of time after making the request, to observe their child's classroom(s).

(2) Within a reasonable time of their request, to meet with their child's teacher(s) and the principal.

(3) To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher.

(4) To be notified on a timely basis if their child is absent from school without permission.

(5) To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of their child's school on standardized statewide tests.

(6) To request a particular school for their child, and to receive a response from the school district.

(7) To have a school environment for their child that is safe and supportive of learning.

(8) To examine the curriculum materials of their child's class(es).

(9) To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.

(10) To have access to the school records of their child.

(11) To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.

(12) To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.

(13) To receive information about any psychological testing the school does involving their child and to deny permission to give the test.

(14) To participate as a member of a parent advisory committee, schoolsite council, or site-based management leadership team.

(15) To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.

(16) To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child.

School Accountability Report Card (SARC)

School Accountability Report Cards (SARC) are posted on the school website as well as at: https://sarconline.org/. The physical copy of the most recent SARC document is available to review for all of our educational partners in the school office. MPS SARC is updated before February 1 of each year.

School Parent and Family Engagement Policy

I. Introduction

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents* or other caregivers are involved in their children's education. To that end, the Magnolia Public Schools ("MPS," the "LEA" or "School") has adopted this parent and family engagement policy in order to promote learning and provide a more positive learning experience for our students. This policy has also been submitted to the California Department of Education with the School's Consolidated Application.

** Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the school, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.*

II. Engagement in Drafting the LEA/School Plans

Parents will be engaged in the development of all school plans, including, but not limited to, the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum, the Single Plan for Student Achievement (SPSA)*, and WASC Self-Study.

** State law provides that single school districts and charter schools may utilize the LCAP to serve as the SPSA, provided that the LCAP meets federal school planning requirements and relevant educational partners requirements for LCAPs under state law. Charter schools and single school districts may use the LCAP planning process to meet the planning requirements of the LCAP and the SPSA. In doing so, they may utilize the LCAP educational partners engagement requirements.* ***MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP.***

On an annual basis, the LEA will submit California Department of Education ("CDE")–required plans to the PAC for review and suggested changes before appropriate plans are submitted to the authorizers and the CDE. In addition, all parents of participating children will annually be invited to review the LCAP, the LCAP Federal Addendum, and if applicable, the SPSA, and submit comments. If the plans are not satisfactory to the parents of participating children, the LEA will submit any comments from parents of participating children with the plans when it is submitted to the authorizers and the CDE.

III. Engagement in School Review and Improvement

All parents will be engaged, to the extent applicable, in the process of school review and improvement. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents.

In addition, the parents of participating children will be invited to annually review the effectiveness of the parent and family engagement policy and other Title I, Part A activities and provide comments to the School.

Identification of a school for improvement:

- A school that has been identified for CSI, TSI, ATSI, or an eligible school operating a SWP shall develop a comprehensive plan, to be consolidated into a single plan, known as the SPSA in California, pursuant to section 64001(a) of the California Education Code. **MPS chooses to utilize the LCAP to serve as the SPSA.**
- The LCAP, serving as SPSA, shall be developed with the engagement of parents and other members of the community to be served; individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, students (in secondary schools), and other individuals determined by the school.
- The LCAP, serving as SPSA, shall remain in effect for the duration of the school's participation under this part and shall be regularly monitored and revised as necessary based on student needs.
- The LCAP, serving as SPSA, shall be available to the LEA, parents, and the public, and the information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
- The LCAP, serving as the SPSA, shall be based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the LEA.
    - The comprehensive needs assessment shall include an analysis of verifiable data, consistent with all state priorities and informed by all indicators.
- The LCAP, serving as the SPSA, shall include a description of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum, address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards, and provide opportunities for all children to meet the challenging state academic standards.
- The LCAP, serving as the SPSA, shall include goals set to improve pupil outcomes, including addressing the needs of pupil groups as identified through the needs assessment.
- The LCAP, serving as the SPSA, shall include evidence-based strategies, actions, or services.

- The LCAP, serving as the SPSA, shall include proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA, to address the findings of the needs assessment.

(If applicable) Comprehensive Support and Improvement (CSI):

- Upon receiving notification from the state of identification for CSI, the School shall, in partnership with educational partners (including the principal and other school leaders, teachers, and parents), locally develop and implement a CSI plan for the school to improve student outcomes.
- The plan shall be informed by all indicators described in subsection 1111(c)(4)(B) of the ESEA, as amended by the ESSA, including student performance against state-determined long-term goals.
- The plan shall include evidence-based interventions.
- The plan shall be based on a school-level needs assessment.
- The plan shall identify resource inequities, which may include a review of LEA/school-level budgeting, to be addressed through implementation of such plan.

(If applicable) Targeted Support and Improvement (TSI):

- Upon receiving notification from the state of identification for TSI, the School shall, in partnership with educational partners (including the principal and other school leaders, teachers, and parents), locally develop and implement a TSI plan for the school to improve student outcomes based on the indicators in the statewide accountability system established under subsection 1111(c)(4) of the ESEA, as amended by the ESSA, for each subgroup of students that was the subject of notification.
- The plan shall be informed by all indicators described in subsection 1111(c)(4)(B) of the ESEA, as amended by the ESSA, including student performance against long-term goals.
- The plan shall include evidence-based interventions.
- The plan shall be approved by the LEA prior to implementation of such plan.
- Upon submission and implementation, the plan shall be monitored by the LEA.
- The plan shall result in additional action following unsuccessful implementation of such plan after a number of years determined by the LEA.

(If applicable) Additional Targeted Support and Improvement (ATSI):

- Schools are eligible for ATSI if they are among schools eligible for TSI and if any student group at the school, on its own, meets the criteria for the lowest-performing five percent of Title I schools for CSI.
- A school identified for ATSI shall identify resource inequities, which may include a review of LEA/school-level budgeting, which will be addressed through implementation of its plan.

(If applicable) Targeted Assistance School Program (TAS):

- To assist targeted assistance schools (TAS) and LEAs to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging state academic standards, each targeted assistance program shall carry out the following requirements:
- The TAS program shall determine which students will be served according to the guidelines in section 1115(c) of the ESEA, as amended by the ESSA.
    - Eligible children from eligible populations are children identified by the school as failing, or most at risk of failing, to meet the challenging state academic standards.
    - Children who are economically disadvantaged, children with disabilities, migrant children, and English learners (ELs) are eligible for services under Title I, Part A on the same basis as other children selected to receive services.
- The TAS program shall use resources to help eligible children meet the challenging state academic standards.
- The TAS program shall serve participating students by using effective methods and instructional strategies that strengthen the academic program of the school.
- The TAS program shall coordinate with and support the regular education program of the school.
- The TAS program shall provide PD to teachers, the principal, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program.
- The TAS program shall implement strategies to increase the involvement of parents of eligible children in accordance with section 1116 of the ESEA, as amended by the ESSA.

- The TAS program, if appropriate and applicable, shall coordinate and integrate federal, state, and local services and programs.

IV. Coordination, Technical Assistance, and Other Support

The MPS Home Office will provide the coordination, technical assistance, and other support necessary to assist all MPS schools in planning and implementing effective parent engagement activities to improve student academic achievement and school performance in the following ways:

- The MPS Home Office and school leaders will collaborate to devise a timeline for parental engagement activities throughout the school year and create a follow up tool to ensure that the activities occur.
- The MPS Home Office and school leaders will collaborate to develop the necessary technical assistance for planning and implementing effective parent engagement activities to improve student academic achievement and school performance.

V. Annual Meeting

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

VI. Notice

Within **60** days of the beginning of school, the School will send **[e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets]** a notice to **[if in a targeted assistance school]** [parents of participating children] **[or if in a school with a school wide program]** [all parents] containing, but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs;
- A description of the rights parents have for participation in Title I, Part A programs;
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent and family engagement policy, and if applicable, the schoolwide program.
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A copy of the most current Parent and Family Engagement Policy and a feedback form for parents to comment on its content.

With this notice, the School will include a survey for parents to complete identifying whether they will require transportation, child care or home visits in order to participate in the parental engagement program of the School. If there is sufficient need for transportation or child care at any of the parental engagement activities identified in this policy, the School may provide such services and notify the parents of such provided services.

In addition to mailing this notice to parents of participating children, the School will post the information on its website.

VII. Title I, Part A Program Engagement

In order to engage parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School will engage parents of participating students as follows:

- The School will conduct at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings will be held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights will be contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School will publish a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School will hold an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- **At least one** of parents of participating children will be invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School will schedule regular meetings where

parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within **48 hour**s.

- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

- **If a SPSA is required**, the School will create a School Site Council (SSC) where it will plan, review, and improve Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC will meet at the School and will be composed of 10 members, selected by their peers, as follows:

  Category (a):

  - The school principal shall be an ex officio member of the SSC
  - 3 teacher representatives selected by teachers at the school
  - 1 other school personnel selected by peers at the school

  Category (b):

  - 5 Parents or community members and Students (Parents of students attending the school and community members selected by such parents and Students selected by students attending the school)

  The SSC shall be constituted to ensure parity between the principal, classroom teachers and other school personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 65000)

  Additionally, the SSC will be involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

Parent Advisory Committee (PAC):

- **If a SPSA is not required**, and the LCAP can serve as the SPSA, MPS chooses to use the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the educational partners engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- **Parent Advisory Committee** - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

- **English Learner Parent Advisory Committee -** as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

Consulting with Pupils:

- **Consult with Pupils** - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our educational partners' school experience and to consult with them. Conducting such educational partner surveys is an essential part of the School's LCAP development process.

VIII. Building Capacity for Engagement

A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental engagement and support a partnership among the LEA, parents and the community to improve student academic achievement, the LEA will provide the following programs to assist

parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The LEA will encourage parents to serve on its board of directors;
- The LEA will seek input from the PAC and the SSC on ways to assist parents to understand the Standards and Requirements.
- The LEA will encourage parents to serve on its board committees.
- The LEA will regularly publish in its newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school, at community libraries and/or parent volunteer homes, to discuss how parents can work with educators to improve their child's academic achievement.
- The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

In an effort to foster parental engagement, the LEA will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- **Student-Teacher Portal:** MPS uses an online web portal, Infinite Campus, to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.
- Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use Infinite Campus as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.
- **ParentSquare:** MPS uses a unified school-to-home engagement platform called ParentSquare. This platform enables the school to send automated messages to parents with student-specific information. MPS uses ParentSquare to communicate attendance information, news and upcoming events, parent and family engagement opportunities, surveys, resources for parent education and more. With extensive student information system integration, translation to more than 100 languages and access via app, email, text, voice, and web portal, ParentSquare enables the school to engage all families, ensuring equitable communication.
- The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.
- The LEA will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The LEA will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

C. Education on Parent Engagement

The LEA will annually educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the LEA's schools, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- **Home Visits:** Research has shown that one of the keys to successful teaching and schooling is

creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

The LEA teachers will visit students at their homes to enhance student learning and engagement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.
- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental engagement programs in which parents would most likely participate.

D. Other Optional Parent Participation

- The LEA will engage parents in the development of the training regarding the importance of parent engagement for teachers, principal, and other educators to improve the effectiveness of such training.
- In order to maximize parental engagement and participation, the LEA will arrange school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the LEA.
- The LEA will adopt and implement model approaches to improving parental engagement.
- The LEA will develop appropriate roles for community-based organizations and businesses in parent engagement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

IX. Coordination with Other Programs

If applicable, the LEA shall, to the extent feasible and appropriate, coordinate and integrate parent engagement programs and activities with programs such as Head Start, Early Reading First, and public preschool and other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The LEA will coordinate and integrate parent engagement programs and activities with these programs as follows: 1) requiring that the school conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children; 2) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program.

X. Annual Evaluation

The LEA, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. The LEA will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The LEA will use the findings of such evaluation to design strategies for more effective parental engagement and to revise, if necessary, this family and parent engagement policy.

XI. School-Parent Compact

At the beginning of each school year, the School will enter into School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The PAC will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

XII. Engagement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children

The LEA shall implement an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be engaged in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards

expected of all student. To accomplish this goal, the LEA will do the following:

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The LEA will provide language translators at parent meetings to the extent practicable.
- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- **English Learner Advisory Committee:** The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the PAC/SSC on programs and services for English Learners.

  State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning ELAC. The ELAC will be formed at the LEA when the School has 21 or more students of LEP.

The LEA will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the LEA will do the following:

- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers will meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

XIII. Notices

In accordance with ESSA, the LEA will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card;
- A notice regarding the professional qualifications of the student's classroom teachers;
- The notice regarding language instruction programs;
- Any other notices required by law.

XIV. Miscellaneous

- The LEA shall ensure that all information related to LEA and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
- The LEA will provide other reasonable support for parental engagement activities as requested by parents.

School-Parent-Student Compact

This School-Parent*-Student Compact is adopted by the Magnolia Public Schools (MPS) (hereinafter "School") and is intended to outline how parents, the entire School staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards. To this end, the School, the Parent, and the Student roles are outlined as follows:

** Within this compact, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.*

School Responsibilities

- The School will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college bound environment at home and support my student through the college admission and scholarship finding process.
- I will emphasize my child adhere to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted on-line for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

Student Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent's Right to Know Notification for Title 1 Schools - Teacher Qualification Information

All parents or guardians may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum whether the student's teacher:

- Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- Is teaching in the field of discipline of the certification of the teacher.

In addition, parents of students attending a Title 1 school can request the qualifications of paraprofessionals/TAs serving their child. The following are qualification requirements for Title I paraprofessionals:

- Completed two years of study at an institution of higher education; or
- Obtained an associate's (or higher) degree; or
- Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

Every Student Succeeds Acts (ESSA) also requires MPS to notify parents when their child has been taught for four or more consecutive weeks by a teacher who has not met State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

These requirements help us to ensure that all students receive the best education from teachers who are highly skilled and knowledgeable in their subject areas. If there is any MPS teacher who has not met all of the State certification or licensure requirements at the grade level and subject area in which he/she has been assigned, we will work closely with the teacher to ensure that he/she will meet all State certification and licensure requirements at the grade level and subject area in which he/she has been assigned in a timely manner.

Surveys

Surveys – EC 51513 and 51514

Anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes and practices relating to sex, family life, morality, and religion may be administered to students if the parent is notified in writing that 1) this test, questionnaire, or survey is to be administered, 2) the student's parent is given the opportunity to review the test, questionnaire, or survey, and 3) the parent consents in writing. Questions pertaining to the sexual orientation and gender identity of a student shall not be removed from a survey that already includes them.

Annual Educational Partner Surveys

Families, students, and staff are encouraged to participate in MPS's annual educational partner surveys to help inform school improvement efforts and the development of the Local Control and Accountability Plan (LCAP).

MPS conducts annual surveys of students, parents/guardians, and staff to better understand and improve the school experience of our educational partners. These surveys are an important part of MPS's LCAP development process and help inform planning and decision-making across our schools.

Under the Local Control Funding Formula (LCFF), State Priority 6 focuses on school climate, including measures such as student suspension rates, expulsion rates, and local indicators such as surveys of students, parents, and teachers regarding school safety and school connectedness.

To gather this feedback, MPS administers surveys using the Kelvin platform for students and parents/guardians and the Great Place to Work platform for staff. Surveys are typically conducted in the spring, and results are reviewed to help inform planning for the upcoming school year.

Survey questions use a rating scale and focus on several aspects of the school experience, including:

- Climate of Support for Academic Learning
- Knowledge and Fairness of Discipline, Rules, and Norms
- Safety
- Sense of Belonging (School Connectedness)

Surveys also include open-ended questions that allow respondents to share additional feedback about their school experience and suggestions for improvement.

School leadership teams review survey results and feedback to identify strengths, areas for growth, and opportunities for improvement. Survey findings help guide school improvement efforts and inform MPS's LCAP planning and budgeting process.

Families who would like additional information about survey results or the school's LCAP planning process may contact the school office.

Rights & Equal Opportunity

Nondiscrimination Statement & Equal Opportunity

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, citizenship, immigration status, religion, religious affiliation, sexual orientation, pregnancy status, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

Charter School does not discriminate against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources or school and recreation facilities and resources that support or enable these programs.

The Charter School Board of Directors ("Board") shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups.

Instruction and instructional materials shall be factually accurate and align with the adopted curriculum and standards and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. A teacher shall not give instruction and Charter School shall not sponsor any activity that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or pursuant to a characteristic listed in Section 220. Discriminatory bias in instruction and school-sponsored activities does not require a showing of direct harm to members of a protected group. Members of a protected group do not need to be present while the discriminatory bias is occurring for the act to be considered discriminatory bias. The Board shall take corrective action if it finds that instruction or school-sponsored activities are discriminatory.

Equal Access, Enrollment & Educational Protections

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability). Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race or ethnicity, religion, religious affiliation, creed, color, citizenship, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with whom Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634
ceo@magnoliapublicschools.org

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities.

Consistent with applicable law, students shall be permitted to participate in school programs and activities and access facilities in a manner consistent with their gender identity. MPS shall provide access to restroom facilities in accordance with applicable state and federal law.

Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Notice Under the Americans With Disabilities Act (ADA)

In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990 (ADA), MPS will not discriminate against qualified individuals with disabilities on the basis of disability in its services, programs, or activities.

Effective Communication: MPS will generally, upon request, provide appropriate aids and services leading to effective communication for qualified persons with disabilities so they can participate equally MPS' programs, services, and activities, including qualified sign language interpreters, documents in Braille, and other ways of making information and communications accessible to people who have speech, hearing, or vision impairments.

Modifications to Policies and Procedures: MPS will make all reasonable modifications to policies and programs to ensure that people with disabilities have an equal opportunity to enjoy all of its programs, services, and activities. For example, individuals with service animals are welcomed in MPS offices, even where pets are generally prohibited.

Anyone who requires an auxiliary aid or service for effective communication, or a modification of policies or procedures to participate in a program, service, or activity of MPS, should contact the Principal or designee hosting the event as soon as possible but no later than 48 hours before the scheduled event. For non-localized events, please contact the CEO & Superintendent of MPS to inquire about accessibility modifications.

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634
ceo@magnoliapublicschools.org

The ADA does not require MPS to take any action that would fundamentally alter the nature of its programs or services or impose an undue financial or administrative burden.

Complaints that a program, service, or activity of MPS is not accessible to persons with disabilities should be directed to the CEO & Superintendent.

MPS will not place a surcharge on a particular individual with a disability or any group of individuals with disabilities to cover the cost of providing auxiliary aids/services or reasonable modifications of policy, such as retrieving items from locations that are open to the public but are not accessible to persons who use wheelchairs.

Notice of Policy Regarding Immigration Enforcement Activity

This notice summarizes our Policy Regarding Immigration Enforcement Activity. The complete policy is available in the main office and on the school website.

Our Commitment to All Students

We provide a safe, welcoming environment for all students regardless of immigration status or religious beliefs. We limit immigration enforcement activities at our facilities consistent with California law.

Your Rights and Protections

Non-Discrimination: We prohibit discrimination, harassment, intimidation, and bullying based on immigration status, nationality, race, ethnicity, citizenship status, religion, national origin, or ancestry. We promptly investigate all complaints and take appropriate action.

Enrollment: We do not request citizenship or immigration documentation for enrollment, other than documents we might review but not retain to establish a child's birthdate. We accept various documents to establish residence (utility bills, rental agreements, pay stubs, declarations of residency) and age (birth certificates, baptism certificates, passports, or affidavits). Students experiencing homelessness may enroll even without typical documentation if otherwise eligible.

Privacy of Information: We do not collect or maintain information about students' or families' citizenship or immigration status except when required by law for specific education programs. If we do, we collect such information separately from enrollment and do not use it to discriminate or prevent school attendance.

Social Security Numbers: We do not require Social Security numbers for enrollment. We may request the last four digits of an adult household member's number only to establish eligibility for free or reduced-price meals. Students can still qualify without providing this information if they meet income requirements.

Information Sharing Limits

We do not share student information that might indicate immigration or citizenship status unless authorized by the Family Educational Rights and Privacy Act (FERPA) or required by valid court orders, warrants, or subpoenas. We provide parents with notice before responding to such requests (except in child abuse cases or when prohibited).

Immigration Enforcement Officers: Without written parental consent, we do not provide student information to immigration enforcement officers unless they present a valid judicial warrant, judicial subpoena, or court order signed by a judge. ICE administrative warrants do not authorize access to nonpublic school areas or student information.

Campus Access Procedures

Immigration enforcement officers carrying out immigration enforcement activities may not enter nonpublic school areas without a valid judicial warrant or court order. In the event of an enforcement activity authorized by a judicial order, our staff will:

- Request credentials and documentation from any officer
- Contact the schoolsite administrator before granting access
- Request that officers not interrupt instruction
- Document all interactions and notify parents, staff, and students pursuant to the procedures outlined in our Comprehensive School Safety Plan
- Report attempts to access campus or students to the California Department of Justice and to the Charter School Board of Directors

Anti-Bullying and Hate Crimes

We educate students about respecting all peers and the harmful effects of bullying based on protected characteristics. We train staff to eliminate hostile environments and respond to harassment. Students who experience hate crimes have the right to report them. Review our complete Harassment, Discrimination, Intimidation, & Bullying Policy and Uniform Complaint Procedures in the main office.

Support for Families

Emergency Contacts: You may update your student's emergency contact information anytime. We encourage you to include a trusted adult or multiple adults who can care for your child if you become unavailable. We use this information only for emergencies.

Caregiver's Authorization Affidavit: We encourage families to support relative caregivers in completing a Caregiver's Authorization Affidavit. We will rely on a signed, completed Affidavit to allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver's Authorization Affidavit. This form is available in the main office.

If Parents Are Detained: We release students to emergency contacts or anyone with a Caregiver's Authorization Affidavit. We contact child protective services only if we cannot arrange care through provided contacts.

Family Safety Plans: We encourage families to develop safety plans identifying trusted adults who can care for students and locations of important documents (birth certificates, passports, medical information).

Resources for Detained Family Members:

- **ICE Detainee Locator:** https://locator.ice.gov/odls#/search
- **Legal Assistance:** California organizations accredited by the Board of Immigration Appeals at https://www.justice.gov/eoir/recognition-accreditation-roster-reports; Self-Help Centers at http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm
- **Consulates/Embassies:** Contact your country of origin's consulate for assistance.

Know Your Educational Rights

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs. The California Attorney General's Know Your Educational Rights resource for students and families can be reviewed at the following link: https://oag.ca.gov/system/files/media/appendix-g-know-your-educational-rights-english.pdf

Know Your Educational Rights

Your Child has the Right to a Free Public Education

- All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.
- In California:
  - All children have the right to a free public education.
  - All children ages 6 to 18 years must be enrolled in school.
  - All students and staff have the right to attend safe, secure, and peaceful schools.
  - All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
  - All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

Family Safety Plans if You Are Detained or Deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

- Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated, or bullied on the basis of his or her actual or perceived nationality, ethnicity, or immigration status.

Complaint Procedures

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Public Schools ("MPS") to address sex discrimination, including but not limited to sexual harassment, occurring within MPS's education program or activity.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment. *(MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.)*

This Policy applies to conduct occurring in MPS's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS.

Prohibited Sexual Harassment

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of MPS conditioning the provision of an aid, benefit, or service of MPS on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to MPS's education program or activity; or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
    - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
    - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
    - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in MPS's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to MPS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek
Director of Student Services
250 E. 1st Street, Ste 1500
Los Angeles, CA 90012
Office: (213) 628-3634 | Fax: (714) 362-9588
mwittek@magnoliapublicschools.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Gokhan Serce
Chief Academic Officer
250 E. 1st Street, Ste 1500
Los Angeles, CA 90012
Office: (213) 628-3634 | Fax: (714) 362-9588
gserce@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to MPS, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within MPS's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information

confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

MPS will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

MPS's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in MPS's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair MPS's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

MPS has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with MPS's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by MPS to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

MPS allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by MPS, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. *(Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.)* Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

MPS must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in MPS's education program or activity; or
- Did not occur against a person in the United States.

MPS may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by MPS;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent MPS from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable MPS policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that MPS prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, MPS will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless MPS obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent

committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after MPS sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of MPS's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that MPS provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of MPS's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or MPS's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by MPS.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

The **"Title IX Sex Discrimination and Harassment Complaint Form"** is included at the end of this handbook and copies are also available in the school office.

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS. *(This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy.")*

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property. *("Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.)*
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or

more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items

- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough

investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

The **"Harassment, Intimidation, Discrimination & Bullying Complaint Form"** is included at the end of this handbook and copies are also available in the school office.

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Annual Notice

Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
    - Accommodations for Pregnant, Lactating, and Parenting Pupils;
    - Adult Education;
    - After School Education and Safety;
    - Career Technical and Technical Education and Training;
    - Child Care and Development;
    - Consolidated Categorical Aid;
    - Course Periods without Educational Content;
    - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
    - Every Student Succeeds Act;
    - Local Control & Accountability Plans (LCAP)/LCFF;
    - Migrant Education;
    - Physical Education Instructional Minutes;
    - Pupil Fees;
    - Regional Occupational Centers and Programs;
    - School Plans for School Achievement;
    - School Safety Plans;
    - Schoolsite Councils.

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
    - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
    - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
    - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

    Complaints of noncompliance with laws relating to pupil fees may be filed with the CEO of Charter School or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

Only complaints regarding pupil fees, LCAP, or noncompliance with Education Code section 243 or 244 may

be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which Charter School's Board of Directors approved the LCAP or the annual update was adopted by Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with Charter School, a copy of Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in Charter School's Decision is inconsistent with the law.
5. In a case in which Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If Charter School fails to issue an investigation report within the required sixty (60) calendar day timeline, a party to a written complaint of prohibited discrimination may appeal directly to the SSPI. The complaint must provide evidence supporting the basis for direct filing and explain why immediate action is necessary.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by the Charter School. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 CCR § 4622.

The UCP Annual Notice, the UCP, and the complaint form for the UCP are all included in the Student/Parent Handbook. Copies are also available in the school office free of charge and on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the CEO.

Note: It is not required to use the complaint form for the UCP to file a UCP complaint. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

Magnolia Science Academy-1, 2, 3, and 5 are authorized by the Los Angeles County Board of Education.

Los Angeles County Office of Education (LACOE) Charter School Office (CSO) Contact:

- Los Angeles County Office of Education
  Charter School Office
  9300 Imperial Highway
  Downey, CA 90242
  Office Phone Line: (562) 922-8806
  Comments & Concerns Line: (562) 922-8807
  Office Fax: (562) 922-8805
  Website: www.lacoe.edu

Magnolia Science Academy-4, 6, 7, and Bell are authorized by the Los Angeles Unified School District (LAUSD) Board of Education.

LAUSD Charter Schools Division (CSD) Contact:

- Los Angeles Unified School District
  Charter Schools Division
  333 S. Beaudry Ave. 20th Floor
  Los Angeles, CA 90017
  Main Office: (213) 241-0399
  Fax: (213) 241-2054
  Website: www.lausd.net

Magnolia Science Academy-San Diego is authorized by the San Diego Unified School District (SDUSD) Board of Education.

SDUSD Office of Charter Schools (OCS) Contact:

- San Diego Unified School District
  Office of Charter Schools
  4100 Normal Street, Annex 15
  San Diego, CA 92103
  Main Office: (619) 725-7107
  Website: www.sandiegounified.org

Magnolia Science Academy-Santa Ana is authorized by the State Board of Education (SBE).

California Department of Education (CDE) Charter Schools Division (CSD) Contact:

- California Department of Education
  Charter Schools Division
  1430 N Street, Suite 5401
  Sacramento, CA 95814-5901
  Phone: (916) 322-6029
  Fax: (916) 322-1465
  Email: charters@cde.ca.gov
  Website: www.cde.ca.gov

Magnolia Science Academy-Orange County is authorized by the Orange County Board of Education (OCBE).

Orange County Department of Education (OCDE) Charter Schools Unit (CSU) Contact:

- Orange County Department of Education
  Charter Schools Unit
  200 Kalmus Drive
  Costa Mesa, CA 92626
  Main Office: (714) 966-4000
  Website: www.ocde.us

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, sexual orientation, or any combination of those characteristics, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics or any combination of those characteristics in any MPS program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code sections 243(a) or 244. (In accordance with 5 C.C.R. 4611, employment discrimination complaints are not subject to the UCP.)

2. Complaints alleging a violation of state or federal law or regulation governing the following programs, activities, and related services:
   - Accommodations for Pregnant, Lactating, and Parenting Pupils;
   - Adult Education;
   - After School Education and Safety;
   - Career Technical and Technical Education and Training;
   - Child Care and Development;
   - Consolidated Categorical Aid;
   - Course Periods without Educational Content;
   - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
   - Every Student Succeeds Act;
   - Local Control & Accountability Plans (LCAP)/LCFF;

- Migrant Education;
- Physical Education Instructional Minutes;
- Pupil Fees;
- Regional Occupational Centers and Programs;
- School Plans for School Achievement;
- School Safety Plans;
- Schoolsite Councils.

3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

    a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

    b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Pupil fees include:

        i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

        ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

        iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

    c. Complaints regarding pupil fees, local control and accountability plans ("LCAP"), or noncompliance with Education Code sections 243 or 244 only, may be filed anonymously (without an identifying signature) if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

    d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

    e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable are subject to the UCP. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

    Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

    Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

    MPS acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent practicable and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot

assure anonymity or confidentiality of the complainant's identity MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall take reasonable steps to protect complainants from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634
ceo@magnoliapublicschools.org

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

The UCP Annual Notice, the UCP, and the complaint form for the UCP are all included in the Student/Parent Handbook. Copies are also available in the school office free of charge and on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the CEO.

Note: It is not required to use the complaint form for the UCP to file a UCP complaint. If the complainant is unable to put the complaint in writing, due to a disability or

illiteracy, we shall assist the complainant in the filing of the complaint.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Final Written Decision**

MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.

2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

If Charter School fails to issue an investigation report within the required sixty (60) calendar day timeline, a party to a written complaint of prohibited discrimination may appeal directly to the SSPI. The complaint must provide evidence supporting the basis for direct filing and explain why immediate action is necessary.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by MPS. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

Complainants alleging a violation of Education Code section 220, 243, 244, 51500, 51501, or 60044, may seek civil remedies after sixty (60) calendar days have elapsed from the filing of an appeal with the CDE. before pursuing civil law remedies. The waiting period does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly.

  If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

* For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

Complaint form for the **"General Complaint Procedures"** and the **"Uniform Complaint Procedures"** are included in the Student/Parent Handbook. Copies are also available in the school office free of charge and on the school website.

INFORMATION SHEETS & NOTICES

MAGNOLIA PUBLIC SCHOOLS

2026-27 Directory Information Release Opt-Out Form

(Applicable Only for the Current School Year)

COMPLETE THIS FORM ONLY IF YOU ARE OPTING OUT.

Student Name: _____ Date of Birth: _____

Address: _____

City: _____ Zip Code: _____

Telephone No.: _____ Grade: _____

School: _____

The primary purpose of directory information is to allow MPS to include this type of information from your child's education records in certain school publications. Directory information includes names, addresses and telephone listings, information that is generally not considered harmful or an invasion of privacy if released.

The Family Educational Rights and Privacy Act (FERPA) permits MPS to disclose appropriately designated "directory information" without written consent, unless you have advised MPS that you do not want your student's directory information disclosed without your prior written consent.

Directory information regarding pupil identified as a homeless child or youth shall not be released unless a parent, or eligible pupil, has provided written consent that directory information may be released.

Student Directory Information

☐ I **do not** wish to have any directory information released to any individual or organization.

_____ _____

Signature of Parent/Guardian (if student is under 18) Date

_____ _____

Signature of Student (if student is 18 or older) Date

MAGNOLIA PUBLIC SCHOOLS

2026-27 Cal Grant Program Opt-Out Form

(For students in the 11th grade)

COMPLETE THIS FORM ONLY IF YOU ARE OPTING OUT.

Student Name: _____ Date of Birth: _____

Address: _____

City: _____ Zip Code: _____

Telephone No.: _____ Grade: _____

School: _____

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students in applying for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant. Unless the school is notified while the student is in the 11th grade that he/she does not want to be considered a Cal Grant applicant, the student's GPA will be submitted to the California Student Aid Commission (CASC) electronically by a school or school district official before October 1 of the student's 12th grade year.

Please indicate below if you would not like the school to electronically send CASC the student's GPA when he/she is in the 12th grade. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student.

☐ I **do not** want my/my student's GPA to be sent to CASC in the 12th grade.

_____ _____

Signature of Parent/Guardian (if student is under 18) Date

_____ _____

Signature of Student (if student is 18 or older) Date

MAGNOLIA PUBLIC SCHOOLS

2026-27 Annual Pesticide Notification Request

(Applicable Only for the Current School Year)

Parents/guardians can register with the school to receive notification of individual pesticide applications. Persons who register for this notification shall be notified at least seventy-two (72) hours prior to the application, except in emergencies, and will be provided the name and active ingredient(s) of the pesticide as well as the intended date of application.

Parents/guardians seeking access to information on pesticides and pesticide use reduction developed by the Department of Pesticide Regulation pursuant to California Food and Agricultural Code section 13184, can do so by accessing the Department's web-site at www.cdpr.ca.gov.

Student Name: _____ Date of Birth: _____

Address: _____

City: _____ Zip Code: _____

Telephone No.: _____ Grade: _____

School: _____

☐ I would like to be pre-notified every time a pesticide application is to take place at the school. I understand that the notification will be provided at least 72 hours before the application.

_____ _____

Signature of Parent/Guardian (if student is under 18) Date

_____ _____

Signature of Student (if student is 18 or older) Date

MAGNOLIA PUBLIC SCHOOLS

2026-27 Concussion Information Sheet

(Applicable Only for the Current School Year)

A concussion is a type of brain injury and all brain injuries are serious. A concussion can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. It can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, **all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. In other words, even a "ding" or a bump on the head can be serious.** You can't see a concussion and most sports concussions occur without loss of consciousness.

WHAT ARE THE SIGNS AND SYMPTOMS OF CONCUSSION?

Signs and symptoms of concussion may show up right after the injury or may not appear or be noticed until days or weeks after the injury. If your child reports any symptoms of concussion listed below, or if you notice the symptoms or signs of concussion yourself, your child should be kept out of play the day of the injury and until a health care professional, experienced in evaluating for concussion, determines that your child is symptom-free and able to return to play.

Signs observed by coaching staff…	***Symptoms reported by athletes……***
Appears dazed or stunned	Headache or "pressure" in head
Is confused about assignment or position	Nausea or vomiting
Forgets an instruction	Balance problems or dizziness
Is unsure of game, score, or opponent	Double or blurry vision
Moves clumsily	Sensitivity to light
Answers questions slowly	Sensitivity to noise
Loses consciousness (even briefly)	Feeling sluggish, hazy, foggy, or groggy
Shows mood, behavior, or personality changes	Concentration or memory problems
Can't recall events *prior* to hit or fall	Confusion
Can't recall events *after* hit or fall	Just not "feeling right" or "feeling down"

Concussions affect people differently. While most athletes with concussion recover quickly and fully, some will have symptoms that last for days, or even weeks. A more serious concussion can last for months or longer. In rare cases, a dangerous blood clot may form on the brain and crowd the brain against the skull. An athlete should receive immediate medical attention if after a bump, blow, or jolt to the head or body she/he exhibits any of the following danger signs:

One pupil is larger than the other	Convulsions or seizures
Is drowsy or cannot be awakened	Cannot recognize people or places
Weakness, numbness, or decreased coordination	Repeated vomiting or nausea
Slurred speech	Has unusual behavior
A headache that not only does not diminish, but gets worse	Becomes increasingly confused, restless, or agitated
Loses consciousness	

WHY MUST AN ATHLETE BE REMOVED FROM PLAY AFTER A CONCUSSION?

If an athlete has a concussion, his/her brain needs time to heal. Continuing to play while the brain is still healing leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that young athletes will often under report symptoms of injuries. And concussions are no different. As a result, education of administrators, coaches, parents and students is the key for student-athlete's safety.

IF YOU THINK YOUR CHILD HAS SUFFERED A CONCUSSION

If you suspect that your child has a concussion, remove him/her from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without written medical clearance. Do not try to judge the severity of the injury yourself. Close observation of the athlete should continue for several hours. Rest is key to helping an athlete recover from a concussion. Exercising or activities that involve a lot of concentration, such as studying, working on the computer, or playing video games, may cause concussion symptoms to reappear or get worse.

California Education Code section 49475 and the California Interscholastic Federation (CIF) Bylaw 313 require implementation of long and well-established return to play concussion guidelines that help ensure and protect the health of student athletes:

Any athlete who is suspected of sustaining a concussion or head injury in an athletic activity shall be immediately removed from the athletic activity for the remainder of the day, and shall not be permitted to return to the athletic activity until he or she is evaluated by a licensed health care provider who is trained in the management of concussions and is acting within the scope of his or her practice. The athlete shall not be permitted to return to the athletic activity until he or she receives written clearance to return to the athletic activity from that licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider.

It's better to miss one game than miss the whole season.

For more information, visit: http://www.cdc.gov/headsup/youthsports/index.html (Centers for Disease Control and Prevention) or http://www.cifstate.org/sports-medicine/concussions/student_parents (CIF)

Cut and RETURN bottom portion only. Please keep upper portion for your information.

I have reviewed and understand the provided document regarding concussion:

Student-athlete Name	Student-athlete Signature	Date
Parent or Legal Guardian	Parent or Legal Guardian Signature	Date

MAGNOLIA PUBLIC SCHOOLS

2026-27 Prescription Opioids Information Sheet

(Applicable Only for the Current School Year)

Prescription opioids may be used to help relieve moderate-to-severe pain and are often prescribed following a surgery or injury, or for certain health conditions. These medications can be an important part of treatment but also come with serious risks. It is important to work with your health care provider to make sure you are getting the safest, most effective care.

WHAT ARE THE RISKS AND SIDE EFFECTS OF OPIOID USE?

Prescription opioids carry serious risks of addiction and overdose, especially with prolonged use. An opioid overdose, often marked by slowed breathing, can cause sudden death.

The use of prescription opioids can have a number of **side effects** as well, even when taken as directed:

- Tolerance – meaning you might need to take more of a medication for the same pain relief.
- Physical dependence – meaning you have symptoms of withdrawal when a medication is stopped.
- Increased sensitivity to pain
- Constipation
- Nausea, vomiting, and dry mouth
- Sleepiness and dizziness
- Confusion
- Depression
- Low levels of testosterone that can result in lower sex drive, energy, and strength
- Itching and sweating

RISKS ARE GREATER WITH:

- History of drug misuse, substance use disorder, or overdose
- Mental health conditions (such as depression or anxiety)
- Sleep apnea
- Pregnancy

Avoid alcohol while taking prescription opioids. Also, unless specifically advised by your health care provider, medications to avoid include:

- Benzodiazepines (such as Xanax or Valium)
- Muscle relaxants (such as Soma or Flexeril)
- Hypnotics (such as Ambien or Lunesta)
- Other prescription opioids

KNOW YOUR OPTIONS

Talk to your health care provider about ways to manage your pain that don't involve prescription opioids. Some of these options **may actually work better** and have fewer risks and side effects. Options may include:

- Pain relievers such as acetaminophen, ibuprofen, and naproxen
- Some medications that are also used for depression or seizures
- Physical therapy and exercise
- Cognitive behavioral therapy, a psychological, goal-directed approach, in which patients learn how to modify physical, behavioral, and emotional triggers of pain and stress.

IF YOU ARE PRESCRIBED OPIOIDS FOR PAIN

- Never take opioids in greater amounts or more often than prescribed.
- Follow up with your primary health care provider
    - Work together to create a plan on how to manage your pain
    - Talk about ways to help manage your pain that don't involve prescription opioids
    - Talk about any and all concerns and side effects.
- Help prevent misuse and abuse.
    - Never sell or share prescription opioids
    - Never us another person's prescription opioids
- Store prescription opioids in a secure place and out of reach of others including visitors, children, friends, and family.
- Safely dispose of unused prescription opioids: Find your community drug take-back program or your pharmacy mail-back program, or flush them down the toilet, following guidance from the Food and Drug Administration (www.fda.gov/Drugs/ResourcesForYou).
- Visit www.cdc.gov/drugoverdose to learn about the risks of opioid abuse and overdose.
- If you believe you may be struggling with addiction, tell your health care provider and ask for guidance or call SAMHSA's National Helpline at 1-800-662-HELP.

Be Informed! Make sure you know the name of your medication, how much and how often to take it, and its potential risks and side effects.

For more information, visit: www.cdc.gov/drugoverdose/prescribing/guideline.html

Cut and RETURN bottom portion only. Please keep upper portion for your information.

I have reviewed and understand the provided document regarding prescription opioid information:

Student-athlete Name	Student-athlete Signature	Date
Parent or Legal Guardian	Parent or Legal Guardian Signature	Date

MAGNOLIA PUBLIC SCHOOLS

2026-27 Sudden Cardiac Arrest Information Sheet

(Applicable Only for the Current School Year)

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack. A heart attack is caused by a blockage that stops the flow of blood to the heart. SCA is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. It is fatal in 92 percent of cases if not properly treated within minutes.

WHAT ARE THE WARNING SIGNS AND RISK FACTORS OF SCA?

SCA often has no warning signs. In fact, the first symptom could be death. Athletes (and often their parents) don't want to jeopardize their playing time, so they may avoid telling parents or coaches in hopes that the symptoms will "just go away" on their own. Or, they may think they're just out of shape and need to train harder. Student athletes need to recognize and seek help if any of the conditions listed below are present.

Potential indicators that SCA is about to happen:

- Racing heart, palpitations or irregular heartbeat
- Dizziness or lightheadedness
- Fainting or seizure, especially during or right after exercise
- Fainting repeatedly or with excitement or startle
- Chest pain or discomfort with exercise
- Excessive, unexpected fatigue during or after exercise
- Excessive shortness of breath during exercise

Factors that increase the risk of SCA:

- Family history of known heart abnormalities or sudden death before age 50
- Specific family history of Long QT Syndrome, Brugada Syndrome, Hypertrophic Cardiomyopathy, or Arrhythmogenic Right Ventricular Dysplasia (ARVD)
- Family members with unexplained fainting, seizures, drowning or near drowning or car accidents
- Known structural heart abnormality, repaired or unrepaired
- Use of drugs, such as cocaine, inhalants, "recreational" drugs or excessive energy drinks

HOW CAN THE CONDITIONS OF SCA BE DETECTED?

Physical Exam and Medical History. Prior to participating in athletics, students are required to get a physical and complete a medical history. This form asks questions about family history and heart conditions. The physical exam should include listening to the heart.

Heart Screening. An electrocardiogram (ECG) is an effective diagnostic tool that detects irregularities. An abnormal ECG exam can lead to other tests like an echocardiogram, stress test, Holter monitor and more.

IF YOU THINK YOUR CHILD HAS EXPERIENCED ANY SCA SYMPTOMS

If your child has experienced any SCA-related symptoms, it is crucial to get follow-up care as soon as possible with a primary care physician. If the athlete has any of the SCA risk factors, these should also be discussed with a doctor to determine if further testing is needed. Wait for the doctor's feedback before returning your child to play, and alert his/her coach, trainer and school nurse about any diagnosed conditions.

California Education Code section 33479.5 and the California Interscholastic Federation (CIF) Bylaw 503 require implementation of a sudden cardiac arrest protocol that helps ensure and protect the health of student athletes:

> *A student who passes out or faints while participating in or immediately following an athletic activity, or who is known to have passed out or fainted while participating in or immediately following an athletic activity, must be removed from participation at that time by the athletic director, coach, athletic trainer, or authorized person. A student who is*

removed from play after displaying signs and symptoms associated with sudden cardiac arrest may not be permitted to return to participate in an athletic activity until the student is evaluated and cleared to return to participate in writing by a physician and surgeon.

For more information, visit: http://cifstate.org/sports-medicine/sca/index. (CIF)

Cut and RETURN bottom portion only. Please keep upper portion for your information.

I have reviewed and understand the symptoms and warning signs of SCA:

Student-athlete Name	Student-athlete Signature	Date
Parent or Legal Guardian	Parent or Legal Guardian Signature	Date

MAGNOLIA PUBLIC SCHOOLS

Certified Volunteer (C-Volunteer) Application Form

Magnolia Public Schools ("MPS") encourages parents/guardians and interested members of the community to volunteer at MPS as volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents/guardians/community members for their willingness to volunteer.

School Name/Location and School Year: _____ Date: _____

Name: _____
Last First Middle Maiden Name/Other Names Used

Residence Address: _____
Street City State Zip

Home Telephone: _____ Work or Mobile Telephone: _____

Emergency Contact Name and Phone: _____ _____

Date of Birth: ____/____/____ CA Driver's License or ID Card: ☐ Yes ☐ No Number: _____

Physical Limitations: ☐ Yes ☐ No Explain: _____

_____

_____

Relationship to any student(s) or staff members at school? ☐ Yes ☐ No Explain: _____

_____

Languages spoken: _____

Please respond to the following: "I am interested in volunteering because _____

_____

_____

Do you have any felony convictions*: ☐ Yes ☐ No If so, please list: _____

_____

Have you **EVER** been convicted* of any sex offense for which you must register with any Law Enforcement Agency pursuant to Penal Code Section 290? ☐ Yes ☐ No

** Conviction includes a finding of guilty by a court in a trial with or without a jury or a plea or verdict of guilty.*

I certify under penalty of perjury that the foregoing statements are true and complete, and I authorize MPS to complete a background check as a condition of school volunteer service, as provided by California Education Code 45125.1.

I understand that I will not receive any compensation or salary, or any other health or retirement benefits, or workers' compensation insurance coverage during this volunteer assignment. I agree to waive all claims against the MPS and hold the MPS, its officers, directors, agents, employees, authorizer, and volunteers harmless from any and all liability or claims which may arise out of or in connection with my participation in this volunteer activity.

Signature: _____ Date: _____

MAGNOLIA PUBLIC SCHOOLS

Volunteer Commitment and Procedures

The administration, staff, and students of Magnolia Public Schools ("MPS") are appreciative of all persons who are willing to commit time and energy to helping students succeed and to provide an excellent place of learning for all students. Most of the MPS activities and events simply would not happen without the participation of our volunteers.

Ways a Volunteer can help

- Room Parent
- Clerical Help
- Tutoring students (e.g.: math, computer activities, reading with students, etc.)
- Morning, lunch, yard, and/or dismissal supervision
- Chaperone Field Trips
- Help with special class events (e.g.: career fairs, fundraisers, etc.)
- Athletic support

Below are ethics and **guidelines** that must be followed while you are volunteering at MPS. These guidelines are designed:

- to promote a productive and safe environment
- to set appropriate expectations
- to clarify roles & responsibilities

APPLICATION AND SCREENING

Certified Volunteers ("C-Volunteers")

a. Who are C-Volunteers: These are volunteers that would like to volunteer with MPS on an ongoing basis.

b. Application Process: C-Volunteers must provide MPS with the following documents:

    - Volunteer Application Form (signed)
    - Volunteer Commitment Form (signed)
    - Fingerprinting and Background Clearance***** (if volunteering outside of the direct supervision of a credentialed employee)
    - Tuberculosis risk assessment or examination*****
    - Valid photo I.D. (driver's license, passport, military ID, US or other government identification)

Single Event Volunteers ("SE-Volunteers")

a. Who are SE-Volunteers: These are volunteers that would like to volunteer at MPS for a one (1) day special event or activity.

b. Application Process: SE-Volunteers are not required to submit a volunteer application but must comply with the Volunteering Guidelines below and provide MPS with a valid photo I.D.

***** Volunteers will be reimbursed for eligible live scan fingerprinting and TB screening fees.

CONFIDENTIALITY: Volunteers should realize that they have a position of trust. Personal information pertaining to students or staff, as well as conversations between parents, teachers, staff members, and students MUST be kept confidential. Volunteers are NOT permitted to view any part of a student's records including test scores, report cards, attendance reports, or any other document to that would be included in student records. What you SEE or HEAR in a classroom, hallway, bathroom, on a field trip, or on the playground should be considered confidential and only discussed with a teacher, counselor or principal. For MPS to provide the best environment for learning, everyone's privacy must be respected. No gossiping will be permitted.

LIABILITY: MPS is proud to provide liability coverage and an accident policy for its volunteers, after any other valid and collectible insurance. In order to have this protection, all volunteers must sign in on MPS' volunteer / visitor sign in sheet (in every school office) every time they volunteer. Volunteers are not covered by Workers' Compensation.

CHILD NEGLECT AND ABUSE REPORTING: MPS volunteers are obligated under mandatory child reporting laws to report any suspected child neglect or abuse. Please refer to MPS mandatory reporting guidelines located in the MPS Employee Handbook.

SUPERVISION: Volunteers perform under the direction and supervision of MPS personnel. Any volunteers who are volunteering outside of the direct supervision of a credentialed employee must be fingerprinted and receive background clearance. Volunteers should know and follow MPS policies and rules. MPS, in its discretion and without a statement of reasons, may suspend any volunteer from further volunteer activities. No statement by the MPS establishes a property right to perform volunteer work.

COMMUNICATION: If you are unable to make it to school when you are expected, please call MPS and leave a message. Similarly, MPS staff will contact you if your time is cancelled or changed for any unforeseen reason. You may contact the School Office at _____, or email _____ with questions or for assistance. Please be dependable and on-time. Teachers and staff count on you!

STUDENT/VOLUNTEER RELATIONSHIP: Volunteers function in a position of trust and MPS does not extend that volunteer / student trust relationship outside of the supervised school environment. It is the responsibility of the volunteer to notify MPS immediately if he/she becomes involved with a student / family outside the school environment.

DISCIPLINE: A teacher or staff member is responsible for student discipline. If you see a child behaving in a way that endangers themselves or others, you need to stop the behavior and report it to a staff member. If a student continues to be noncompliant, disrespectful, or disruptive after a verbal warning, please notify a teacher or staff member. Student safety is the responsibility of all adults, but student discipline is the responsibility of MPS staff.

SIGN IN: Volunteers should always sign in at the front desk. A volunteer should always have a visitor's pass/sticker on while working on campus or while acting as a chaperone on a class field trip.

CELL PHONE/PHOTO/SOCIAL MEDIA: Cell phones may be used on campus however we ask that you use a "silent setting" so that the class is not disturbed. Phones should only be used for emergencies. Volunteers are not allowed to take photos or post on social media unless approved by MPS.

EMERGENCY PROCEDURES: Classroom procedures and escape routes are located in each room. Drills are performed throughout the year. During a fire drill, the entire building is evacuated and each classroom reports to a designated area outside on the MPS campus. Please take the time to familiarize yourself with these safety plans.

I have read the above information and agree to the guidelines and responsibilities.

_____	_____	_____
Name	Signature	Date

MAGNOLIA PUBLIC SCHOOLS

Shadow Request Form

Visiting Person Information:

Person Visiting Is: ☐ Parent/Guardian ☐ Student ☐ Other (Please identify) _____

Parent/Guardian Name: _____

Home Address: _____

Phone #: _____ Email: _____

Student Name: _____ Date of Birth: _____ Grade: _____

If student is not a current student at MPS:

Is the student enrolled in MPS for the next school year? ☐ Yes ☐ No

Current School Name: _____

City: _____ State: _____ Country: _____

(if applicable) Health Concerns: _____

Visit Details:

Date(s) Wishing to be a Visitor: _____

Reason for Visit: _____

_____

_____

_____

Signatures:

_____ _____

Visiting Student Signature Date

_____ _____

Visiting Parent/Guardian Signature Date

Principal's Approval:

_____ _____ _____

Signature Date Parent Contact Made on Date

MAGNOLIA PUBLIC SCHOOLS

Dual and Concurrent Enrollment Form

Student Information:

Last Name: _____ First Name/MI: _____

Grade: _____ Date of Birth: _____ Cumulative GPA: _____

College Course Information:

College Name: _____

Course Title(s): _____

Course Dates/Hours: _____

_____

College Units: _____

High School Equivalency Information:

(if applicable) Equivalent High School Course: _____

High School Credits to Be Awarded: _____

Will Course Grade Be Recorded on the High School Transcript?

☐ No ☐ Yes *(unweighted)* ☐ Yes *(weighted)*

Notes: _____

_____

_____

_____

_____

_____

Signatures:

_____ _____

Student Signature Date

_____ _____

Parent/Guardian/Caregiver Signature Date

High School Counselor's Approval:

_____ _____

Signature Date

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

_____ _____

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

MAGNOLIA PUBLIC SCHOOLS

Title IX Sex Discrimination and Harassment Complaint Form

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements and conduct; what, if any, physical contact was involved; any verbal statements, etc.) *(Attach additional pages, if needed):*

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination or expulsion from the MPS.

_____ _____ _____

Signature of Complainant Print Name Date

<u>To be completed by MPS:</u>

_____ _____ _____

Received by Date Follow up Meeting with Complainant held on

MAGNOLIA PUBLIC SCHOOLS

Harassment, Intimidation, Discrimination & Bullying Complaint Form

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements and conduct; what, if any, physical contact was involved; any verbal statements, etc.) *(Attach additional pages, if needed):*

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination or expulsion from the MPS.

_____ _____ _____

Signature of Complainant Print Name Date

<u>To be completed by MPS:</u>

_____ _____ _____

Received by Date Follow up Meeting with Complainant held on

MAGNOLIA PUBLIC SCHOOLS

Uniform Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

(if applicable) Location/School/Office of Alleged Violation: _____

Note: It is not required to use this form to file a UCP complaint. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

For noncompliance allegation(s), check the program or activity referred to in your complaint, if applicable:

☐ Accommodations for Pregnant, Lactating, and Parenting Pupils	☐ Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families	☐ Physical Education Instructional Minutes
☐ Adult Education	☐ Every Student Succeeds Act	☐ Pupil Fees
☐ After School Education and Safety	☐ Instructional Materials and Curriculum: Diversity	☐ Regional Occupational Centers and Programs
☐ Career Technical and Technical Education and Training	☐ Local Control & Accountability Plans (LCAP)/LCFF	☐ School Plans for Student Achievement
☐ Child Care and Development	☐ Migrant Education	☐ School Safety Plans
☐ Consolidated Categorical Aid		☐ Schoolsite Councils
☐ Course Periods without Educational Content		

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

☐ Age	☐ Genetic Information	☐ Religion
☐ Ancestry	☐ Immigration Status/Citizenship	☐ Sex (Actual or Perceived)
☐ Color	☐ Marital Status	☐ Sexual Orientation (Actual or Perceived)
☐ Disability (Mental or Physical)	☐ Medical Condition	☐ Based on association with a person or group with one or more of these actual or perceived characteristics
☐ Ethnic Group Identification	☐ National Origin/Nationality	
☐ Gender / Gender Expression / Gender Identity	☐ Race or Ethnicity	

For bullying complaints not based on protected groups and other complaints not listed on this form, contact your school's Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator.")

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634
ceo@magnoliapublicschools.org

To be completed by MPS:

Received by Date Follow up Meeting with Complainant held on

MAGNOLIA PUBLIC SCHOOLS

Acceptable Use of Technology Agreement

As a user of Charter School technologies, I have read Student Use of Technology Policy and hereby agree to comply with it and the Acceptable Use Agreement.

I understand that use of school technology (including computers, email addresses, laptops, internet, and other technology resources) is a privilege and not a right. I understand that students who violate this policy in any way will be subject to discipline per school policies.

I understand that students will be provided a school email address and that teachers may communicate directly with students through this school email and applications including but not limited to StudentSquare, Infinite Campus, and Google Classroom. As a student, I understand and agree to utilize my school email address respectfully and professionally by 1) only using my school email address for school-related communications with my teachers, other staff, or other students as required, 2) not using my school email address to register for websites or applications unless directed by a teacher. I understand and agree that all regulations specified in the MPS Technology Policy and Acceptable Use Agreement, including the prohibition against cyberbullying, are applicable to any and all communications I send using my school-issued email address.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages MPS property, including but not limited to MPS's technology, equipment and networks, or fails to return MPS's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, MPS may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, MPS will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

Signatures:

_____	_____	_____	_____
Student Name	Student Signature	Date	Grade

_____	_____	_____
Parent/Guardian/Caregiver Name	Parent/Guardian/Caregiver Signature	Date

MAGNOLIA PUBLIC SCHOOLS

Receipt of and Agreement to the MPS Student/Parent Handbook

and the School-Parent-Student Compact

I have received a copy of the Magnolia Public Schools Student/Parent Handbook including the Student Use of Technology Policy-Acceptable Use of Technology Agreement, and the School-Parent-Student Compact, or I can access it at the school website. I understand that it is a source of information and a set of guidelines for implementation of school policies and procedures.

I have read, understood, and agreed to the Student/Parent Handbook and the policies within, including the Student Technology Use Policy-Acceptable Use Agreement and School-Parent-Student Compact.

I understand that Magnolia Public Schools can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time. I also understand that the provisions of the Handbook will control over any contrary statements, representations or assurances made by any supervisory personnel except those made in writing by the CEO & Superintendent or his or her designee.

Notes

- Please read and discuss the policies, procedures, and expectations with your child/children before signing and returning the receipt on this page.
- Each individual MPS school may include amendments into this handbook addressing local issues.
- Any changes or additions to this handbook will be given to the students and parents/guardians in writing.

Signatures:

Student Name	Student Signature	Date
Parent/Guardian/Caregiver Name	Parent/Guardian/Caregiver Signature	Date

(If known, circle grade and group.)

Grade:

TK	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**

Group:

A	**B**	**C**	**D**	**E**	**F**	**G**	**Other:**

Copy for Student File

Coversheet

Approval of 2026-27 Certification of Assurances, Protected Prayer Certification, and Application for Funding

Section: V. Consent Items
Item: B. Approval of 2026-27 Certification of Assurances, Protected Prayer Certification, and Application for Funding
Purpose: Vote
Submitted by:
Related Material: V.B - Approval of Certification of Assurances.pdf

Agenda Item:	V.B – Consent Item
Date:	June 17, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Cafer Turan, Interim Chief Financial Officer
RE:	2026-27 Certification of Assurances, Protected Prayer Certification, Application for Funding

Action Proposed

Staff recommend that the Board approve the 2026–27 Certification of Assurances, 2026–27 Protected Prayer Certification, and 2026–27 Application for Funding and General Assurances as presented.

Purpose:

The purpose of the Certification of Assurances, Protected Prayer Certification, and Application for Funding is to comply with federal requirements in order to continue receiving federal funds, including Entitlement Programs (Title I, II, III, and IV), Special Education IDEA, and other federal funding sources for the 2026–27 school year.

Background:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices of education, school districts, and direct-funded charter schools throughout California.

Each year, local educational agencies (LEAs) submit the spring release of the application to document participation in these programs and to provide assurances of compliance with all applicable legal requirements. Program entitlements are determined by formulas established in the authorizing legislation.

The items requiring Board approval are attached. These documents must be approved within six weeks of the release of the Consolidated Application Reporting System (CARS). The 2026–27 CARS release date is anticipated in June 2026.

Analysis:

All projected federal funding has been incorporated into the 2026–27 Adopted Budget in accordance with California Education Code requirements.

Exhibits:

• 2026–27 Certification of Assurances
• 2026–27 Protected Prayer Certification
• 2026–27 Application for Funding

California Department of Education **Consolidated Application**

Magnolia Science Academy (19 10199 6119945)

Status: Certified
Saved by: Omar F Polat
Date: 6/16/2026 10:39 AM

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/16/2026

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy (19 10199 6119945)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 8:30 AM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/16/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy (19 10199 6119945)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 8:50 AM

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/26/2025
Authorized Representative's Full Name	Brad Plonka
Authorized Representative's Title	Principal

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy (19 10199 6119945)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 1:10 PM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy (19 10199 6119945)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 10:23 AM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy 2 (19 10199 0115212)

Status: Certified
Saved by: Omar F Polat
Date: 6/16/2026 10:39 AM

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/16/2026

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/16/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/26/2025
Authorized Representative's Full Name	Irene Gavrilof
Authorized Representative's Title	Principal

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy 2 (19 10199 0115212)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 1:11 PM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy 2 (19 10199 0115212)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 10:24 AM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy 3 (19 10199 0115030)

Status: Certified
Saved by: Omar F Polat
Date: 6/16/2026 10:39 AM

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/16/2026

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/16/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/26/2025
Authorized Representative's Full Name	Elizabeth Rizzuto
Authorized Representative's Title	Principal

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy 3 (19 10199 0115030)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 1:12 PM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy 3 (19 10199 0115030)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 10:24 AM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy 4 (19 64733 0117622)

Status: Certified
Saved by: Omar F Polat
Date: 6/16/2026 10:40 AM

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/16/2026

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy 4 (19 64733 0117622)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 8:31 AM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/16/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/26/2025
Authorized Representative's Full Name	Jacob Theis
Authorized Representative's Title	Principal

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy 4 (19 64733 0117622)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 1:12 PM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy 4 (19 64733 0117622)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 10:24 AM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy 5 (19 10199 0137679)

Status: Certified
Saved by: Omar F Polat
Date: 6/16/2026 10:40 AM

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/16/2026

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/16/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/26/2025
Authorized Representative's Full Name	Ali Kaplan
Authorized Representative's Title	Principal

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy 5 (19 10199 0137679)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 1:13 PM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy 5 (19 10199 0137679)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 10:24 AM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy 6 (19 64733 0117648)

Status: Certified
Saved by: Omar F Polat
Date: 6/16/2026 10:40 AM

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/16/2026

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy 6 (19 64733 0117648)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 8:32 AM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/16/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/26/2025
Authorized Representative's Full Name	James Choe
Authorized Representative's Title	Principal

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy 6 (19 64733 0117648)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 1:13 PM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy 6 (19 64733 0117648)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 10:25 AM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy 7 (19 64733 0117655)

Status: Certified
Saved by: Omar F Polat
Date: 6/16/2026 10:40 AM

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/16/2026

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy 7 (19 64733 0117655)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 8:32 AM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/16/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/26/2025
Authorized Representative's Full Name	Musa Avsar
Authorized Representative's Title	Principal

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy 7 (19 64733 0117655)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 1:14 PM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy 7 (19 64733 0117655)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 10:25 AM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy Bell (19 64733 0122747)

Status: Certified
Saved by: Omar F Polat
Date: 6/16/2026 10:41 AM

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/16/2026

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/16/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/26/2025
Authorized Representative's Full Name	Adrian Uribe
Authorized Representative's Title	Principal

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy Bell (19 64733 0122747)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 1:14 PM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy Bell (19 64733 0122747)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 10:25 AM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy San Diego (37 68338 0109157)

Status: Certified
Saved by: Omar F Polat
Date: 6/16/2026 10:41 AM

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/16/2026

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy San Diego (37 68338 0109157)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 8:33 AM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/16/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/26/2025
Authorized Representative's Full Name	Megan Craig
Authorized Representative's Title	Principal

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy San Diego (37 68338 0109157)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 1:16 PM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy San Diego (37 68338 0109157)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 10:26 AM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy - Orange County (30 10306 0165217)

Status: Certified
Saved by: Omar F Polat
Date: 6/16/2026 10:41 AM

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/16/2026

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy - Orange County (30 10306 0165217)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 8:34 AM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/16/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/26/2025
Authorized Representative's Full Name	Maria Czerner-Rowell
Authorized Representative's Title	Principal

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy - Orange County (30 10306 0165217)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 1:16 PM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy - Orange County (30 10306 0165217)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 10:25 AM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy Santa Ana (30 76893 0130765)

Status: Certified
Saved by: Omar F Polat
Date: 6/16/2026 10:41 AM

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/16/2026

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy Santa Ana (30 76893 0130765)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 8:34 AM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/16/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/26/2025
Authorized Representative's Full Name	Steven Keskinturk
Authorized Representative's Title	Principal

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy Santa Ana (30 76893 0130765)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 1:17 PM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy Santa Ana (30 76893 0130765)

Status: Draft
Saved by: Omar F Polat
Date: 6/16/2026 10:26 AM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Coversheet

Approval of 2026-27 Certification of Signatures Form and Resolution

Section:	V. Consent Items
Item:	C. Approval of 2026-27 Certification of Signatures Form and Resolution
Purpose:	Vote
Submitted by:	
Related Material:	V.D - Approval of 2026-27 Certification of Signatures_Final.pdf

Agenda Item:	V.D - Consent Item
Date:	June 17, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Cafer Turan, Interim Chief Financial Officer
RE:	Approval of 2026-27 Certification of Signatures Form

Recommendation

Staff moves that the Board approve the **2026–27 Certification of Signatures Form for Charter School Funds Distribution Authorization**. Signatures will be effective **July 1, 2026 through June 30, 2027**.

Authorized signatories will include the **CEO/Superintendent, Deputy Superintendent, Chief Financial Officer, Chief Operations Officer, and MPS Governing Board Members**.

Purpose
The purpose of this form is to update the **Los Angeles County Office of Education (LACOE)** on the list of authorized signers on behalf of Magnolia Public Schools (MPS) for the **2026–27 school year**.

Background
In accordance with **Education Codes 35143, 42632, and 42633**, the Certification of Signatures form is required to formalize the personnel authorized to sign orders for salary or commercial payments, notices of employment, and contracts.

The current form expires **June 30, 2026**. The new form will be effective **July 1, 2026 through June 30, 2027**.

Analysis
In compliance with the California Education Code, local education agencies are required to maintain an updated Certification of Signatures form to ensure proper authorization of financial and contractual documents.

No significant changes to authorized positions are proposed for the 2026–27 school year unless otherwise noted. Any updates to personnel or roles will be reflected in the final submitted form.

Exhibits

1. Certification of Signatures Form
2. Resolution

Magnolia Public Schools

DISTRICT

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the district. These certifications are made in accordance with the provisions of Education Code Sections:

K-12 Districts: 35143, 42632, and 42633

Community College Districts: 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 are unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: July 1, 2026 to June 30, 2027

In accordance with governing board approval dated June 17, , 20 26 .

Signature _____
Clerk (Secretary) of the Board

Typed Name _____
Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1

Signatures of Members of the Governing Board

SIGNATURE	INITIALS
TYPED NAME	
President of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Clerk/Secretary of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	

If the Board has given special instructions for signing warrants or orders, please attach a copy of the resolution to this form.

Column 2

Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE	INITIALS
TYPED NAME Alfredo Rubalvaca	
TITLE CEO & Superintendent	
SIGNATURE	INITIALS
TYPED NAME Erdinc Acar	
TITLE Deputy Superintendent	
SIGNATURE	INITIALS
TYPED NAME Cafer Turan	
TITLE Interim Chief Financial Officer	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
NOTICES OF EMPLOYMENT	CONTRACTS

FORM NO. 503-804 Rev. 10-10-2013

CERTIFICATION OF SIGNATURES RESOLUTION

June 17, 2026

Gabriel Leung
Assistant Director
Accounting and Financial Services
Division of School Financial Services
Los Angeles County Office of Education

Per LACOE Bulletin #6768, attached is the 2026–27 Certification of Signatures Resolution, approved by the Magnolia Public Schools Governing Board on June 17, 2026, and effective from July 1, 2026, through June 30, 2027.

The original Certification of Signatures Resolution was approved during the organizational meeting on June 12, 2025. This annual resolution authorizes the designated officers and Governing Board Members to execute documents on behalf of Magnolia Public Schools and reflects the authorized signatories for the 2026–27 fiscal year.

Authorized signatories include the CEO/Superintendent, Deputy Superintendent, Chief Financial Officer, Chief Operations Officer, and Magnolia Public Schools Governing Board Members.

If you have any questions, please feel free to contact me using the information below.

Sincerely,

Cafer Turan

Cafer Turan
Interim Chief Financial
Officer
cturan@magnoliapublicschools.otrg
(213) 628-4634

.

Coversheet

Approval of MPS Annual Master List of Contracts for 2026-27 Fiscal Year

Section: V. Consent Items
Item: D. Approval of MPS Annual Master List of Contracts for 2026-27 Fiscal Year
Purpose: Vote
Submitted by:
Related Material: V.E - MasterContracts_FY2627.pdf

Agenda Item:	V.E - Consent Items
Date:	June 17, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Cafer Turan, Interim Chief Financial Officer
RE:	Approval of FY 2026-27 Annual Vendor and Master Contracts List

Action Proposed

Staff moves that the Board approve the FY 2026-27 Annual Vendor and Master Contracts List for Magnolia Public Schools for the period of July 1, 2026 through June 30, 2027.

Purpose:

MPS annually presents a comprehensive vendor and master contracts list to the Board for approval prior to the start of each fiscal year. Board approval provides formal authorization for staff to execute agreements consistent with MPS's approved budget and procurement policies.
The FY 2026-27 contract list is intended to:

- Authorize all third-party vendor relationships across MPS's 11 sites for FY 2026-27
- Ensure compliance with California charter school procurement requirements, including RFP for contracts over $90,000
- Align vendor commitments with the Board-approved 2026-27 operating budget
- Support fiscal transparency and accountability in vendor contracting and renewal decisions

Background:

MPS contracts with a wide range of third-party vendors to deliver academic programs, special education services, facilities management, technology, operations, and administrative support across its schools and the CMO. Each year, staff reviews existing vendor relationships and identifies renewal or new contract needs aligned to the adopted budget.
The FY 2026-27 master contracts list encompasses 83 vendor contracts across all departments. Of these, 43 contracts have estimated values at or above $90,000 and are subject to RFP requirements per MPS procurement policy.

Analysis:

Staff has reviewed all vendor relationships, service delivery history, and pricing for FY 2026-27. Contract

values reflect current enrollment projections, organizational needs, and updated service agreements across all departments.
The contract list:

- Ensures continuity of critical academic, operational, and support services across all 11 MPS sites
- Reflects compliance with procurement requirements, including RFP for the 43 contracts at or above $90,000
- Is aligned to the Board-approved FY 2026-27 operating budget
- Supports ongoing fiscal monitoring and internal controls throughout the year
- Staff will continue monitoring contract performance, service delivery, and budget-to-actual results throughout FY 2026-27

Exhibits:

- FY 2026-27 Annual Vendor and Master Contracts List (Exhibit A)

Magnolia Public Schools — Master Vendor Contract List FY 2026-27

Contracts All Amounts tab · 170 vendors · Generated June 11, 2026

Org Id	Vendor	Department in Charge	Add'l Info	Contact Lead/Owner
MSA1-11	McGraw-Hill School Education	Academics	Cirriculum Book Order	Gokhan Serce
MSA1-11	Cross Country Staffing Inc.	Academics	CNA Screener	Gokhan Serce
MSA1-11	ARC	Academics	ASES Program	Gokhan Serce
MSA1-11	Edlogical	Academics	SPED Services	Gokhan Serce
10	Specialized Therapy Services	Academics	Adated APE Services	Gokhan Serce
MSA1-11	IXL Learning	Academics	Science Site Licenses	Gokhan Serce
10	YMCA of San Diego County	Academics	ASES	Gokhan Serce
1	Renaissance Learning Inc	Academics	MyOn Online Software Program	Gokhan Serce
MSA1-11	Bright Beginnings	Academics	SPED SErvices	Gokhan Serce
MSA1-11	Houghton Mifflin Harcourt	Academics	Cirriculum Book Order	Gokhan Serce
5	Teach TCI	Academics	Curriculum purchases	Gokhan Serce
MSA1-11	Arbiter Group	Academics	CIF Payment System	Gokhan Serce
MSA1-11	TTC4Success	Academics	SPED SErvices	Gokhan Serce
MSA1-11	Edmunteum	Academics	APEX Learning	Gokhan Serce
MSA9	Baker Center	Academics	CHYBI Consultant	Gokhan Serce
MSA1-11	Los Angeles County Metro Transit - LACTMA	Academics	Transportation Services	Gokhan Serce
4	Imagine Learning LLC	Academics	Edgenuity Music Program	Gokhan Serce
99	Care Solace	Academics	Wellness Center	Gokhan Serce
10	Quizizz Inc	Academics	Quizizz	Gokhan Serce
MSA1-11	1st Sports Complex	Academics	CIF Sports Arena Complex Rentals	Gokhan Serce
MSA1-11	Parchment	Academics	Transcibe Services	Gokhan Serce
8	Goalbook	Academics	GoalBooks STEPS	Gokhan Serce
3	Vista Higher Learning Inc	Academics	Spanish Text Books	Gokhan Serce
8	Savvas Learning Company LLC	Academics	REAL14 TE LVL 2	Gokhan Serce
MSA1-11	Kelvin Surveys	Academics	Org-wide Surveys (students & families)	Gokhan Serce
MSA1-11	National Clearing House	Academics	Student Clearnig College Services	Gokhan Serce

Org Id	Vendor	Department in Charge	Add'l Info	Contact Lead/Owner
MSA1-11	BrainPOP LLC	Academics	Unlimited 12 month acess ELL and Brain Pop JR science	Gokhan Serce
2	Explore Learning	Academics	Teacher Plus Students License Renewal	Gokhan Serce
MSA1-11	Learning A-Z	Academics	Reading A-Z/ Writing A-Z STEPS	Gokhan Serce
6	NextGen Math LLC	Academics	Math Subscription	Gokhan Serce
7	Companion	Academics	Alexandria Library software renewal	Gokhan Serce
MSA1-11	Braile Abilities	Academics	SPED services	Gokhan Serce
1	Center for Pediatric Neuropsychology	Academics	SPED Student Services	Gokhan Serce
99	The Nia Foundation	Academics	Consultant Services CHYBI	Gokhan Serce
2	Curriculum K-12 Partners Inc	Academics	AP Java Computer Science Courses For Students	Gokhan Serce
MSA1-12	Edpuzzle	Academics	EdPuzzle	Gokhan Serce
MSA1-11	Edugenuity	Academics	Digital Libraries Odysseyware Software	Gokhan Serce
3	Eduspire Solutions, LLC EHallpass	Academics	EHP Appointment Pass	Gokhan Serce
MSA1-11	eLuma Online Therapy	Academics	Speech and Language Services	Gokhan Serce
9	ESGI	Academics	ESGI 12 month License	Gokhan Serce
99	Infield Brandon Sorlie	Academics	Consultant Services	Gokhan Serce
MSA1-11	KickBoard Inc	Academics	App for PBIS Pilot	Gokhan Serce
MSA9	LindaMood Bells Learning	Academics	SPED SErvices	Gokhan Serce
7	Maestro Music	Academics	Music Progam	Gokhan Serce
MSA1-11	Nearpod Inc	Academics	Nearpod	Gokhan Serce
MSA1-11	No Red Ink	Academics	Student Academic Software	Gokhan Serce
2	ONEgeneration	Academics	Soccer Field (Rental)	Gokhan Serce
6	Pediatric Therapy Services LLCdba The Stepping Stones Group	Academics	Special Ed Teacher 101 Ending Buyout	Gokhan Serce
MSA8	Professional Tutors of America	Academics	SPED Tutoring Services	Gokhan Serce
MSA1-11	PRN Charter Nursing Services	Academics	SPED SErvices	Gokhan Serce
1	Telos	Academics	Behavioral Management Center	Gokhan Serce
1	Alpine Academy	Academics	Behavioral Management Center	Gokhan Serce
3	Dynamic Education Services	Academics	SPED Reading Intervention	Gokhan Serce

Org Id	Vendor	Department in Charge	Add'l Info	Contact Lead/Owner
1	The Help Group North Hills Prep	Academics	NPA Residential Center SPED	Gokhan Serce
1	Infinite Campus	Accountability	License Campus Learning	David Yilmaz
MSA1-11	Abre	Accountability	Data Analysis Tool	David Yilmaz
MSA1-11	Custom Computer Specialities	Accountability	Tableau	David Yilmaz
4	Western Assoc of Schools & Colleges	Accountability	WASC Membership MID Cycle Review	David Yilmaz
99	Document Tracking Services	Accountability	DTS Document Tracking	David Yilmaz
MSA1-11	Grow (Level Data)	Accountability	Tracker Software	David Yilmaz
MSA1-11	NWEA	Accountability	MAP Growth K-12	David Yilmaz
99	BoardOn Track	Board	Board on Track Membership	Alfredo Rubalcava
99	MGT Impact Solutions	CEO	Charter School Growth Fund	Alfredo Rubalcava
MSA1-11	California Charter School Assn	CEO	CCSA Dues and Membership Fees	Alfredo Rubalcava
99	LA Coalition	CEO	LA Coalition for Excellent Public Schools	Alfredo Rubalcava
MSA1-11	EPI Construction	Faciliites	Construction and Repair Services	Patrick Ontiveros
7	First Luth. Chr. of Northridge	Operations	Facilities Rental Payment	Patrick Ontiveros
99	Kajima Devleopment Corporation	Faciliites	CMO Facilities	Patrick Ontiveros
MSA-OC	Anaheim Facilities LLC	Operations	Carl Karcher Way	Patrick Ontiveros
1	National Construction Rentals	Faciliites	National Construction Rental	Patrick Ontiveros
7	Rabuild Commercial Services	Faciliites	Entitlement Services	Patrick Ontiveros
MSA1-11	Zingo Construction	Faciliites	Construction and Repair Services	Patrick Ontiveros
MSA1-11	Everon/ADT	Faciliites	Security Services	Patrick Ontiveros
1	Mobile Modular Portable Storage	Faciliites	Container 8x40 #403933 and Bathroom and Classroom	Patrick Ontiveros
1	Sherman Way Terrace LP	Faciliites	Sherman Way Terrace	Patrick Ontiveros
1	Schindler Elevator Corp	Faciliites	Maintenance Agreement	Patrick Ontiveros
99	CoStar	Faciliites	Facilities Suite Program	Patrick Ontiveros
9	Otis Elevator Company	Faciliites	Service Agrement 12/01/21 to 11/30/22	Patrick Ontiveros
1	Golden State Elevator, Inc.	Faciliites	Monthly Service Contract #0371	Patrick Ontiveros
7	Pacific Charter School Devlopment	Faciliites	Project management Fee MSA7	Patrick Ontiveros
5	Rafeal Franco & Associates	Faciliites	Feasibility Study	Patrick Ontiveros

Org Id	Vendor	Department in Charge	Add'l Info	Contact Lead/Owner
4	Williams Scotsman, Inc.	Faciliites	Williams Scotsman Steps and Mobile Office	Patrick Ontiveros
MSA1-11	CharterSAFE	Finance	Premium Package Insurance - April	Cafer Turan
99	Delta Managed Solutions, Inc.	Finance	Back office provider March	Cafer Turan
5	Paycom	Finance	Paycom Fees Payroll	Cafer Turan
MSA1-11	Xerox Financial Services	Finance	Lease Copier Contract:010-0100284	Suat Acar
MSA1-11	Eide Bailley	Finance	Audit	Cafer Turan
MSA1-11	Oracle NetSuite	Finance	Accounting Software	Cafer Turan
MSA1-11	Pitney Bowes Global Financial	Finance	Lease Equipment and Postage Supplies	Cafer Turan
MSA1-11	Chartered formerly SquareWorks	Finance	Accounting Software	Cafer Turan
MSA1-11	NetGain	finance	Punchout Services	Cafer Turan
9	OCDE	Finance	Payroll Retirement Services	Cafer Turan
99	School Services of Ca. Inc.	Finance	Virtual Learning	Cafer Turan
MSA1-11	Adaptive Insights	Finance	Implementation Project Mgr	Cafer Turan
1	Hewlett Packard Financial	Finance	HP Computer Leases	Cafer Turan
MSA1-11	SchoolMint GROW	Accountability	GROW Evaluation Software	David Yilmaz
MSA1-11	SchoolMint Inc	Accountability	Tracker Software	David Yilmaz
99	Larson Communications	Impact Department	Public Relations	Brenda Lopez
9	ParentSquare	Impact Department	Messenger Services	Brenda Lopez
MSA1-11	Educational Networks, Inc.	Impact Department	Educational Networks	Brenda Lopez
99	Grants Republic	CEO	Grant Consulting	Alfredo Rubalcava
MSA1-11	LAIRP	Impact Department	support for SEL, Family workshops	Brenda Lopez
99	Hootsuite	Impact Department	Hoot Suite Accounts	Brenda Lopez
MSA1-11	KQ Management	Impact Department	Charter School Petition Consultant	Brenda Lopez
MSA1-11	Media Image	Impact Department	Public Relations	Brenda Lopez
2	Parent Education Bridge for Student Achievement Foundation	Impact Department	Parent Language Classes	Brenda Lopez
99	UPAS Services	Impact Department	Recruitment Services	Brenda Lopez
MSA1-11	Gibson Dunn & Crutcher	Legal	Legal Services	Patrick Ontiveros
MSA1-11	Rosenberg & Cassady LLP	Legal	Legal Services	Patrick Ontiveros

Org Id	Vendor	Department in Charge	Add'l Info	Contact Lead/Owner
MSA1-11	Employee Benefits Law Group PC	Legal	Legal Services	Patrick Ontiveros
MSA1-11	Jackson Lewis P.C	Legal	Legal Services	Patrick Ontiveros
6	Musick Peeler & Garrett LLP	Legal	Legal Services	Patrick Ontiveros
MSA1-11	Young, Miney, & Corr. LLP	Legal	Legal Services	Patrick Ontiveros
MSA1-11	Tao Rosinni	Legal	Professional Consultant	Patrick Ontiveros
9	Procopio	Legal	Legal Matters	Patrick Ontiveros
1	Rosenheim & Associates Inc	Legal	Lobbying Project	Patrick Ontiveros
MSA1-11	Scoot Education	Operations	Substitute Services	Suat Acar
MSA1-11	Think Together	Academics	ASES Afterschool Services	Gokhan Serce
MSA1-11	Uniformity DM Graphics	Operations	Student uniform services	Suat Acar
MSA1-11	Riders Express	Operations	Student Transportation	Suat Acar
MSA1-11	Apple	Operations	Apple Products	Suat Acar
MSA1-11	Side to Side Cleaning Jose Luevano	Operations	Custodial Services	Suat Acar
MSA1-11	Citiguard Services	Operations	Security Guard Services Wk Ending 07/15/21	Suat Acar
MSA8	NextGen Teachers LLC	Operations	Substitute Services	Suat Acar
9	Digital Synergy Consulting Inc	Operations	Ruckus License Renewal	Suat Acar
99	SoftChoice Corporation	Operations	Office365 and Online IT for all sites	Suat Acar
3	Liminex, Inc	Operations	Chromebook Security	Suat Acar
MSA1-11	Adobe Inc.	Operations	Adobe License all sites	Suat Acar
MSA1-11	LA County Office of Education Student Support Services	P&C; Department	PBIS and Beg Teacher Services	Gokhan Serce
MSA1-11	Asana	Operations	Task Management System	Suat Acar
MSA1-11	AssetWorks	Operations	Inventory Management Systems	Suat Acar
MSA1-11	LearningTech.Org	Operations	ERates Management	Suat Acar
8	Image IV Systems (MS01)	Operations	Lease Equipment	Suat Acar
MSA1-11	Child Care Career LLC dba The Education Team	Operations	Substitute Services	Suat Acar
MSA1-11	Cordata	Operations	Data Storage Area	Suat Acar
MSA1-11	FirstHand Education	Operations	Sub Services	Suat Acar
1	Goguardian	Operations	Chromebook Security	Suat Acar

Org Id	Vendor	Department in Charge	Add'l Info	Contact Lead/Owner
MSA1-11	JAMF Software LLC	Operations	Apple Management JAMF License	Suat Acar
8	Microsoft Corporation	Operations	Microsoft Go	Suat Acar
1	Port53 Technologies Inc	Operations	Open DNS Web Filtering	Suat Acar
8	Notable Incorporated		SPED Programs	Gokhan Serce
MSA1-11	T-Mobile	Operations	Hot Spot Services	Suat Acar
9	Teachers on Reserve	Operations	Substitute Services	Suat Acar
MSA1-11	Sub Teacher Source	Operations	Sub Services	Suat Acar
99	EdFuel	P&C; Department	Consultant Services	Fiorella Del Carpio
99	Jeannette Cruz-Reiber	P&C; Department	HR Consulting Credentialing Service	Fiorella Del Carpio
99	Great Place to Work	P&C; Department	Consultant Services	Fiorella Del Carpio
MSA1-11	Kaiser Permanente (Group Dues)	P&C; Department	Medical Benefits Magnolia	Fiorella Del Carpio
MSA1-11	MetLife	P&C; Department	Metlife	Fiorella Del Carpio
MSA1-11	Mutual of Omaha	P&C; Department	Life Insurance ADD	Fiorella Del Carpio
7	Cal State Site Services	Faciliites	18120 Sherman Way Fence	Patrick Ontiveros
3	Dignity Health Sports Park	Academics	Soccer Field (Rental)	Gokhan Serce
8	Nancy Soriano RTC	Academics	RTC Therapist	Gokhan Serce
MSA1-10	FIYA - Sports League Mgmt	Academics	CIF League Fees	Gokhan Serce
7	Adrienne Riens CTRS	Academics	RTC Therapist	Gokhan Serce
MSA1-11	Zoom	Operations	IT Supports Desk Services	Suat Acar
1	Luis Torres Gardening Service	Operations	Gardening Services Operation	Suat Acar
1	Roelio Santorio Gardening Service	Faciliites	Gardening service WIP facitilies	Patrick Ontiveros
MSA1-11	Schools In Acation	Operations	Food Management Service	Suat Acar
MSA1-11	Milestone Therapy Group	Academics	Occupational Therapist SPED	Suat Acar
MSA1-11	CCS Custodial Facilities	Operations	Custodial Services	Suat Acar
MSA1-11	Johson Controls Fire	Faciliites	Fire Alarm Services	Patrick Ontiveros
MSA1-11	Maxim Healthcare	Academics	LPN Services	Gokhan Serce
MSA1-11	Agape	Academics	ABA Services	Gokhan Serce
MSA1-11	LACOE Vision Services	Academics	Vision Services	Gokhan Serce

Org Id	Vendor	Department in Charge	Add'l Info	Contact Lead/Owner
MSA1-11	LA School Therapy	Academics	Occupational Therapist SPED	Gokhan Serce
MSA1-11	Linked IN	P&C; Department	HR Recruitment Platform	Fiorella Del Carpio
MSA1-11	EdJoin	P&C; Department	HR Recruitment Platform	Fiorella Del Carpio
1	Power Plus	Faciliites	Power AMP Generators for Bungalows	Patrick Ontiveros
MSA1-11	Total Education Solutions - TES	Academics	LAS Services	Gokhan Serce

Coversheet

MPS’ Progress on Meeting Local Performance Indicators on the CA School Dashboard

Section: VI. Information/Discussion Items
Item: A. MPS’ Progress on Meeting Local Performance Indicators on the CA School Dashboard
Purpose: Discuss
Submitted by:
Related Material: VI.B - 2026 MPS Progress on Local Performance Indicators.pdf

Agenda Item:	VI.B - Information/Discussion Item
Date:	June 17, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	MPS Progress on Meeting Local Performance Indicators on the California School Dashboard

Action Proposed:

N/A

Purpose:

As part of the Local Control Funding Formula (LCFF), school districts, county offices of education (COES), and charter schools (also referred to as local educational agencies or LEAs) are required to self-reflect on local indicators and report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the LCAP is adopted.

Background:

What are Local Indicators?

California's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard (Dashboard).

The Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities but are also aligned to the measures required under Every Student Succeeds Act (ESSA). Those LCFF priorities for which there is no state level data collected are referred to as local indicators. The seven local indicators are:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate (Priority 6)

- Access to a Broad Course of Study (Priority 7)
- Coordination of Services for Expelled Students (Priority 9, for county offices of education [COEs] only)
- Coordination of Services for Foster Youth (Priority 10, for COEs only)

In addition to being a public record of progress on the Dashboard, the local indicator process serves to inform process and planning within the Local Control and Accountability Plan (LCAP). Further, progress in local indicators can inform technical assistance provided through the Differentiated Assistance process.

Performance Standards

For each local indicator, the State Board of Education (SBE) adopted performance standards require an LEA to:

1. Annually measure its progress in meeting the requirements of the specific LCFF priority; and
2. Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP; and
3. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

An LEA uses the SBE-adopted self-reflection tools to report its progress through the Dashboard. The collection and reflection on locally available information relevant to progress regarding local priority areas will support LEAs in completing the self-reflection tools, reporting in the Dashboard, and in local planning and improvement efforts.

Provided an LEA satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of Met. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of Not Met or Not Met for Two or More Years, as applicable.

Earning a performance level of *Not Met for Two or More Years* may be a factor in being identified for differentiated assistance.

Local Indicator Self-Reflection Tools

The following are the prompts in the approved self-reflection tools.

- **Basic Services and Conditions (Priority 1)**

  LEAs will provide the information below:

  - Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
  - Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

  Note: The requested information is all data elements that are currently required as part of the School Accountability Report Card (SARC).

- **Implementation of State Academic Standards (Priority 2)**

  Recently Adopted Academic Standards and/or Curriculum Frameworks

  Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

  1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.
  2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.
  3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

     Other Adopted Academic Standards

  4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

     Support for Teachers and Administrators

  5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior

school year).

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

- **Parent and Family Engagement (Priority 3)**

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

- **School Climate (Priority 6)**

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

- **Access to a Broad Course of Study (Priority 7)**

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

For more information on local indicators please refer to:
https://www.cde.ca.gov/ta/ac/cm/localindicators.asp

Analysis:

Self-reflection on progress towards meeting local indicators is part of the LCAP development timeline at MPS. MPS has a robust timeline for completing the LCAP and the planning process that serves three distinct, but related functions: Comprehensive Strategic Planning, Meaningful Educational Partners Engagement, and Accountability and Compliance. The timeline has a calendar of activities, including LCAP metric progress updates, data analysis meetings, LCAP goal analysis sessions, PAC meetings, and many more activities that help our schools develop their LCAP. The accountability department collaborates with other departments in training our school leadership teams and ensuring the timeline of activities is implemented. The Director of State and Federal Programs (SFP) oversees the org-wide coordination of LCAP activities.

As part of the local indicators self-reflection and LCAP development process our schools have conducted educational partners surveys to engage our educational partners in the evaluation of their experience at MPS. School leadership teams have shared their reflection on the survey results and findings that identify their greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis. The teams have completed their reflections and presented them to their educational partners in various settings, including presentations at regular meetings of the Board.

School leadership teams have also presented their CA School Dashboard results and findings as well as other school performance data to their educational partners at their PAC and ELAC meetings throughout the year. During the year, the MPS Board and the Academic Committee have been presented SBAC, CA School Dashboard, NWEA, and other LCAP progress data as well as each MSA's glows, grows, and priorities with next action steps.

The MPS Home Office has collaborated with the school leadership teams in ensuring that the self-reflection tools have been used in responding to the prompts for all five local indicators and that the schools have meaningfully engaged their educational partners in the reflection process. Accountability, academics, finance, HR, facilities, operations, outreach, and communications departments have all collaborated with the school leadership teams on measuring our progress towards meeting local indicators and reflecting on areas of strength and areas for growth.

The attached local indicator self-reflections have informed the development of our LCAP and are being presented to the Board for information and feedback purposes.

Impact:

The local indicators self-reflection and educational partners engagement processes described in the above sections are all part of our LCAP development and continuous improvement cycle. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. We have shared the local indicators with, and requested input from, schoolsite-level advisory groups. With thorough support from the Home Office, each MSA school leadership team has developed a successful, compliant local indicators self-reflection process to inform the LCAP document that serves as a comprehensive strategic planning tool for the school.

Annually, as required by the Ed Code, this item will be on the same board agenda as the LCAP adoption in alignment with the LCAP development process so that our schools can share their progress publicly and meet their local indicators. The reports are attached for the review of the board and the public before they are submitted to the CDE and made public via the CA School Dashboard. The deadline for submission to the CDE is July 31.

Budget Implications:
N/A.

Committee Recommendations:
N/A

Exhibits:

1. 2026 MPS Progress on Local Performance Indicators (SLIDE DECK)
2. MPS Local Indicators – 2026 (one for each Magnolia Science Academy)

2026 MPS Progress on Local Performance Indicators

Home Office
June 2026

2026 MPS Progress on Local Performance Indicators

Agenda

- What Are Local Performance Indicators?
    - Priority 1: Basic Services and Conditions
    - Priority 2: Implementation of State Academic Standards
    - Priority 3: Parent & Family Engagement
    - Priority 6: School Climate
    - Priority 7: Access to a Broad Course of Study
- Key Learnings & Next Steps

2026 Survey Results & Reflections

What Are Local Performance Indicators?

What Are Local Performance Indicators?

California's Local Indicators

Local Performance Indicators are part of California's accountability system and require annual measurement, public reporting, and completion of State Board of Education-approved self-reflection tools.

LCFF Priority	Local Indicator
Priority 1	Basic Services and Conditions
Priority 2	Implementation of State Academic Standards
Priority 3	Parent and Family Engagement
Priority 6	School Climate
Priority 7	Access to a Broad Course of Study

Reflection Process

Each year, MPS:

- **Completes self-reflection tools**
- **Reviews local data and program implementation**
- **Engages students, families, staff, and advisory groups**
- **Analyzes strengths, needs, and areas for improvement**
- **Uses findings to inform the Local Control and Accountability Plan (LCAP)**

2026 MPS Progress on Local Performance Indicators

Priority 1: Basic Services and Conditions

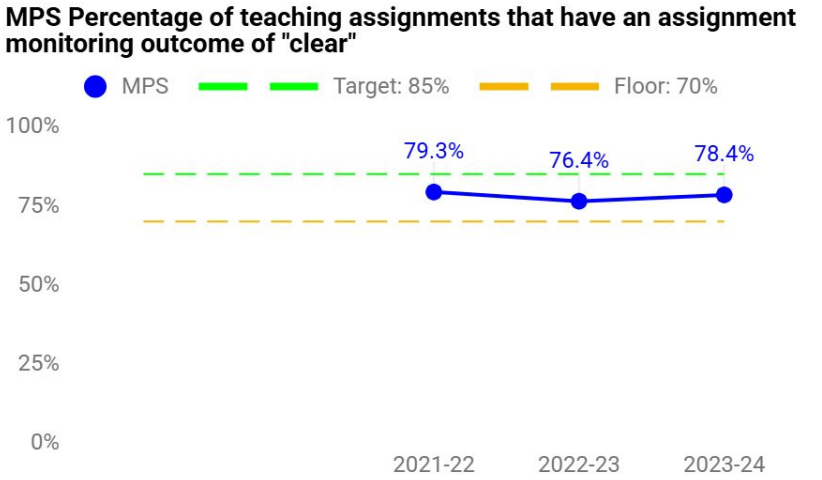
Priority 1: Basic Services and Conditions

State Requirements

The Local Indicator requires reporting:

- Teacher Assignment Monitoring Outcomes
- Student access to standards-aligned instructional materials
- Facility conditions

Key Metrics Scorecard (2025–26)	
1.1 Clear teaching assignment rate	**78.4%** (Target: ≥ 85%)
1.2 Missing instructional materials	**0%** (Target: 0%)
1.3 Facilities in no good repair	**0** (Target: 0)
1.4 Teacher retention rate (from 2024-25 to 2025-26)	**80%** (Target: ≥ 80%)
1.4 Teacher attendance rate	**95.5%** (Target: ≥ 95%)



In 2024, MPS achieved a 78.4% clear teaching assignment rate

↑2.0 pts from the prior year

Priority 1: Basic Services and Conditions

Key Learnings

Strengths

✅ Students have access to standards-aligned instructional materials.

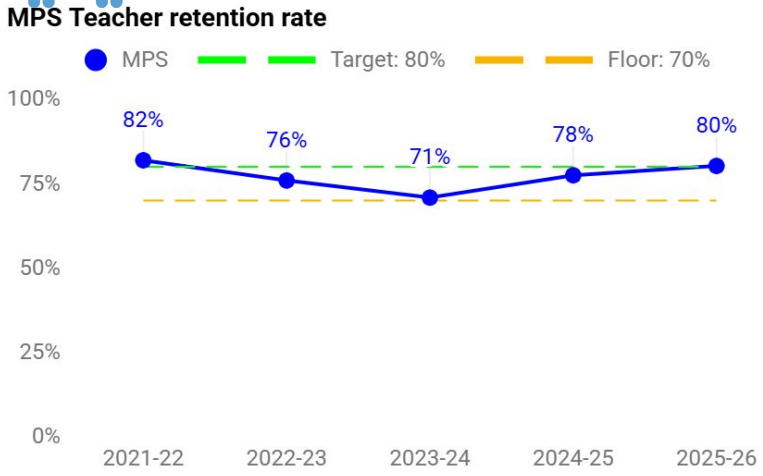
✅ Schools reported facilities meeting good repair standards.

✅ Teacher retention reached the organizational target.

Areas for Growth

➡ Continue increasing the percentage of teachers holding clear credentials toward the 85% target.

➡ Five schools remain on the Williams list and will continue annual LACOE reviews of facilities and instructional materials.



From 2024-25 to 2025-26, MPS achieved a 80% teacher retention rate

↑2 pts from the prior year

2026 MPS Progress on Local Performance Indicators

Priority 2: Implementation of State Academic Standards

Priority 2: Implementation of State Academic Standards

State Reflection Tool

Schools rated their implementation of:

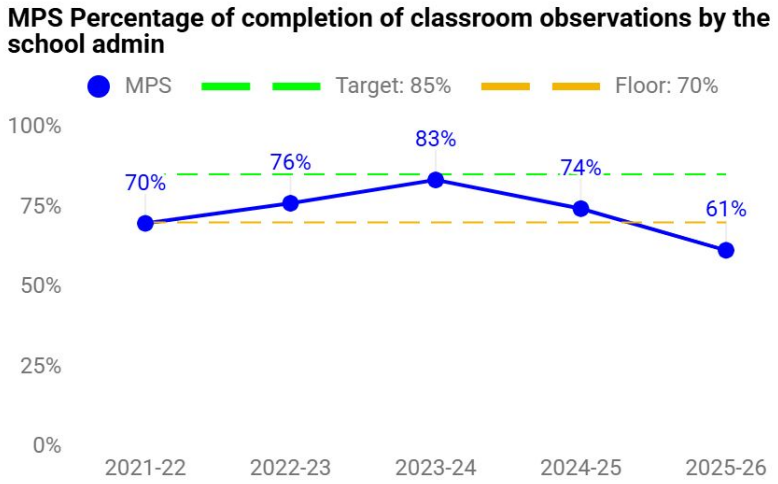
- Professional learning
- Instructional materials
- Teacher support systems
- State academic standards

using a five-point scale ranging from **Exploration and Research** to **Full Implementation and Sustainability.**

Key Metrics

- 2.2 Classroom observation completion rate

  Percentage of required classroom observations completed by school administrators



In 2026, MPS achieved a 61% classroom observation completion rate

↓13 pts from last year

Priority 2: Implementation of State Academic Standards

Key Learnings

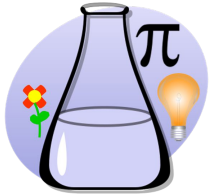
Strengths

✅ Common ELA and Math curriculum across MPS

✅ Strong implementation of English Language Development (ELD) standards

✅ Professional development aligned to state standards

✅ Coaching, PLCs, and instructional support structures



Areas for Growth

➡ Science (NGSS) implementation

➡ History-Social Science implementation

➡ Career Technical Education pathway development

➡ Consistency in Health Education implementation

2026 MPS Progress on Local Performance Indicators

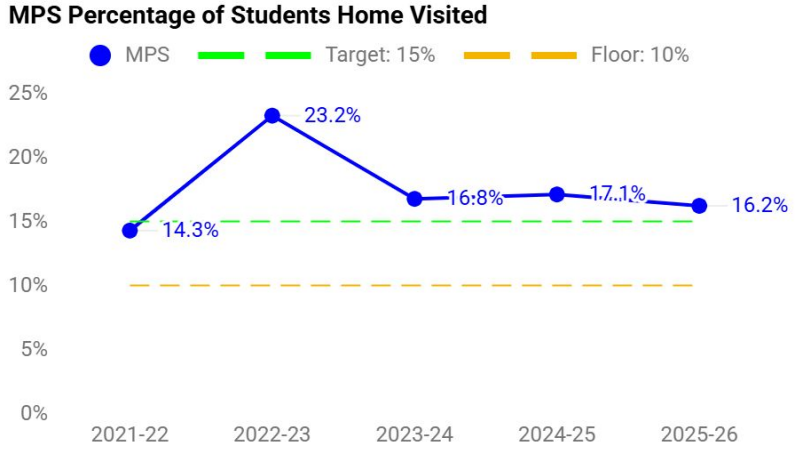
Priority 3: Parent & Family Engagement

Priority 3: Parent & Family Engagement

State Reflection Areas

The state reflection tool examines:

- Building relationships
- Building partnerships for student outcomes
- Seeking input for decision-making



Key Metrics

- 4.1 Number of PAC meetings
- 4.2 Number of ELAC meetings
- 4.3 Number of family engagement activities
- 4.4 Home visit rate
- 4.12 Survey participation rates by families
- 4.13 Average approval rate on surveys by families
- 4.14 Overall satisfaction rates on surveys by families

In 2026, MPS achieved a 16.2% home visit rate

↓0.9 pts from last year

Priority 3: Parent & Family Engagement

Key Learnings

Strengths

✅ Positive relationships between schools and families

✅ Welcoming school environments and strong two-way communication

✅ Home visits, PACs, ELACs, and other engagement opportunities support partnerships for student success

✅ Families report feeling connected, informed, and supported by school staff

Areas for Growth

➡ Increase family survey participation toward the 75% target

➡ Increase family approval and satisfaction rates toward the 95% targets

➡ Continue increasing participation in PAC and ELAC meetings

Family Engagement Scorecard (2025–26)	
PAC Meetings Conducted	**90** (Target: ≥ 83)
ELAC Meetings Conducted	**51** (Target: ≥ 40)
Family Engagement Activities	**517** (Target: ≥ 110)
Home Visit Rate	**16.2%** (Target: ≥ 15.0%)
Family Survey Participation	**72.1%** (Target: ≥ 75%)
Family Survey Approval	**91%** (Target: ≥ 95%)
Family Survey Satisfaction	**80%** (Target: ≥ 95%)

2026 MPS Progress on Local Performance Indicators

Priority 6: School Climate

Priority 6: School Climate

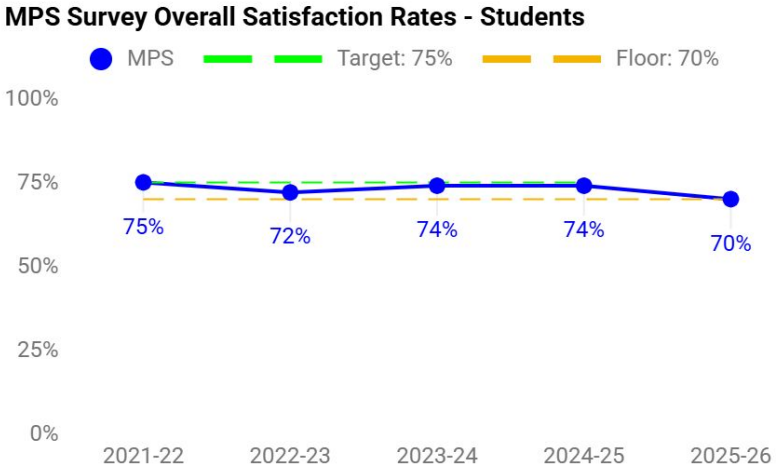
State Reflection Areas

The Local Indicator examines:

- Student perceptions of school safety and connectedness
- Key strengths and areas of need identified through survey data
- Actions schools will take for continuous improvement

Key Metrics

- 4.12 Survey participation rates by students
- 4.13 Average approval rate on surveys by students
- 4.14 Overall satisfaction rates on surveys by students
- 4.15 Student retention rate



In 2026, MPS achieved 70% overall satisfaction

↓4 pts from last year

Priority 6: School Climate

Key Learnings

Strengths

✅ Positive peer relationships and sense of belonging

✅ Supportive teachers and caring staff

✅ Activities, sports, clubs, and enrichment opportunities

✅ Play, recess, and physical activity opportunities

Areas for Growth

➡ Food quality, variety, and lunch experience

➡ School climate, fairness, and consistency in student interactions

➡ Additional clubs, activities, and enrichment opportunities

➡ Student schedule and break time concerns

School Climate Scorecard (2025–26)	
Student Survey Participation	**96.5%** (Target: ≥ 95%)
Student Survey Approval	**67%** (Target: ≥ 65%)
Student Survey Satisfaction	**70%** (Target: ≥ 75%)
Student Retention Rate (from 2024-25 to 2025-26)	**87%** (Target: ≥ 85%)

2026 MPS Progress on Local Performance Indicators

Priority 7: Access to a Broad Course of Study

Priority 7: Access to a Broad Course of Study

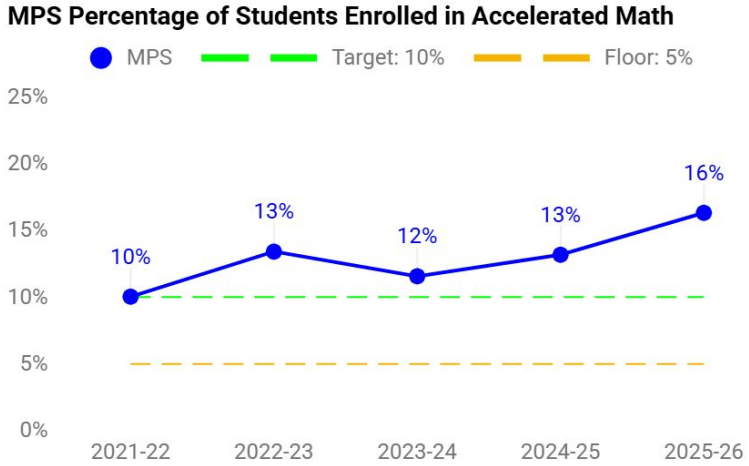
State Reflection Areas

The state reflection tool examines:

- Access to and enrollment in a broad course of study
- Differences across student groups and schools
- Barriers to access
- Planned improvements

Key Metrics

- 2.1 Student access to programs and services
- 3.1 Enrollment in accelerated/advanced math courses
- 3.2 Completion of Computer/Technology courses



In 2026, MPS achieved 16% accelerated math enrollment

↑3 pts from last year

Priority 7: Access to a Broad Course of Study

Key Learnings

Strengths

✅ All students had access to applicable programs and services

✅ Participation in accelerated and advanced mathematics opportunities exceeded the annual target

✅ Participation in computer and technology coursework exceeded the annual target

✅ Schools continue to expand dual enrollment opportunities that support college and career readiness

Areas for Growth

➡ Expand and strengthen STEAM-focused Career Technical Education (CTE) pathways

➡ Increase experiential learning opportunities, including internships, community partnerships, and career exploration

➡ Continue expanding ethnic studies and financial literacy offerings

Broad Course of Study Scorecard (2025–26)	
Student access to programs and services	**100%** (Target: 100%)
Enrollment in Accelerated/Advanced math courses	**16%** (Target: ≥ 10%)
Completion of Computer/Technology courses	**98%** (Target: ≥ 90%)

2026 MPS Progress on Local Performance Indicators

Key Learnings & Next Steps

Key Learnings & Next Steps

Key Learnings	Next Steps
✅ MPS continues to provide students with access to high-quality learning environments, standards-aligned instructional materials, and comprehensive support services. ✅ Schools reported strong implementation of ELA, Mathematics, and English Language Development standards. ✅ Students and families highlighted positive relationships, supportive staff, and a strong sense of belonging as key strengths. ✅ Participation in accelerated mathematics, computer/technology coursework, and dual enrollment opportunities continues to expand.	➡ Increase the percentage of teachers holding clear credentials. ➡ Strengthen implementation of Science, History-Social Science, and Career Technical Education. ➡ Increase participation in family surveys and advisory groups. ➡ Address student-identified school climate concerns and expand enrichment opportunities. ➡ Continue expanding college and career readiness pathways, including CTE and experiential learning opportunities.

2026 MPS Progress on Local Performance Indicators

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy-1	Brad Plonka Principal	bplonka@magnoliapublicschools.org (818) 609-0507

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	38.2	76.4	0	5.2	18.3	0.0%	0.0%	0.0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-1 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on implementing standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level, and ELD instruction is aligned with the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs focusing on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, Math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with Common Core ELA/ELD and Math curricula. While the primary focus has been on the ELA/Literacy, Math, and ELD, MSA-1 has also provided PD and supported our teachers on NGSS, History-Social Science, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

MSA-1 builds trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, festivals, and parent/teacher conferences to promote parental participation in programs. We use ParentSquare to communicate with students and parents, which has supported our improved communication with all educational partners. Staff greet students and parents in the mornings during student drop-off and have an open-door policy welcoming all parents. Also, our team connects with families through in-person and virtual home visits. Home visits help us learn about students' outside interests, families, and home routines, and then use that information to connect in meaningful, individualized ways that can have considerable rewards in helping to create happier, healthier, and engaged students. The school uses home visits as an essential feature of its education program to improve student and school performance.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The LEA's focus areas for improvement in building relationships between school staff and families are having more parent involvement on the campus, more social events (i.e., cultural), and more workshops for the families during school hours, after school, and on Saturdays.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The LEA will improve the engagement of underrepresented families to build relationships between staff and families by providing more opportunities for both groups to connect. These opportunites will include in-person and virtual home visits and having events for families during the instructional day, after school, and on Saturdays.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

MSA-1 provides resources to support student learning at home through multiple workshops such as parent college and feedback given to parents during parent conferences. We have also helped equip parents with the knowledge and tools to advocate for their students and school.

MSA-1's communication system, ParentSquare, keeps parents and staff in constant communication through multiple mediums, such as texts, private messages, and voicemails. ParentSquare has also broken language barriers between staff and families through automatic translation.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

MSA-1's focus areas for improvement in building partnerships for student outcomes is to continue to build a bridge between the educational partner and school-site to collaboratively support the student's growth through multiple modalities (i.e., trainings, meetings, conferences).

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

MSA-1 will improve engagement of underrepresented families in relation to building partnerships for student outcomes by providing more opportunities for these families to engage with the school-site. These opportunities will include workshops and meetings and home visits and parent classes.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

MSA-1 holds periodic meetings to gather input from our families. These meetings include PTF meetings, Coffee with Admin, PAC meetings, and ELAC meetings. During these meetings, parents can review the school's LCAP and SARC reports and provide input for our administration team. The school also conducts an educational partner survey (families, students, staff) with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

MSA-1's focus area(s) for improvement in Seeking Input for Decision-Making is to get more educational partner involvement in the mentioned meetings and provide more opportunities for them to be involved.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

MSA-1's will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making by providing more opportunities for these families to engage with the school-site.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The Spring 2026 local climate survey provides a comprehensive overview of stakeholder perceptions regarding school conditions. While the data highlights positive growth in student engagement, it also reveals critical challenges, specifically regarding declining staff morale and a weakening of family-school partnerships.

1. Student Climate Data: Signs of Growth
Student approval rates rose to 64% (a 10-percentage-point increase from 54%).

Analysis: While this upward trend is encouraging, the score remains just below the school's 65% target.

Drivers: This progress likely stems from the successful implementation of the PBIS program, more responsive support systems, and expanded extracurricular opportunities in sports and academics.

2. Family Climate Data: Emerging Safety Concerns
Family approval saw a decline, dropping from 91% to 87%.

Key Findings: While overall satisfaction remains high, the 4-point drop suggests friction in home-school communication or dissatisfaction with recent policy changes.

Safety & Discipline: Of particular concern is the "Knowledge and Fairness of Discipline" category, which fell to 86%. This indicates a growing apprehension among families regarding both the physical and emotional safety of students on campus.

3. Staff Climate Data: Urgent Need for Intervention
Staff approval experienced a significant downturn, falling from 53% to 49%, well below the 80% benchmark.

Critical Indicators: Ratings for "Climate of Support for Academic Learning" plummeted by 12 points to 56%.

Root Causes: This shift points to a workforce struggling with excessive workloads, a lack of clear expectations, and diminished morale.

Conclusion: These results signal an urgent need for strategic leadership actions focused on staff engagement, professional support, and retention.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The analysis of the Spring 2026 survey data reveals a significant variation between student growth and staff/safety perceptions. While student-facing initiatives are producing positive results, systemic issues regarding safety and staff support present critical areas for improvement.

Identified Strengths
Student Connection & Support: The most notable success is a 30% increase in Sense of Belonging. This, paired with gains in Climate of Support (+15%) and Fairness of Discipline (+14%), suggests that PBIS implementation and inclusive practices are effectively reaching the student body.

Positive Momentum: The overall 10% increase in student approval indicates that the current academic and extracurricular interventions (assemblies, spirit weeks, and field trips) are creating a more engaging campus culture.

Key Learnings & Areas of Need
The Safety Gap: Safety remains the lowest-rated category across all stakeholders. The 43% favorable rating from staff and the decline in student confidence (-3 points) indicate that current protocols are not providing a sufficient sense of security. A comprehensive review of campus culture and physical safety is required.

Staff Disempowerment: A critical "learning" is the disconnect between student and staff perceptions of discipline. While students feel rules are fairer, staff approval remains stagnant at 42%. This suggests that staff do not feel empowered or sufficiently trained to manage behavior, leading to a significant drop in their perceived Climate of Support for Academic Learning (-12 points).

Staff Morale Crisis: With an overall approval rating of 49%, staff morale is a primary concern. The data reflects a professional environment strained by high workloads and a perceived lack of leadership support.

Family Re-engagement: Although high at 91%, the slight decline in family approval and the failure to meet the 75% participation target (actual: 57.7%) suggest a need to move beyond passive support and toward active, trust-building partnerships.

Conclusion
While the school has successfully fostered a stronger sense of belonging for students, the data reveal an urgent need to stabilize the professional environment for staff and address safety concerns across the board. Future efforts must prioritize staff empowerment and a collaborative safety overhaul to sustain the gains made in the student experience.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the structure provided in the example, here is the SMART breakdown for our priority areas: Communication & Discipline and School Climate (Food & Facilities).
Grow Area 1: Communication & Discipline
Enhance communication with families and strengthen discipline practices and supervision to ensure fairness and consistency across the school.
SMART Goal Components (Internal facing)
Specific: Develop a standardized discipline communication protocol and provide regular community communication to policy updates.
Measurable: achieve 100% participation in staff training on new supervision protocols and a 10% increase in "Fairness of Discipline" favorability on the next survey.
Attainable: Utilize existing communication platforms (ParentSquare/Newsletter) and dedicate professional development time to discipline consistency.
Relevant: Clearer communication and consistent supervision directly address partner feedback regarding transparency and safety.
Time-bound: Implement the new communication cycle by August 2026 and monitor progress through May 2027.
Survey Reflection Statement-Next Steps. By May 2027, the school will improve perceptions of fairness and consistency by implementing regular community communication of policy updates and conducting quarterly staff audits of supervision practices, resulting in a 10% increase in positive survey responses regarding school rules.
Grow Area 2: School Climate (Food & Facilities)
Improve food quality and school facilities while creating device-balanced experiences to foster a stronger sense of belonging.
SMART Goal Components (Internal facing)
Specific: Form a food vendor committee to vet new meals, conduct a facility walk-through to identify two high-priority upgrades, and launch "Device-Free" social zones.
Measurable: Identify three meals that have positive feedback and three that do not to suggest replacing with new options, and complete two facility improvement projects (e.g., student lounge or cafeteria upgrades).
Attainable: Partner with the MPS facilities & finance teams for budgeting and use student leadership feedback to drive facility priorities.
Relevant: Upgrading the physical environment and food quality is a direct response to student requests for a more inviting campus.
Time-bound: Complete vendor transitions and facility upgrades by the end of the 2026-27 first semester.
Survey Reflection Statement-Next Steps By May 2027, the school will increase student satisfaction with campus life by transitioning to a higher-quality food vendor and completing at least two facility modernization projects, aiming for a 10% increase in the "Sense of Belonging" favorability score.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Magnolia Science Academy-1 (MSA-1) utilizes several locally selected measures to monitor student access to and enrollment in a comprehensive course of study:

Master Schedule Reviews: Conducted to ensure all students have access to a full suite of courses—including ELA, Math, Science, Social Studies, Physical Education, Visual/Performing Arts, and Electives—that align with grade-level standards.

SIS Data Analysis: Student Information System reports are disaggregated by grade level and student groups (including English learners, low-income students, foster youth, and students with exceptional needs). This allows the school to identify and close any potential access gaps.

IEP Compliance Reviews: These ensure that students with disabilities are enrolled in appropriate, individualized courses that meet both their academic and specific learning requirements.

Enrollment Audits: Periodic audits are performed to verify equitable participation in enrichment courses, college-preparatory pathways, and Dual-Enrollment programs across all student demographics.

Through these tools, MSA-1 ensures that every student, regardless of background, is enrolled in a well-rounded curriculum designed to foster long-term academic success.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Magnolia Science Academy-1 (MSA-1) ensures all students, across all grade spans, have access to a comprehensive course of study. This includes core academic subjects—English Language Arts, Mathematics, Science, and Social Studies—alongside physical education, visual and performing arts, technology, and various enrichment electives.

Findings by Student Group

Unduplicated Groups: Analysis of SIS data confirms that English learners, low-income students, and foster youth are enrolled in core and elective courses at rates comparable to their peers, with no disproportionate underrepresentation in college-preparatory or enrichment pathways.

Students with Exceptional Needs: These students are enrolled in the full range of grade-appropriate core content. IEP compliance reviews verify that they receive access to both general education and specialized academic instruction, with necessary supports in place to ensure full inclusion in elective and non-core courses.

Progress and Consistency
There are no significant disparities in course access at MSA-1. Over the last two years, the school has successfully expanded elective offerings based on student interest surveys—specifically increasing participation in coding, visual/performing arts, and specialized electives. This ongoing monitoring ensures that all students, regardless of background, engage in a rich and equitable educational experience.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA-1 provides access to a college-preparatory, STEAM-focused broad course of study to all our students with no barriers to providing access to a broad course of study.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Magnolia Science Academy-1 (MSA-1) is dedicated to providing a rigorous, STEAM-focused, college-preparatory curriculum that ensures all students graduate college and career-ready. To maintain and expand this access, the school has implemented the following actions:

Program Expansion: MSA-1 continuously evaluates and expands its "well-rounded education" offerings based on student interest and identified needs. This includes a growing selection of career-aligned electives, diverse visual and performing arts, and enhanced civics education.

Holistic Support: We have integrated robust Social-Emotional Learning (SEL) programs and physical education to support the whole child, ensuring they are mentally and physically prepared to engage with a demanding academic schedule.

Experiential Learning: To bridge the gap between classroom theory and real-world application, the school prioritizes instructional field trips, community service projects, and student-led clubs.

Resource Optimization: While expansion is subject to financial and human resource availability, MSA-1 is committed to maximizing its current budget and staffing to reflect the core academic and elective programs outlined in our charter petition.

Through these responsive actions, MSA-1 ensures that its educational model remains inclusive, equitable, and aligned with the evolving needs of our student population.

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy 2	Irene Gavrilof Principal	Igavi@magnoliapublicschools.org (818) 758-0300

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	21.6	63.9%	9.2%	4.6%	18.5%	2.0%	0.0%	0.6%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education			3			
Health Education Content Standards				4		
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-2 ensures comprehensive alignment of curriculum and assessments with educational standards, including CCSS and NGSS. We prioritize high-quality professional development for teachers, with a focus on standards implementation and ELD instruction aligned with California ELD standards. English Learners receive differentiated support based on proficiency levels, with access to both core and supplemental ELD materials. Ongoing professional development addresses Common Core ELA/Literacy, mathematics, ELD integration, and effective strategies for supporting ELs across content areas.

In addition to ELA/Literacy, mathematics, and ELD, MSA-2 provides support and professional development in NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages. Structured collaboration time is provided during Wednesday after-school sessions and early dismissal days, allowing teachers to share best practices across our network of 11 schools. MSA-2 also leverages Home Office support through regular meetings to monitor progress on academic standards, receive targeted training, and strengthen systems integration to improve instruction and student learning outcomes.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

MSA-2 has made meaningful progress in building strong, trusting relationships between school staff and families by fostering a welcoming and inclusive school environment. Family survey results reflect this strength, with particularly high levels of connectedness, including 89% favorable responses in sense of belonging and 80% in safety, demonstrating that families feel valued and supported. Students also report increased feelings of belonging and academic support, indicating continued growth in school climate and relationships. Through consistent communication, family engagement opportunities, and advisory structures, MSA-2 has established a strong foundation for sustained partnership with families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

While family perceptions of the school experience remain strong, including 89% favorable in sense of belonging, 80% in safety, and 76% in academic support, MSA-2 recognizes the importance of continuing to strengthen and sustain high levels of engagement and satisfaction. To support this, MSA-2 is committed to expanding opportunities for families to engage in meaningful dialogue around school practices, including discipline, rules, and norms, through continued participation in the ELAC, Community Advisory Committee (CAC), and Parent Task Force (PTF). These structures will ensure that families have consistent opportunities to provide input and remain active partners in decision-making processes.
MSA-2 will also build on its strong sense of belonging by increasing opportunities for student, staff, and family leadership in schoolwide events, assemblies, celebrations, and community-building activities. The school will

continue to enhance engagement through events, workshops, and resource fairs, prioritizing inclusive participation and strengthening connections across the school community. Additionally, MSA-2 will continue refining practices related to discipline, rules, and norms to ensure clarity, consistency, and shared understanding among all educational partners.
Through these ongoing efforts, MSA-2 remains committed to continuous improvement by strengthening communication, deepening engagement, and ensuring that all families feel supported, informed, and connected to the school community.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

MSA-2 is committed to improving engagement of underrepresented families by expanding inclusive, accessible, and relationship-centered practices, aligned with its community school approach. The school continues to build strong partnerships through consistent opportunities for engagement, includingCommunity Advisory Committee (CAC), ELAC, and Parent Task Force (PTF) meetings, as well as workshops, Coffee with the Admin sessions, and schoolwide events. These structures provide families with multiple avenues for meaningful two-way communication, input in decision-making, and active participation in the school community.
As a community school, MSA-2 leverages needs assessments and educational partner input to provide targeted supports and services that respond to family needs. The school will further strengthen outreach through multilingual communication, flexible meeting options (including virtual access), and expanded family-centered events such as cultural celebrations, assemblies, and community resource fairs. Relationship-building strategies, including home visits and partnerships with community organizations, will continue to be prioritized to deepen trust and connection. Through these efforts, MSA-2 aims to ensure that all families, especially those who have been historically underrepresented, feel welcomed, supported, and empowered to engage meaningfully in their child's education and the broader school community.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

MSA-2 continues to demonstrate strong progress in building meaningful partnerships with families to support student outcomes. The school has maintained high levels of academic success, including a 100% graduation rate for seniors, while serving a student population that is 76% socioeconomically disadvantaged, reflecting a strong commitment to equity and access. Additionally, MSA-2 earned Gold PBIS recognition, highlighting the effectiveness of its positive school climate and student support systems.

MSA-2 provides families with consistent access to information and resources that support student learning at home through workshops, parent conferences, and ongoing communication. Platforms such as ParentSquare and Infinite Campus continue to play a critical role in maintaining clear, accessible, and multilingual communication, allowing families to monitor student progress, attendance, and academic performance in real time. Daily communication practices and regular outreach further strengthen the connection between school and home.

The school also prioritizes family voice and leadership through active participation in governance and decision-making structures. MSA-2 families are encouraged to attend MPS Board meetings, and a parent representative continues to serve on the Board, contributing to decisions that impact the broader school community. In addition, the Family Success Coordinator (FSC) and Community School Coordinator (CSC) provide targeted support through workshops, community partnerships, and access to resources, ensuring families are equipped to advocate for their students and actively engage in their educational journey.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

MSA-2 will continue to strengthen partnerships with families and educational partners by expanding opportunities for collaboration, communication, and shared responsibility for student success. A key focus area is enhancing college and career readiness pathways, including continued development of CTE opportunities through partnerships with local community colleges, where students can access certification programs, as well as increasing access to dual enrollment and college coursework. The school also aims to further strengthen academic programming through the expansion of Honors opportunities and continued alignment of instructional supports to meet the needs of all learners.

MSA-2 remains committed to supporting the whole child through a comprehensive system of social-emotional and academic supports. The school will continue to build on its Gold PBIS recognition by strengthening implementation with the goal of achieving Platinum status, while also maintaining strong SEL supports through counseling services, a school psychologist, and life skills classes for middle school students. These efforts are designed to ensure students are supported academically, socially, and emotionally.

Additionally, MSA-2 will continue to focus on improving outcomes for all student groups, including English Learners, students with disabilities, socioeconomically disadvantaged students, and foster/homeless youth. By leveraging data, strengthening family partnerships, and expanding targeted supports, the school aims to ensure equitable access to high-quality educational opportunities and improved outcomes for all students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

MSA-2 will continue to improve engagement of underrepresented families by expanding inclusive, relationship-centered practices aligned with its community school model. The school fosters strong partnerships through consistent opportunities such as Student/Parent Orientation, Back to School Night, parent conferences, CAC, ELAC, and PTF meetings, as well as weekly Coffee with the Admin sessions. These structures provide multiple avenues for families to engage in meaningful two-way communication, share input, and actively participate in supporting student outcomes.

MSA-2 will strengthen outreach efforts by offering a combination of in-person and virtual engagement opportunities, multilingual communication, and targeted family workshops based on needs assessment data. The school will also prioritize improving the implementation of home visits as a key strategy for building individualized relationships and better understanding family needs. In addition, events such as cultural celebrations, assemblies, PBIS activities, and community partnerships will continue to provide accessible entry points for family involvement.

Through the continued work of the Family Success Coordinator (FSC), Community School Coordinator (CSC), and Magnolia Engagement Team (MET), MSA-2 will expand access to resources, trainings, and community-based supports. By leveraging survey data and ongoing feedback, the school aims to ensure that all families, especially those historically underrepresented, are empowered to engage as active partners in their child's education and in improving student outcomes.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

MSA-2 demonstrates strong progress in seeking input for decision-making by providing multiple, consistent opportunities for educational partners to engage and contribute. The school continues to host weekly Coffee with the Admin meetings, as well as regular CAC, PTF, ELAC, and Title I meetings, where families and staff provide meaningful input on school programs and policies. These structures ensure that diverse perspectives, including elected representatives from various stakeholder groups, are incorporated into decision-making processes.

MSA-2 further strengthens this work through the support of the Family Success Coordinator (FSC) and Community School Coordinator (CSC), who actively engage families and gather feedback to inform school improvement efforts. Students also play an active role through student government and PBIS leadership, contributing ideas and feedback that shape school culture and initiatives. Additionally, staff input is regularly collected through surveys and committee participation, ensuring collaboration across all educational partner groups.

Overall, these systems reflect MSA-2's commitment to inclusive, collaborative decision-making and provide a strong foundation for continued growth in educational partner engagement.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

MSA-2 will continue to strengthen its systems for seeking input by expanding the consistency and accessibility of engagement opportunities for all families. While the school provides multiple avenues for input through CAC, PTF, ELAC, Title I meetings, and surveys, a focus area moving forward is increasing participation and ensuring that all families, including underrepresented groups, are consistently engaged in decision-making processes. The school will enhance outreach efforts through multilingual communication, flexible meeting formats, and targeted invitations to encourage broader participation.

MSA-2 will also continue to refine how feedback is collected, analyzed, and used to inform decisions related to school programs, climate, and student outcomes. By leveraging educational partner surveys, needs assessments, and committee input, the school will strengthen the connection between stakeholder feedback and actionable improvements. These efforts will support a more inclusive and responsive decision-making process that reflects the voices of the entire school community.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

MSA-2 will continue to improve engagement of underrepresented families by strengthening inclusive, accessible opportunities for input aligned with its community school approach. The school will build upon existing structures such as CAC, PTF, ELAC, weekly Coffee with the Admin meetings, and family workshops to ensure all families have meaningful opportunities to share input on school programs and decisions. These opportunities will be supported through multilingual communication, hybrid meeting options, and targeted outreach to increase participation from families who have been historically underrepresented.

MSA-2 will also prioritize relationship-building strategies, including the consistent implementation of home visits and a renewed focus on maintaining a visible and welcoming school presence for families. Family engagement will continue to be integrated into school events, assemblies, PBIS activities, and cultural celebrations, creating multiple entry points for families to participate and contribute their perspectives. Additionally, families will continue to serve on committees and collaborate with staff and students in planning school activities and initiatives.

Through the continued efforts of the Family Success Coordinator (FSC), Community School Coordinator (CSC), and school leadership, MSA-2 will use survey data, needs assessments, and ongoing feedback to refine engagement strategies. These efforts aim to ensure that all families feel welcomed, represented, and empowered to actively participate in decision-making processes that impact student outcomes and the overall school community.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

MSA-2 administers the Kelvin Pulse survey for students and families and the Great Place to Work (GPTW) survey for staff to measure school climate across four domains: climate of support for academic learning, knowledge and fairness of discipline, safety, and sense of belonging. Survey participation rates for Spring 2026 were strong across all groups, including 99.8% for students, 78.9% for families, and 95.5% for staff, reflecting a significant increase in engagement, particularly among families (+48.5 percentage points) and staff (+25.1 percentage points) compared to the prior year.

Student survey results indicate moderate to strong perceptions of school climate, with 71% favorable in academic support (+5) and 65% in sense of belonging (+12), representing notable areas of growth. Student perceptions of discipline fairness (60%, +3) also improved, while safety was reported at 56%. Family survey results reflect strong perceptions of connectedness and safety, with 89% favorable in sense of belonging and 80% in safety, as well as 76% in academic support and 73% in fairness of discipline. Staff survey results indicate lower favorable ratings across domains, including in academic support and in discipline fairness.

Average approval rates further reflect these trends, with 60% for students, 81% for families, and 47% for staff in Spring 2026. While family perceptions remain relatively strong, student and staff responses indicate opportunities to strengthen consistency in school climate systems and overall experience. MSA-2 will continue to utilize multiple data sources and feedback mechanisms to monitor equity and ensure all student groups are supported in a positive and inclusive school environment.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of local climate survey data for the 2025–26 school year highlights both areas of continued strength and opportunities for growth at MSA-2. One of the school's key strengths remains the strong sense of connectedness among families, with 89% favorable responses in sense of belonging and 80% in safety, reflecting continued trust and confidence in the school environment. Student data also demonstrates meaningful progress, particularly in sense of belonging (+12 points to 65%) and climate of support for academic learning (+5 points to 71%), indicating that efforts to strengthen school culture and student support systems are positively impacting the student experience. High participation rates across all stakeholder groups further demonstrate increased engagement and willingness to provide feedback.

At the same time, the data identify important areas for continued improvement, particularly in ensuring consistency across schoolwide systems related to safety, discipline, and overall climate. While student and family responses remain generally positive, student perceptions of safety and discipline fairness indicate opportunities to strengthen clarity, communication, and consistent implementation of expectations. Staff data further reflects this need, with lower approval ratings across some domains, suggesting a need to improve alignment, support, and shared understanding of schoolwide practices.

Similar to prior years, these findings reinforce the importance of strengthening systems that support student voice, staff engagement, and consistent schoolwide expectations. While disaggregated data by specific student groups is limited, trends across stakeholder groups suggest a need to ensure equitable experiences for all students. MSA-2 will continue to build on its strengths in connectedness and family engagement while prioritizing efforts to enhance consistency, communication, and overall school climate for all educational partners.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

In response to the key learnings identified through the analysis of school climate data, MSA-2 will implement targeted improvements to strengthen consistency in schoolwide systems, enhance communication, and support a positive and inclusive environment for all educational partners. A primary focus will be refining schoolwide expectations, discipline practices, and PBIS implementation to ensure clarity, consistency, and alignment across all classrooms and campus settings. MSA-2 will build on its Gold PBIS recognition by strengthening staff training, increasing consistency in implementation, and expanding student-centered incentives and activities that promote positive behavior and engagement.

To further support areas of growth in safety and connectedness, MSA-2 will increase administrative visibility and presence throughout the school day and continue to strengthen communication systems through platforms such as ParentSquare and Infinite Campus. The school will also continue promoting school spirit and student engagement through collaboration with student council, which will play an active role in planning assemblies, events, and PBIS initiatives that reflect student voice and interests. These efforts will build on the positive gains in student sense of belonging and help foster a more connected school community.

MSA-2 will also strengthen staff support systems and professional development, with a focus on classroom management, consistent implementation of expectations, and culturally responsive practices. Ongoing professional learning, coaching, and collaboration will support staff in creating safe, inclusive, and engaging learning environments. Through these coordinated efforts, MSA-2 will continue to monitor progress using climate data and educational partner feedback to ensure continuous improvement and alignment with LCAP goals.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA-2 utilizes multiple locally selected measures and tools to monitor student access to and enrollment in a broad course of study across grade spans and student groups. Key tools include the master schedule, student schedules, transcripts, course rosters, and elective selection forms, which ensure all students are enrolled in core content areas (ELA, mathematics, science, and social science) as well as elective and enrichment courses aligned to the charter and graduation requirements.

The school also uses 4-year plans, individual graduation plans, and credit recovery tracking systems to monitor student progress toward UC/CSU eligibility and timely graduation. Student performance data from CAASPP, NWEA MAP, Interim Assessment Blocks (IABs), and the California Dashboard are regularly reviewed to ensure equitable access and outcomes for unduplicated student groups and students with exceptional needs.

Additionally, MSA-2 monitors access for specialized populations through IEP progress monitoring, ELD placement and progress data, and MTSS structures, ensuring appropriate supports and course access. Ongoing review of AP participation, dual enrollment, and intervention program enrollment further supports equitable access to rigorous and comprehensive coursework for all students.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

MSA-2 ensures that all students have access to and are enrolled in a broad course of study, including core academic subjects and a range of electives aligned to graduation and charter requirements. Based on master schedule reviews, student schedules, and course enrollment data, 100% of students have access to required courses, with additional opportunities for advanced coursework such as AP classes and dual enrollment through partnerships with local community colleges.
MSA-2 has not identified differences across student groups in access to core academic programs, including unduplicated student groups and students with exceptional needs. Targeted supports, including ELD services, special education accommodations, intervention courses, and credit recovery, ensure that all students are able to fully participate in the school's academic program. Ongoing data reviews and progress monitoring systems further support equitable access and participation.
Over time, MSA-2 has expanded opportunities for rigorous and enriching coursework, including increased access to dual enrollment, college preparatory programs, and STEAM-focused pathways. The school continues to refine scheduling, course offerings, and support systems to ensure all students are prepared for college and career success.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA-2 has not identified significant systemic barriers preventing students from accessing a broad course of study, as all students are provided access to core academic subjects and a range of elective and enrichment opportunities aligned with charter and graduation requirements. Master scheduling, course enrollment monitoring, and targeted support systems ensure equitable access for all student groups, including unduplicated students and students with exceptional needs.

However, the school recognizes potential challenges related to resource capacity, staffing, and scheduling constraints, which may impact the expansion of additional advanced coursework, electives, and specialized programs. Student interest and enrollment demand can also influence the availability of certain courses, particularly in advanced pathways such as AP, dual enrollment, and career technical education.

To mitigate these challenges, MSA-2 continues to leverage strategic scheduling, partnerships with local community colleges, and targeted academic supports to maximize access and participation. The school will continue to monitor course enrollment data, student needs, and program effectiveness to ensure all students have equitable access to a comprehensive and rigorous course of study.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

In response to the results of locally selected measures, MSA-2 will continue to refine and strengthen systems that ensure equitable access to a broad course of study for all students. The school will enhance master scheduling practices to expand access to advanced coursework, including Honors, AP, and dual enrollment opportunities through continued partnerships with local community colleges.

MSA-2 will also expand college and career readiness pathways, including experiential learning opportunities such as field trips, internships, and enrichment programs. Targeted supports, including intervention courses, ELD services, and special education supports, will continue to be strengthened to ensure all students, including unduplicated student groups and students with exceptional needs, can fully participate in rigorous coursework.

Additionally, the school will continue to use student performance data (CAASPP, MAP, IABs, and Dashboard indicators) to inform course placement, monitor equity in access, and guide instructional decisions. Ongoing collaboration between site leadership and the Home Office will support continuous improvement through regular data review, alignment of goals, and monitoring of student outcomes.
Through these actions, MSA-2 will continue to expand opportunities, address emerging needs, and ensure all students are prepared for college and career success.

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy-3	Elizabeth Rizzuto Principal	erizzuto@magnoliapublicschools.org (310) 637-3806

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	21.5	77.4%	13.3%	0.0%	9.3%	0.0%	0.0%	0.0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education		2				
Health Education Content Standards		2				
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-3 continues to make progress in implementing the academic standards adopted by the State Board of Education. Professional learning has focused on strengthening standards-aligned instruction in ELA, ELD, mathematics, science, and history-social science through teacher collaboration, data review, classroom observations, and targeted instructional support. Teachers use adopted curriculum, supplemental materials, benchmark data, student work, grades, CAASPP/CAST results, ELPAC data, and local assessments to monitor student progress and adjust instruction.

MSA-3 has instructional materials available in core academic areas and continues to refine the consistent use of standards-aligned resources across classrooms. Collaborative planning, walkthrough feedback, coaching conversations, PLC/data discussions, tutoring, and Saturday Academy support staff in identifying areas for instructional improvement and addressing student learning needs.

For other adopted standards, including CTE, health, physical education, visual and performing arts, and world language, MSA-3 monitors implementation through course offerings, student grades, completion data, and classroom instruction. Overall, MSA-3 is moving toward stronger implementation and sustainability, with continued areas of focus on English learner supports, intervention for students below grade level, consistent standards-based instruction, and targeted professional development.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

MSA-3 continues to demonstrate strong progress in building relationships between school staff and families. The school provides multiple opportunities for families to connect with staff, receive information, and participate in the school community. These include Back-to-School Night, student orientation, parent-teacher conferences, honor roll assemblies, Open House, Coffee with Admin, parent workshops, family nights, and community resource events.

MSA-3 also uses ParentSquare, phone calls, in-person meetings, social media, and school events to maintain consistent two-way communication with families. These communication systems help families stay informed about academics, attendance, student supports, upcoming events, and schoolwide initiatives.

A major strength is the school's use of community partnerships and family engagement activities. The school documented a high number of family and community engagement opportunities, including workshops on mental health, drug prevention, financial literacy, healthy relationships, FAFSA, Department of Rehabilitation resources, and student wellness. These events help families feel welcomed, informed, and connected to the school.

MSA-3 also benefits from the support of a Family Success Coordinator, who helps strengthen communication with families, connects families to resources, and supports participation in school events and decision-making opportunities. Overall, MSA-3 has created a welcoming environment and continues to prioritize strong relationships with families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

MSA-3 will continue strengthening its efforts to ensure that all families feel connected, informed, and included in the school community. While the school has many communication systems and engagement opportunities in place, a continued focus area is increasing consistent participation from families who may not regularly attend meetings or events.

MSA-3 will continue to improve outreach by using ParentSquare, phone calls, translated communication when needed, social media, and personal invitations to encourage greater family participation. The school will also continue developing the Parent Task Force to provide families with a more structured way to support school events, fundraising, Fun Fridays, and schoolwide improvement efforts.

Another focus area is continuing to learn more about each family's strengths, cultures, languages, and goals for their children. MSA-3 serves a diverse school community, and staff will continue to build culturally responsive communication practices that help families feel respected and valued.

The Family Success Coordinator will continue to play an important role in supporting these efforts by connecting families to resources, assisting during school events, and helping families navigate school systems. Through these next steps, MSA-3 will continue building a more inclusive and supportive school community.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

MSA-3 will continue to improve engagement of underrepresented families by using targeted outreach, multilingual communication, and flexible opportunities for participation. The school serves a diverse student population, including a large number of Latino and African American students, as well as families of English Learners, foster youth, homeless youth, and students with disabilities.

To strengthen engagement, MSA-3 will continue using ParentSquare, translated materials when needed, phone calls, personal outreach, and in-person meetings to ensure families can access information in a way that is understandable and convenient. Coffee with Admin, parent workshops, PAC, ELAC, family nights, and community events will continue to provide opportunities for families to ask questions, share concerns, and provide input.

MSA-3 will also continue using the Family Success Coordinator and the Homeless and Foster Youth Liaison to connect families with academic, social-emotional, mental health, and community resources. These roles are especially important for families who may face barriers to participation.

The school will continue to increase awareness of volunteer opportunities, strengthen the Parent Task Force, and gather parent feedback through surveys and meetings. MSA-3 will also continue sharing academic, attendance, and behavioral data with families so that conversations are student-centered and focused on support. These efforts will help ensure that underrepresented families have a stronger voice in the school community.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

MSA-3 demonstrates strong progress in building partnerships with families to support student outcomes. The school provides families with information and resources related to academic progress, attendance, college readiness, intervention opportunities, social-emotional support, and student wellness.

MSA-3 has expanded family and community engagement through workshops and events focused on mental health, drug prevention, healthy relationships, FAFSA, financial literacy, Department of Rehabilitation resources, community resources, and college/career readiness. These activities help families better understand how to support their children academically, socially, and emotionally.

The school also supports student outcomes through parent-teacher conferences, progress monitoring, tutoring, Saturday Academy, college counseling, dual enrollment opportunities, and targeted student workshops. Local data shows strong engagement efforts, including PAC meetings, ELAC meetings, and a high number of family engagement activities/events during the year.

MSA-3's community partnerships also support student learning and development. Events such as the College Fair, Resource Fair, PIQ workshops, student wellness workshops, and community resource events provide students and families with access to important academic and social-emotional supports.

Overall, MSA-3 continues to build strong school-family partnerships that help families understand student progress and participate in supporting improved student outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

MSA-3 will continue strengthening family-school partnerships by improving communication, expanding family participation, and ensuring families have timely information about student progress and available supports.

Based on educational partner feedback and local data, MSA-3 will focus on the following areas:

Continue providing timely updates through ParentSquare, phone calls, meetings, and schoolwide communication. Increase family awareness of tutoring, Saturday Academy, intervention supports, and college/career readiness opportunities.

Strengthen participation in PAC, ELAC, parent workshops, and family engagement events.
Continue offering workshops that respond to family and student needs, including mental health, drug prevention, financial literacy, college readiness, and community resources.
Improve feedback loops so families understand how their input is used to guide school decisions.
Continue supporting a welcoming environment where families feel comfortable reaching out to staff and school leadership.

MSA-3 will also continue to promote positive relationships between teachers and families by encouraging regular communication about grades, attendance, missing assignments, intervention needs, and student progress.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

MSA-3 will improve engagement of underrepresented families by continuing to provide accessible, relevant, and culturally responsive opportunities for families to participate in their child's education. The school will continue prioritizing outreach to families of English Learners, foster youth, homeless youth, students with disabilities, and families who may not regularly attend school meetings or events.

MSA-3 will use ParentSquare, translated communication when needed, phone calls, individual outreach, and flexible meeting formats to reduce barriers to participation. The school will continue offering workshops and family events that address real family needs, including mental health resources, drug prevention, financial literacy, FAFSA, student safety, healthy relationships, and community resources.

The Family Success Coordinator will continue serving as a bridge between families and the school by connecting families to resources, encouraging participation, and supporting communication with staff. MSA-3 will also continue promoting PAC, ELAC, Coffee with Admin, and the developing Parent Task Force as opportunities for families to share input and collaborate with school leadership.

To strengthen equity, MSA-3 will continue reviewing participation data and parent feedback to identify which families are not being reached and adjust outreach strategies accordingly. These efforts will help ensure that underrepresented families have meaningful access to information, resources, and decision-making opportunities that support improved student outcomes.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5

Practices	Rating Scale Number
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

MSA-3 demonstrates strong progress in seeking input from families, students, staff, and community partners to inform school decision-making. The school provides multiple opportunities for families to share feedback through PAC, ELAC, Coffee with Admin, parent-teacher conferences, surveys, parent workshops, and family/community engagement events.

Local data shows that MSA-3 has continued to provide formal and informal opportunities for stakeholder input. PAC meetings allow families to review school goals, actions, and data and provide feedback connected to the LCAP. ELAC meetings provide an additional space for families of English Learners to discuss student needs and provide input. Family engagement events and workshops also provide informal opportunities for families to ask questions, share concerns, and identify areas where additional support is needed.

MSA-3 also uses community partnerships and school events to gather feedback and respond to student and family needs. Events focused on mental health, safety, financial literacy, drug prevention, college readiness, and community resources show that the school is responsive to the needs of families and students.

The Family Success Coordinator supports this work by helping families stay connected, access resources, and participate in school activities. Overall, MSA-3 has built strong systems for gathering input and using that input to support school planning and improvement.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

MSA-3 will continue improving how family and educational partner input is collected, used, and communicated back to the school community. A major focus area is increasing participation from families who may not regularly attend meetings, complete surveys, or participate in advisory groups.

MSA-3 will focus on the following next steps:

Increase participation of underrepresented families in PAC, ELAC, surveys, workshops, and decision-making groups.
Strengthen communication about meeting dates, topics, and ways families can participate.
Continue developing the Parent Task Force as a structured way for families to support schoolwide initiatives and provide input.
Offer flexible participation options, including virtual meetings, small-group discussions, personal outreach, and informal opportunities such as Coffee with Admin.
Improve feedback loops by sharing how family input influenced school decisions, programs, and LCAP actions.
Continue building staff capacity around culturally responsive communication and family engagement.

These focus areas will help MSA-3 ensure that family input is not only collected, but also used meaningfully to guide decisions and improve outcomes for students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

MSA-3 will improve engagement of underrepresented families in decision-making by providing more intentional, accessible, and consistent opportunities for input. The school will continue prioritizing outreach to families of English Learners, foster youth, homeless youth, students with disabilities, and families from historically underrepresented backgrounds.

To support this work, MSA-3 will continue using PAC, ELAC, Coffee with Admin, parent workshops, surveys, and the developing Parent Task Force as key structures for family voice. The school will also use ParentSquare, phone calls, translated materials when needed, and personal invitations to ensure families know about opportunities to participate.

MSA-3 will expand flexible engagement options such as virtual meetings, small-group conversations, home outreach when appropriate, and informal gatherings. These options will help reduce barriers related to work schedules, transportation, language, and comfort level with formal meetings.

The Family Success Coordinator will continue supporting underrepresented families by connecting them to resources, encouraging participation, and helping communicate family needs to school leadership. MSA-3 will also increase transparency by sharing updates on how family feedback is used in school planning, LCAP development, academic supports, safety efforts, and community engagement activities.

Through these actions, MSA-3 will continue building a more inclusive decision-making process where all families have meaningful opportunities to contribute.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

MSA-3 used the Kelvin Pulse survey for students and families and the Great Place to Work Trust Index Survey for staff to measure perceptions of school climate, safety, belonging, discipline, and support for academic learning. The survey included four major indicators: Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Safety, and Sense of Belonging.

Spring 2026 survey participation rates were 86.4% for students, 59.7% for families, and 83.8% for staff. Compared to Spring 2025, student participation decreased by 10.4 percentage points, while family participation increased by 19.2 percentage points and staff participation increased by 23.3 percentage points. These results show stronger family and staff outreach, while also identifying the need for more protected student survey completion time next year.

Overall satisfaction results show areas for growth. Student satisfaction was 56%, family satisfaction was 69%, and staff satisfaction was 53%. Compared to Spring 2025, student satisfaction decreased by 10 points and family satisfaction decreased by 29 points, while staff satisfaction increased by 17 points.

Average approval rates show mixed progress. Student average approval increased from 62% to 64%, staff average approval increased from 49% to 61%, and family average approval decreased from 97% to 86%. Student results showed growth in Climate of Support for Academic Learning at 78% and Sense of Belonging at 69%, while Safety was the lowest student-rated area at 57%. Family results remained generally positive, with ratings between 82% and 89%, but declined in all four areas. Staff ratings improved in Safety, Sense of Belonging, and Discipline Fairness, but Climate of Support for Academic Learning remained an area for continued support at 57%.

Although detailed subgroup data was limited, MSA-3 reviewed feedback with attention to student groups including English Learners, Students with Disabilities, socioeconomically disadvantaged students, foster youth, homeless youth, and historically underrepresented racial/ethnic groups. The data and free responses indicate a need to strengthen safety, belonging, behavior follow-through, communication, and consistent academic support for all student groups.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The climate data shows that MSA-3 has several important strengths, especially in student academic support, student belonging, family connection, and staff culture growth. Student average approval increased from 62% to 64%, with strong gains in Climate of Support for Academic Learning, which increased to 78%, and Sense of Belonging, which increased to 69%. This suggests that students are increasingly recognizing the school's efforts to provide academic encouragement, supportive relationships, and a stronger sense of connection.

Staff results also show meaningful progress. Staff average approval increased from 49% to 61%, with gains in Sense of Belonging, Safety, and Knowledge and Fairness of Discipline. This indicates that schoolwide efforts related to communication, behavior systems, and staff culture are beginning to have a positive impact.

Family results remain a strength in several areas, despite declines from the prior year. Families rated Sense of Belonging at 89%, Safety at 86%, Knowledge and Fairness of Discipline at 84%, and Climate of Support for Academic Learning at 82%. Family feedback continues to highlight MSA-3's small-school environment, caring staff, individualized support, tutoring, Saturday school, and college course opportunities as valued strengths.

The greatest areas for improvement are student safety perception, family confidence, staffing consistency, behavior follow-through, and academic support during staff absences. Student Safety decreased to 57%, making it the lowest student topic area. This indicates a need to strengthen supervision, peer conflict prevention, bullying/rumor response, and consistent behavior follow-up.

Family approval declined across all four topic areas, including Safety, Climate of Support for Academic Learning, Discipline Fairness, and Sense of Belonging. These declines suggest that families need clearer communication and more consistent follow-through regarding long-term substitutes, grades, academic progress, discipline, safety incidents, and student behavior.

Free-response feedback reinforced these findings. Students, families, and staff identified supportive staff, relationships, activities, tutoring, Saturday school, and dual enrollment as strengths. Common suggestions for improvement included stronger behavior accountability, clearer family communication, fewer long-term substitutes, more sports/activities/field trips/clubs, cleaner facilities and restrooms, more supervision, and stronger attention to bullying, rumors, and respectful interactions.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the Spring 2026 climate survey data, MSA-3 will make targeted improvements in safety, behavior systems, communication, academic support, staff culture, and student engagement.

First, MSA-3 will strengthen schoolwide behavior and safety systems. By May 2027, the school will work to increase the student Safety approval rate from 57% to at least 70%. To support this, the administration team will review Tier 2 and Tier 3 MTSS behavior tracker data weekly, assign follow-up responsibilities, monitor supervision plans, and document interventions, outcomes, and next steps throughout the year.

Second, MSA-3 will improve family communication and confidence. By May 2027, the school will work to increase family approval rates in Safety, Climate of Support for Academic Learning, and Knowledge and Fairness of Discipline by at least 10 percentage points in each area. The school will support this goal by ensuring parent/guardian communication for serious incidents occurs within 48 hours, increasing communication regarding academic progress and substitute coverage, and gathering input through PAC, Parent Task Force, ELAC, and Educational Partners Committee meetings.

Third, MSA-3 will strengthen staff morale, communication, and instructional support. By May 2027, the school will work to increase staff Climate of Support for Academic Learning from 57% to at least 75%. Leadership will conduct monthly staff pulse checks, monitor substitute usage and classroom coverage systems, provide ongoing behavior support, and review staff feedback trends during leadership and operations meetings.

Fourth, MSA-3 will increase student engagement and belonging by expanding extracurricular participation, student leadership opportunities, incentives, enrichment activities, and student voice initiatives. Progress will be monitored through student feedback surveys, participation data, Kelvin pulse checks, and discipline trend reviews.

These actions will be used to guide continuous improvement and inform the LCAP, school climate planning, family engagement efforts, MTSS implementation, and schoolwide safety and communication systems.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA-3 designs its master schedule strategically to meet the diverse academic needs of all students, ensuring equitable access to a comprehensive range of content areas. All student groups are provided access to core academic subjects—including English, mathematics, social sciences, and science—as well as a variety of electives aligned with our charter petition and graduation requirements.

Evidence of this commitment is reflected in our school's master schedule, elective request forms, class rosters, individual student schedules, and transcripts. These tools demonstrate MSA-3's dedication to delivering a well-rounded, rigorous education that supports both academic growth and student interests.

To promote on-time high school graduation, MSA-3 provides students with individualized four-year academic plans and targeted support programs. Students receive guidance in selecting courses that meet A-G requirements for UC/CSU admission. Additionally, we offer credit recovery options and personalized graduation plans to ensure students remain on track to meet their academic and postsecondary goals.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent

to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As evidenced by our master schedule, elective forms, class rosters, student schedules, and transcripts, 100% of MSA-3 students have access to a broad course of study, including core academic subjects—English, mathematics, social sciences, and science—as well as a range of electives, in alignment with our charter petition.

MSA-3 also offers all academic programs and services outlined in our charter, with certain offerings tailored to student needs and interests. For example:

ELA and Math Intervention: We provide Common Core-aligned intervention classes for students requiring additional academic support.

ELD Programs: English Learners (ELs) and immigrant students receive both designated and integrated ELD instruction, along with targeted support and intervention services.

Progress Monitoring: Student performance in ELA/Literacy, math, and ELD is closely tracked using interim assessments such as MAP and IAB, allowing for timely interventions and instructional adjustments.

We also offer dual enrollment opportunities, allowing students to earn college credit while still in high school. Participation in these courses has grown significantly, reflecting both student interest and academic success.

All students have access to Advisory classes, which focus on college planning, career exploration, and college readiness. In addition, MSA-3 provides credit recovery options and develops individualized graduation plans to ensure students complete the necessary coursework to meet UC/CSU A-G requirements.

As a result of these comprehensive supports and academic pathways, MSA-3 achieved a graduation rate of 94%, reflecting our commitment to preparing all students for postsecondary success.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA-3 provides all students with access to a college-preparatory, STEAM-focused broad course of study that equips them with the knowledge, skills, and experiences necessary for success in both college and careers. Our academic program emphasizes Science, Technology, Engineering, Arts, and Mathematics (STEAM) integration, fostering creativity, critical thinking, and real-world problem-solving across disciplines.

In alignment with our charter petition, all students are enrolled in a rigorous curriculum that includes core academic subjects—English, mathematics, social sciences, and science—as well as a variety of electives and enrichment opportunities. These offerings are designed to be inclusive and responsive to diverse learning needs and student interests.

To support college readiness, MSA-3 incorporates:

Project-based learning that encourages innovation and collaboration.

Access to dual enrollment courses, allowing students to earn college credit while in high school.

Advisory classes focused on college planning, career exploration, and academic goal setting.

A-G aligned graduation plans to ensure students meet the eligibility requirements for UC/CSU admission.

Our STEAM approach, combined with a supportive learning environment, prepares students to thrive in postsecondary education and in a rapidly evolving global workforce.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-3 will continue to provide all students with access to a college-preparatory, STEAM-focused broad course of study, ensuring that every student graduates college- and career-ready. Our instructional program is designed to equip students with the academic foundation, critical thinking skills, and real-world experiences necessary for success in postsecondary education and beyond.

In our ongoing commitment to delivering a well-rounded education, MSA-3 will strive to expand offerings to include:

Additional elective courses aligned with career pathways,

Continued access to health and physical education,

A variety of visual and performing arts programs,

Strengthened instruction in civics and social-emotional learning (SEL),

And enhanced experiential learning opportunities, such as instructional field trips, internships, community service projects, and student-led clubs.

These expanded opportunities aim to foster student engagement, creativity, leadership, and a sense of civic responsibility.

While the implementation of these programs depends on the availability of financial and human resources, MSA-3 is committed to making the best possible use of its resources to provide all students with a rich, diverse, and engaging educational experience that supports their academic and personal growth.

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy-4	Jacob Theis Principal	jtheis@magnoliapublicschools.org (310) 473-2464

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA

- English Language Development (ELD) (Aligned to Common CoreState Standards for ELA)
- Mathematics – Common Core State Standards forMathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5

Academic Standards	1	2	3	4	5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-4 is committed to ensuring that all curricula and assessments are meticulously aligned with educational standards, including CCSS and NGSS, to enhance educational outcomes. We engage teachers in comprehensive professional development/learning focused on the effective implementation of these standards. Specifically, we offer tailored services to English Learners (ELs) by proficiency level, ensuring that ELD instruction is consistent with the CA ELD standards and framework. ELs benefit from both core and supplemental ELD instructional materials, and our teachers enhance their skills through professional development sessions specifically targeting ELD standards.

Our faculty participates in a minimum of 40 hours of professional development annually, encompassing areas such as Common Core ELA/Literacy, Math, ELD Standards, and the integration of ELD standards into content areas. Training also includes strategies to support ELs within the Common Core ELA/ELD and Math curricula. While our primary focus has traditionally been on ELA/Literacy, Math, and ELD, MSA-4 has also expanded its professional development offerings to include NGSS, History-Social Science, Physical Education, Visual and Performing Arts, and World Languages. Training is also provided to ensure these standards are being met while also supporting student-specific goals and accommodations in their IEPS.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

At Magnolia Science Academy-4, family engagement is at the heart of our educational mission. We believe that a child's success is most fully realized when schools and families work hand-in-hand. Recently, we have expanded our outreach, support systems, and communication channels to ensure that all families feel seen, heard, and connected.

Cornerstones of this work are our Community School Coordinator and Family Success Coordinator, who have been instrumental in creating access for families to valuable experiences and services that might otherwise be out of reach. This includes connecting families—particularly those from underserved communities—with critical supports while also equipping them with the tools and knowledge to more confidently support their children's academic and social-emotional development.

To help foster transparency and real-time connection, MSA-4 has prioritized multi-channel communication. While ParentSquare remains a primary tool for announcements, we also maintain an active presence on Instagram and regularly share updates through school newsletters, ensuring families receive important information in the formats they prefer. These channels have enhanced our ability to keep families engaged with our programs, from classroom news to school-wide events.

In an effort to listen and respond to the needs of our community, we conduct annual family surveys and perform home visits. These personal touchpoints have provided our staff with authentic insights into the environments our students come from, helping to guide school decisions and support strategies in a way that reflects the lived realities of our families. In the 2025-26 school year, this form of engagement has been especially intentional and impactful.

Family participation in school activities remains a strong pillar of our approach. We host a variety of recurring engagement opportunities including Coffee with the Admin, Parent Advisory Committee (PAC) and Parent Task Force (PTF) meetings, ELAC meetings, Open Houses, Back to School Nights, and Parent/Teacher Conferences.

Additionally, we offer virtual parent information sessions for families who may prefer or require flexible access. These events are not only informative—they serve as essential forums for feedback, collaboration, and shared vision-building between families and school leaders.

Recognizing the importance of meeting families where they are, we also host annual resource fairs. These gatherings bring together a broad network of community partners and nonprofit organizations, providing families with access to a wide range of services—from mental health resources to educational workshops and social service referrals.

Altogether, these efforts reflect MSA-4's deep commitment to building a school environment where families are not just recipients of information, but active partners in shaping their children's education. By engaging with compassion, communicating with intention, and creating opportunities for genuine connection, we are working every day to ensure that our families feel valued, supported, and equipped to thrive alongside their students.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on a thoughtful review of educational partner feedback and school-level data, MSA-4 has identified key areas of focus to strengthen relationships between school staff and families. Our efforts are centered on deepening trust, communication, and collaboration with our parent community in ways that are both culturally responsive and logistically accessible.

One major area of focus is the increased involvement of families in school life. Input from families and staff emphasized the importance of creating more consistent and meaningful opportunities for parents to engage with educators. In response, MSA-4 is actively working to expand family participation in both instructional and governance-related settings, including classroom visits, committee involvement, and school-based leadership opportunities.

Additionally, we are broadening the scope of our social and cultural events to reflect and celebrate the diverse backgrounds represented in our school community. These events, which are designed to be inclusive and community-driven, serve as a bridge between staff and families, helping to build connection and shared understanding through positive, culturally relevant experiences.

A third targeted improvement area involves expanding access to parent education workshops. Many families expressed a need for flexible scheduling and more opportunities to learn about topics that impact student well-being and achievement. In response, MSA-4 is offering workshops during after-school hours and weekends, covering topics such as academic support strategies, mental health awareness, and family wellness. These sessions are designed to equip families with practical tools while opening new pathways for collaboration between home and school.

Through these coordinated initiatives, MSA-4 is committed to cultivating a school environment where families feel welcomed, informed, and empowered, and where staff-family relationships are grounded in mutual respect, open communication, and a shared investment in student success.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

In response to insights gathered during our self-reflection process and informed by local engagement data, MSA-4 has developed a focused plan to increase the engagement of underrepresented families by strengthening the relationships between school staff and those whose voices are less often heard. Our approach is rooted in empathy,

flexibility, and inclusivity, and is guided by the belief that all families—regardless of background—deserve equitable access to meaningful school connections.

A core element of this strategy involves the expansion of home visits, both in-person and virtual. These visits serve as a valuable tool for building trust and understanding, especially with families who may feel disconnected from traditional school outreach efforts. By meeting families where they are, we are able to better understand their unique circumstances and create stronger, more personalized relationships between staff and caregivers.

Additionally, MSA-4 is committed to offering flexible, culturally responsive family engagement opportunities. We recognize that many underrepresented families face scheduling barriers that prevent them from attending events held during standard school hours. To address this, we are designing a calendar of family-friendly activities offered at varied times—including during the school day, after school, and on Saturdays—so that all families have an opportunity to participate meaningfully in school life.

Our engagement efforts also include a renewed focus on inclusive programming that reflects the needs and interests of our diverse school community. These events and workshops are designed to be both relevant and welcoming, covering topics such as academic support, social-emotional wellness, cultural celebrations, and parenting resources. Special attention is given to creating spaces where families from historically marginalized backgrounds feel seen, respected, and empowered.

Through these intentional actions, MSA-4 is committed to eliminating barriers to participation and strengthening bonds of partnership between school staff and underrepresented families. This work not only enriches the educational experience of our students but also supports the creation of a school culture where all families are valued contributors to our collective success.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Through ongoing engagement with educational partners and analysis of school-level data, MSA-4 has identified several key strengths that reflect meaningful progress in building strong partnerships to support student outcomes. At the heart of this work is our commitment to empowering families with the knowledge, tools, and confidence to actively participate in their children's educational journey.

A central component of our efforts is the Parent College program, a cornerstone initiative designed to support families in navigating college and career readiness pathways. This program not only provides families with critical information about postsecondary opportunities, but also cultivates advocacy skills—ensuring that parents and guardians understand their rights and are equipped to advocate for their children's academic success.

Our school leadership consistently prioritizes parent voice and empowerment. MSA-4's administration engages families in discussions about school services, educational rights, and student supports through regularly scheduled Parent Advisory Committee (PAC) and Parent Task Force (PTF) meetings. These forums provide structured opportunities for families to learn, ask questions, and collaborate with school staff on shared goals.

Communication has also been a significant area of strength. We utilize ParentSquare as a dynamic tool to maintain regular, accessible communication with families. Through text messages, private messages, email, and voicemail, we ensure families stay informed and engaged. This multi-channel approach has proven effective in reaching families across various linguistic and technological backgrounds.

In response to input gathered during the 2025–26 school year, MSA-4 has committed to broadening parent engagement opportunities even further. Families expressed a desire for more tailored, interest-based events and workshops. As a result, we are actively planning new activities that align with family preferences, schedules, and cultural values, with the goal of fostering a more inclusive and connected school community.

Taken together, these efforts reflect MSA-4's ongoing progress in building meaningful partnerships with families—partnerships that not only support student achievement but also strengthen the entire school community.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on educational partner input and findings from local engagement data, MSA-4 has identified two key focus areas for improving partnerships that directly support student success: increasing meaningful parent participation and enhancing staff capacity to address students' social-emotional needs through collaborative family engagement.

First, MSA-4 recognizes that increasing parent engagement remains an essential step toward strengthening student outcomes. Through surveys, feedback sessions, and PAC/PTF meetings, families have expressed a desire for more relevant, interest-driven opportunities to connect with the school. In response, we are developing a broader range of parent-centered activities that are responsive to the lived experiences, cultural identities, and time constraints of our families. By aligning engagement strategies with what families value most, we aim to foster deeper and more consistent involvement in their children's academic journey.

Second, MSA-4 is expanding its implementation of the Multi-Tiered System of Supports (MTSS) to more effectively meet the social-emotional learning (SEL) needs of students. Local data highlights a growing demand for emotionally supportive learning environments—an area where strong school-home partnerships are especially critical. To address this, we will continue investing in ongoing professional development for teachers and support staff, equipping them with tools to better understand and respond to the SEL needs of students. These trainings also include strategies for engaging families as partners in supporting student well-being, ensuring that communication and collaboration extend beyond the classroom.

Together, these targeted efforts reflect MSA-4's commitment to cultivating a school culture where families are active contributors to student success and where school staff are empowered to work in tandem with families to support the academic, emotional, and social growth of every learner.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Guided by reflections from our self-assessment and feedback from educational partners, MSA-4 is committed to strengthening engagement with underrepresented families as a key lever in building partnerships that directly support student achievement. Our approach is rooted in equity, responsiveness, and relationship-building, with an emphasis on reaching those families who have historically faced barriers to consistent school involvement.

We recognize that strong partnerships with families—particularly those from marginalized or underserved groups—are essential to student success. To that end, MSA-4 is adopting a multifaceted strategy tailored to meet the unique needs of underrepresented communities. This includes students who are homeless or in foster care, English Learners, students with disabilities, socioeconomically disadvantaged youth, and families representing diverse racial and ethnic backgrounds. Our initiatives are designed to foster greater trust, access, and participation, ensuring that every family feels welcomed and empowered to contribute to their child's educational journey.

One critical area of focus will be the enhancement of our home visit program. By expanding the frequency and scope of these visits, we aim to deepen our understanding of students' home lives and create a more personal bridge between school staff and families. These visits are not simply informational—they are an opportunity to listen, connect, and collaborate with families in a setting that feels safe and familiar. This outreach helps inform how we tailor our support services and engagement strategies for each student.

In addition, we will continue to forge targeted partnerships and support systems that respond to the needs of underrepresented families. This includes leveraging community-based resources, designing culturally relevant parent workshops, and offering engagement opportunities that align with families' availability and interests. Our goal is to reduce barriers to participation—whether logistical, linguistic, or cultural—and create an environment where every family feels that their voice matters and their involvement makes a difference.

By embedding these practices into our everyday operations, MSA-4 affirms its commitment to inclusive, outcomes-driven family engagement, ensuring that all students—regardless of background—have the support they need to thrive academically, socially, and emotionally.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5

Practices	Rating Scale Number
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

At Magnolia Science Academy-4, seeking and valuing stakeholder input is foundational to our decision-making process. We recognize that meaningful family, student, and staff participation leads to better outcomes and a stronger, more inclusive school culture. To that end, MSA-4 has established a multi-tiered system that provides consistent, structured opportunities for stakeholders to contribute to the direction of our school.

Our English Learner Advisory Committee (ELAC), and Parent Advisory Committee (PAC)/Parent Task Force (PTF) serve as critical platforms for family engagement in policy and planning. These bodies are not symbolic—they are decision-making spaces where parent and community voices directly shape school initiatives, budget priorities, and academic program strategies. Meeting agendas are designed to be collaborative and transparent, and we actively encourage open dialogue, ensuring that our families—particularly those representing English Learners and other student groups—have a say in the issues that impact them most.

To ensure that decision-making is informed by a broad range of voices, MSA-4 also administers the ANA (Annual Needs Assessment) Survey annually. This comprehensive survey captures perspectives from students, families, and staff on a variety of factors, including school climate, engagement, and instructional quality. The data is analyzed closely by school leadership and then shared in stakeholder meetings, allowing the community to reflect on strengths, raise concerns, and co-create solutions.

Our school culture emphasizes responsiveness to stakeholder input. For example, feedback gathered from the ANA Survey and family forums has led to increased offerings of culturally relevant events, expansion of social-emotional support programs, and the implementation of more accessible communication tools such as ParentSquare and Instagram. In this way, feedback is not only collected—it is visibly and meaningfully acted upon.

Additionally, school leadership maintains an open-door policy and actively participates in informal and formal engagement opportunities, including “Coffee with the Admin” sessions and community resource events, where families can voice ideas and concerns in a welcoming environment.

Through these collective efforts, MSA-4 has cultivated a climate of shared responsibility and continuous reflection, ensuring that our policies and practices are grounded in the lived experiences of our school community. We are proud of the trust and collaboration we've built with our stakeholders and remain committed to sustaining and expanding these inclusive pathways for participation.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

As part of our continuous improvement process and in direct response to feedback from our educational partners, MSA-4 has identified a need to deepen stakeholder understanding of the systems that inform school accountability and performance. While we have established strong structures for gathering input, such as PAC and ELAC meetings, our next step is to ensure that these conversations are grounded in shared knowledge, particularly around the California School Accountability System.

To achieve this, we are focusing on empowering parents, staff, and community members through targeted educational opportunities. Many stakeholders have expressed a desire to be more informed about how school performance is measured, how data informs funding and planning, and how their feedback fits into that broader context. By offering clear, accessible training sessions—both in-person and virtual—we aim to demystify key elements such as the California School Dashboard, Local Control Funding Formula (LCFF), and Local Control and Accountability Plan (LCAP) metrics.

This focus on education and capacity-building is more than just informational—it is an equity-driven approach to engagement. When stakeholders understand the “why” and “how” behind decisions, they are better positioned to offer meaningful, data-informed feedback that helps drive school improvement efforts. This not only strengthens the quality of the input we receive but also reinforces a culture of shared leadership and trust.

Ultimately, this initiative reflects MSA-4’s commitment to building a community where all voices are not only heard but also informed, respected, and valued in the decision-making process. Through deeper collaboration and shared understanding, we are laying the foundation for more strategic, inclusive, and impactful decisions that benefit every student.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Informed by our self-reflection process and stakeholder feedback, MSA-4 has identified a key area of improvement: increasing the meaningful participation of underrepresented families in decision-making processes. We understand that equitable engagement requires more than simply inviting families to meetings—it requires intentional support, education, and culturally responsive outreach that empowers families to participate with confidence and clarity.

To address this, MSA-4 will continue and expand our opportunities for parent engagement, which are designed to equip families with the knowledge and tools they need to navigate the educational system and become informed advocates for their children. Through Coffee with the Admin, Parent Advisory Committees, community events, open houses, home visits, and our open-door policy, MSA 4 aims to provide guidance on understanding academic standards, accessing school resources, and interpreting school performance data. By breaking down complex systems into clear, practical knowledge, we aim to make school governance and decision-making more accessible to all families, particularly those historically underrepresented in such spaces.

In addition to academic support, we recognize that student well-being and family engagement are deeply interconnected. To that end, MSA-4 is launching a series of mental health workshops for parents, facilitated by The Los Angeles Department of Mental Health These sessions will offer parents valuable insights into youth mental health, including how to recognize signs of distress and how to support their children through challenges. This initiative reflects our commitment to holistic student support and positions families as proactive partners in both academic and emotional development.

By providing these opportunities and supports, MSA-4 seeks to remove barriers to participation for families who have traditionally been underrepresented, including those from diverse linguistic, socioeconomic, or cultural backgrounds. We are building a culture where all parents—regardless of prior experience or familiarity with the school system—feel prepared, welcomed, and empowered to engage in meaningful dialogue and decision-making with school staff.

These efforts reinforce our belief that inclusive decision-making leads to stronger outcomes for all students. By investing in the capacity and confidence of our families, MSA-4 is fostering a more collaborative, informed, and equitable educational community.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The local climate survey data indicates mixed perceptions of school conditions across students, families, and staff, with notable strengths in relationships and academic support, alongside areas of concern in safety and discipline. Overall average approval rates declined from Spring 2025 to Spring 2026, with students at 65%, families at 91%, and staff at 77%. While student results meet the minimum target, family and staff results fall below established goals.

Analysis of specific survey domains shows that Climate of Support for Academic Learning remains a relative strength across all groups (Students: 78%, Families: 93%, Staff: 85%). Sense of Belonging is also strong, particularly for students (70%, +11 increase), indicating progress in connectedness. However, Safety and Knowledge and Fairness of Discipline emerged as the lowest-rated areas, with significant declines—most notably among students (Safety: 55%, -14) and staff (Safety: 60%, -29; Discipline: 60%, -30). These results suggest ongoing concerns related to school climate, behavior systems, and perceptions of safety.

While detailed disaggregated data by specific student subgroups is not provided in the available reports, patterns within the data indicate variability in student experience. For example, the gap between higher ratings in belonging and lower ratings in safety suggests that some student groups may feel connected but not consistently safe or supported. Free-response data further supports this analysis, highlighting concerns related to facilities (e.g., restroom access), student behavior, and overall school environment, alongside positive feedback regarding staff support and relationships.

In summary, the survey data reflects a school environment with strong relational foundations and academic support, but with clear areas for improvement in safety, discipline, and consistency of student experience. Ongoing data collection and deeper disaggregation of student group responses will be critical to identifying and addressing specific gaps in experience across student populations.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of local climate survey data reveals several key strengths, particularly in relationships, academic support, and sense of belonging. Across all stakeholder groups, Climate of Support for Academic Learning remained high (Students: 78%, Families: 93%, Staff: 85%), and students reported increased Sense of Belonging (+11 percentage points), indicating progress in fostering a more connected and supportive school environment. Free-response data further reinforces these strengths, with students and families consistently highlighting caring staff, personalized support, and the benefits of a small school community.

At the same time, the data identifies critical areas of need, most notably in safety and discipline. These domains showed the lowest approval ratings and the largest declines, particularly among students (Safety: 55%) and staff (Safety: 60%, Discipline: 60%). These findings are supported by qualitative feedback referencing concerns about student behavior, consistency of discipline, and overall school climate. Additional needs emerged around facilities and student experience, including restroom access, food quality, and limited opportunities for engagement, all of which impact daily student conditions and perceptions of the school.

While disaggregated data by specific student subgroups is not available, patterns within the data suggest uneven experiences. The gap between relatively high belonging and lower safety ratings indicates that some student groups may feel connected but not consistently safe or supported. Moving forward, key learnings emphasize the need to strengthen safe and consistent school environments, improve systems and facilities, and maintain strong relationships and academic supports as foundational strengths.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the analysis of local climate survey data and identified key learnings, the LEA has determined several necessary changes to strengthen school climate, safety, and overall student experience. A primary area of focus will be revising and strengthening discipline policies and procedures to ensure greater consistency, clarity, and equity in implementation. This includes refining behavior expectations, standardizing responses to student behavior, and providing additional staff training to improve consistency and effectiveness across classrooms and campus settings.

To address concerns related to safety, the LEA will implement enhanced supervision structures and update site procedures to ensure clear protocols for preventing and responding to incidents. This includes increasing adult presence during key times, improving communication systems for reporting and responding to safety concerns, and reinforcing proactive behavior supports. In addition, facility-related procedures will be revised to improve access to and maintenance of restrooms, ensuring that basic student needs are consistently met throughout the school day.

The LEA will also update practices related to student engagement and school experience, including expanding opportunities for extracurricular activities, reviewing scheduling structures (e.g., break time), and incorporating student voice into decision-making processes. To address identified communication gaps, the LEA will strengthen family communication protocols, ensuring more timely, transparent, and proactive outreach. These changes will be monitored through ongoing data review, stakeholder feedback, and continuous improvement cycles to ensure that implemented actions lead to measurable improvements in school climate and student outcomes..

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA-4 uses a variety of locally selected tools to ensure that all students—across grade spans and student groups—have equitable access to a broad course of study. These tools include our schoolwide master schedule, student transcripts, individualized graduation plans, and elective interest forms, which collectively allow us to track course enrollment patterns and identify access gaps. We also use class rosters and PowerSchool reports to monitor enrollment trends disaggregated by subgroup, including English Learners, socioeconomically disadvantaged students, foster/homeless youth, and students with disabilities.

To guide long-term planning, MSA-4 develops personalized 4-year academic plans beginning in 9th grade. These plans align with graduation and UC/CSU A-G requirements and are regularly reviewed during counseling sessions to ensure students remain on track. We also implement credit recovery and intervention support, ensuring that students facing academic challenges still maintain access to the full scope of the curriculum. Together, these tools help us ensure that all students are enrolled in a rigorous, diverse academic program that supports college and career readiness.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

At Magnolia Science Academy-4, all students—from grades 6 through 12—have full access to a broad and rigorous course of study. This is evidenced through our master schedule, transcripts, class rosters, and individualized

graduation plans. Every student is enrolled in the four core academic areas—English, Mathematics, Social Sciences, and Science—and has opportunities to participate in a range of electives that reflect student interest and academic alignment with college and career readiness goals.

In the middle school program (grades 6–8), all students receive daily instruction in core academic content, along with SSR (Sustained Silent Reading) periods and science-focused electives, such as STEM labs, engineering projects, or environmental science. These offerings are designed to foster early academic engagement and curiosity in the sciences while maintaining literacy development and critical thinking across subjects.

Advisory courses for grades 9–12 include college readiness content and SAT/ACT prep. Interventions, including CCSS-aligned support in ELA and Math, as well as designated and integrated ELD services, are provided based on need.

We use locally tracked tools, including Infinite Campus, Abre, and internal data reviews to monitor enrollment across all subgroups—ensuring equity for English Learners, students with disabilities, socioeconomically disadvantaged youth, and foster/homeless students. No disparities in access have been identified, and our 100% cohort graduation rate confirms all graduates meet UC/CSU A-G requirements. Course offerings and access have steadily expanded year over year.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

While MSA-4 is proud to offer a rigorous, college-preparatory curriculum with a strong STEAM focus, several barriers have been identified that limit full access to a broad course of study for all students. One key challenge is staffing limitations—particularly in hiring credentialed teachers for specialized elective and advanced coursework, such as Career Technical Education (CTE) or less common world languages. As a small school, our limited staff-to-course ratio makes it difficult to expand offerings without compromising class sizes or instructional quality.

Another barrier is scheduling constraints tied to balancing intervention courses (e.g., ELD, academic support) with elective availability. Students who require intensive support, including English Learners and those with IEPs, may have reduced flexibility to participate in enrichment or advanced classes due to required remediation.

Lastly, funding limitations impact our ability to scale extracurricular and lab-based electives, especially those requiring specialized equipment or off-site partnerships. Despite these barriers, MSA-4 continues to leverage creative scheduling, shared staffing, and student input to ensure equity in course access and sustained academic growth for all learners.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

In response to identified barriers, MSA-4 has implemented several strategic actions to expand and ensure equitable access to a broad course of study for all students. We remain deeply committed to offering a rigorous, college-preparatory curriculum grounded in STEAM, while intentionally broadening access to enrichment and career-aligned learning.

To address scheduling and intervention-related constraints, we are refining our master schedule to offer more flexible elective blocks, particularly for English Learners and students with IEPs, allowing them to receive necessary supports without sacrificing exposure to arts, civics, and career exploration courses. We are also enhancing our 4-year academic planning process to ensure early and consistent course alignment with UC/CSU eligibility and career pathways.

To expand access to college-level coursework, we've strengthened our dual enrollment partnership with West LA College, allowing students to earn transferable college credit while in high school. We are also launching a STEAM-focused Career Technical Education (CTE) track, which will provide hands-on, interdisciplinary learning in emerging fields.

Finally, MSA-4 continues to invest in field trips, community service, clubs, and SEL programming to ensure all students, including those from underserved groups, experience a rich and well-rounded education that supports their academic and personal growth.

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy 5	Ali Kaplan Principal	akaplan@magnoliapublicschools.org (818) 705-5676

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	14.4	61.8%	15.3%	0.0%	22.6%	0.0%	0.0%	0.3%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education			3			
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-5 has demonstrated a strong commitment to implementing California's academic standards across all subject areas. The school's instructional programs are fully aligned with the California State Standards, including the Common Core State Standards (CCSS) for English Language Arts and Mathematics, the Next Generation Science Standards (NGSS), and the California English Language Development (ELD) Standards.

Key actions undertaken include:

Professional Development: Teachers participate in ongoing professional development focused on standards-based instruction, data-driven decision-making, and differentiated instruction to meet the diverse needs of students.

Curriculum Alignment: The school has adopted and implemented curriculum materials that are aligned with state standards and ensuring consistency. MSA-5 is determined to improve rigor across grade levels and subjects as identified on California School Dashboard in response to increase CAASPP Math and ELA scores.
Assessment Practices: MSA-5 utilizes formative and summative assessments aligned with state standards to monitor student progress and inform instruction.

Support for English Learners: The school provides designated and integrated ELD instruction, ensuring that English learners have access to the core curriculum and are supported in developing language proficiency.

STEAM Integration: As a STEAM-focused school, MSA-5 integrates science, technology, engineering, arts, and mathematics into the curriculum, promoting interdisciplinary learning and critical thinking skills.

These efforts reflect MSA-5's dedication to providing all students with access to a high-quality, standards-aligned education that prepares them for college and career success.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

MSA-5 continues to demonstrate strong progress in building trusting and respectful relationships with families. Spring 2026 educational partner survey results show that family satisfaction remains very strong at 94%, and family average approval is 96%, reflecting continued confidence in the school's communication, climate, and support for students. Families rated the school especially high in Climate of Support for Academic Learning and Sense of Belonging, both at 99%, indicating that families experience MSA-5 as a welcoming, supportive, and relationship-centered school community.

Qualitative feedback reinforces these results. Families consistently highlighted staff warmth, accessibility, personalized attention, strong leadership, academic quality, and the school's family-oriented culture. Students also identified caring teachers and staff, positive friendships, and the close-knit environment as major strengths. These results show that MSA-5 has maintained a culture where students are known, families feel connected, and staff members make consistent efforts to communicate responsively and respectfully.

The school's continued use of multilingual communication, family engagement events, parent meetings, home-school communication systems, and inclusive practices supports two-way communication between families and staff. As MSA-5 prepares for the transition to a new campus and an anticipated increase in enrollment, preserving this strong relational culture will remain a priority. The school will continue building on its strengths through consistent communication, relationship-centered practices, PBIS systems, student support structures, and opportunities for families to remain informed and connected.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Although family trust remains strong, survey results and free-response feedback identify several areas for continued improvement. Student safety was 65% favorable, and family safety decreased to 86%, indicating the need for continued attention to supervision, shared spaces, and students' daily experience on campus. Families and students also identified facility limitations, food quality, lunch procedures, bathroom access, and the need for more activities, athletics, field trips, electives, and enrichment opportunities as recurring themes.

A major focus area for the upcoming year will be maintaining strong relationships and school culture during the transition to a new campus and a larger student body. Because enrollment is expected to grow significantly, MSA-5 will need to intentionally reestablish schoolwide expectations, communication routines, supervision systems, and relationship-building structures so that both returning and new families feel welcomed, informed, and included.

Another area for improvement is ensuring that all student and family groups experience the school's culture consistently. While overall family feedback is highly positive, student responses show that the school should continue strengthening student voice, adult-student responsiveness, fairness, and consistency in behavior expectations. These areas will require ongoing staff calibration, communication with families, and feedback loops that allow concerns to be addressed early and collaboratively.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

MSA-5 will improve engagement of underrepresented families by strengthening communication, access, and relationship-building during the transition to the new campus. The school will continue using multilingual communication and translation supports so that families receive important information in language that is understandable and accessible. ParentSquare, direct outreach, paper notices when needed, parent meetings, and family events will be used to ensure that families who may not regularly attend school events still receive timely information and opportunities to participate.

The school will also prioritize family orientation and onboarding supports for the new campus. These efforts will include clear information about school expectations, safety procedures, academic supports, communication platforms, and ways families can participate in advisory groups and school activities. The Family Success Coordinator and school support staff will continue helping families navigate digital platforms, access school resources, and connect with staff when they need assistance.

To increase participation among families who have been historically less represented, MSA-5 will offer flexible opportunities for input, including surveys, parent meetings, conferences, informal check-ins, and community-building events. The school will continue building trust by listening to families' concerns about safety, facilities, student belonging, and enrichment, and by communicating how their feedback informs school planning. These steps are intended to reduce barriers, strengthen home-school partnerships, and ensure that all families feel respected, included, and empowered to contribute to student success.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

MSA-5 has made strong progress in partnering with families to support student outcomes. Survey results show that families continue to report high levels of confidence in the school, with 94% overall satisfaction and 96% average approval. Families rated Climate of Support for Academic Learning at 99%, demonstrating that families believe the school provides strong academic expectations, support, and preparation for students. Family feedback also highlighted strong instruction, academic quality, college preparation, staff accessibility, and personalized attention as key strengths.

The school's partnership efforts include parent conferences, regular communication about student progress, academic updates, family meetings, and opportunities for families to understand how to support learning at home. MSA-5's relationship-centered culture helps families feel comfortable communicating with staff and seeking support when concerns arise. Students also identified supportive teachers and staff, friendships, and a connected school environment as positive factors that contribute to their success.

MSA-5 will continue building partnerships through consistent communication, student support systems, academic interventions, PBIS structures, college and career readiness supports, and family engagement opportunities. As the school prepares for growth and relocation, maintaining strong family partnerships will be essential to ensuring that students continue to experience a safe, supportive, and academically focused environment.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The primary focus area for improvement is strengthening the overall student experience while maintaining strong family partnerships. Survey data show that student safety, student experience, and consistency in school climate require continued attention. Students and families requested better food quality, improved facilities, stronger supervision in shared spaces, more sports and extracurricular activities, additional field trips, expanded electives, and broader academic opportunities. Families also asked for more parent connection opportunities and greater responsiveness to student voice.

The transition to a new campus creates both an opportunity and a responsibility. While the new facility may address concerns related to space and access, MSA-5 must intentionally establish strong systems for culture, safety, supervision, academic expectations, and student support from the beginning of the year. With enrollment expected to grow, the school will need clear onboarding systems for new students and families, consistent communication with returning families, and staff calibration around expectations and support.

MSA-5 will also focus on improving student voice and belonging. Although families continue to report strong trust in the school, student feedback indicates the need for more engaging activities, clearer expectations, and consistent adult-student interactions. These priorities will guide planning for student supports, enrichment, family communication, and LCAP-aligned actions for the coming year.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

To improve engagement of underrepresented families in support of student outcomes, MSA-5 will expand access to information, resources, and family learning opportunities. The school will continue providing academic updates, conferences, workshops, and communication in families' preferred languages so that all families can understand student progress and available supports. The Family Success Coordinator, Social Worker, teachers, and school leaders will help connect families to resources related to academic progress, attendance, behavior expectations, college readiness, and social-emotional support.

MSA-5 will also provide flexible opportunities for families to participate in conversations about student learning. These may include parent conferences, family workshops, phone calls, surveys, advisory group meetings, and informal check-ins. The school will use these opportunities to help families understand school systems, digital platforms, student expectations, and ways to support learning at home.

As the school transitions to a larger campus, particular attention will be given to families of new students, English learners, students with disabilities, socioeconomically disadvantaged students, and families who may face barriers to participation. Orientation sessions, multilingual materials, direct outreach, and ongoing feedback opportunities will help families feel prepared and connected. By strengthening access, communication, and trust, MSA-5 will ensure that underrepresented families are active partners in supporting improved student outcomes.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

MSA-5 has established multiple structures for families and educational partners to provide input into school planning and decision-making. The school uses surveys, parent advisory opportunities, ELAC/PAC-style meetings, staff input, student feedback, and family communication platforms to gather perspectives on school climate, student supports, facilities, programs, and LCAP priorities. The 2025-26 educational partner survey process included students, families, and staff, and the results were used to identify glows, grows, suggestions, and next steps for the school.

Survey participation shows that families remain engaged and willing to provide feedback. Spring 2026 family participation exceeded the target at 79.8% in the revised data, and family feedback continued to reflect strong trust in the school. Families identified clear strengths, including staff warmth, strong leadership, academic quality, and a family-oriented culture, while also providing actionable suggestions related to facilities, safety, enrichment, student voice, and parent connection.

These input structures have helped MSA-5 identify priorities for the upcoming year, including transition planning for the new campus, stronger supervision systems, improved student experience, expanded enrichment opportunities, and continued family engagement. The school will continue using educational partner feedback to inform planning, implementation, and evaluation of school programs.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

A key focus area is increasing the participation of families who may not regularly attend meetings or advisory groups. While survey participation and family satisfaction remain strong, the school recognizes the need to expand opportunities for input beyond traditional meeting formats. Some families may face barriers related to work schedules, transportation, language, technology access, or comfort participating in formal settings.

MSA-5 will also focus on strengthening feedback loops so families can clearly see how their input influences decisions. Survey feedback identified priorities such as facilities, food, safety, supervision, athletics, extracurricular activities, electives, and parent community-building. As the school moves to a new campus and prepares for growth, families will need ongoing updates about how these priorities are being addressed and how they can continue to participate in decision-making.

Another area for improvement is ensuring that student and family input remains central during the transition year. The school will need to gather feedback throughout the year, not only during annual survey windows, so that adjustments can be made in real time. This will help MSA-5 preserve its close-knit culture while growing into a larger setting.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

MSA-5 will improve engagement of underrepresented families in decision-making by using multiple outreach methods and reducing barriers to participation. The school will continue combining digital communication, paper notices, direct phone calls, translation support, and in-person outreach to ensure families receive information and invitations to participate. ParentSquare and other communication tools will be used alongside personal outreach so that families who may not consistently access digital platforms are still included.

The Family Success Coordinator will play an important role in helping families access parent portals, understand school updates, attend meetings, and share feedback. The school will also offer flexible input opportunities, including surveys, advisory meetings, family events, conferences, and informal listening opportunities. These structures will help gather input from families of English learners, students with disabilities, socioeconomically disadvantaged students, new families, and families who have historically been less represented in decision-making spaces.

MSA-5 will also strengthen communication about how family feedback informs school actions. For example, family and student input regarding facilities, safety, supervision, enrichment, and parent connection will be used to guide new-campus transition planning, student orientation, PBIS expectations, supervision routines, and family engagement activities. By making decision-making more accessible, transparent, and responsive, MSA-5 will ensure that underrepresented families have meaningful opportunities to shape school priorities.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Magnolia Science Academy-5 administered the Spring 2026 educational partner climate surveys to students, families, and staff. MPS used the Kelvin Pulse survey for students and families and the Great Place to Work Trust Index Survey for staff. The surveys measured perceptions related to four key school climate indicators: Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Rules and Norms, Safety, and Sense of Belonging/School Connectedness.

Survey participation remained strong for students and families. Student participation was 96.4%, exceeding the next-year target of at least 95%. Family participation increased from 74.6% in Spring 2025 to 79.8% in Spring 2026, exceeding the target of at least 75%. Staff participation decreased from 93.8% to 75.0%, which is an area for follow-up and improvement.

Overall satisfaction results showed continued strength. Student satisfaction remained stable at 76%, meeting the target of at least 75%. Family satisfaction remained very high at 94%, reflecting continued family trust and confidence in the school. Staff satisfaction increased significantly from 53% in Spring 2025 to 82% in Spring 2026, a 29-point increase, showing strong progress in staff morale and professional climate.

Spring 2026 student survey results showed improvement in several climate areas. Climate of Support for Academic Learning was 82% favorable, an increase of 8 percentage points from the prior year. Knowledge and Fairness of Discipline, Rules, and Norms was 76% favorable, an increase of 14 points. Sense of Belonging increased to 78% favorable, a 25-point increase. Safety remained the lowest student-rated area at 65% favorable, a slight decrease of 1 point.

Family survey results remained exceptionally strong. Families rated Climate of Support for Academic Learning at 99%, Knowledge and Fairness of Discipline, Rules, and Norms at 96%, Safety at 86%, and Sense of Belonging at 99%. While family ratings remained high overall, Safety decreased by 4 points and continues to be an area of attention.

Staff survey results showed broad improvement. Staff rated Climate of Support for Academic Learning at 92%, Knowledge and Fairness of Discipline, Rules, and Norms at 87%, Safety at 77%, and Sense of Belonging at 79%. Staff Sense of Belonging increased by 28 points, and staff average approval increased from 61% to 78%.

Available survey results indicate that MSA-5 has made meaningful progress in belonging, academic support, discipline/fairness, and staff morale. Safety remains the most consistent area of need across student, family, and staff data.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The Spring 2026 climate survey results show several important strengths for MSA-5. Students reported clear improvement in Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, and Sense of Belonging. The 25-point increase in student Sense of Belonging is especially meaningful because belonging was previously one of the lowest-rated areas. This improvement suggests that relationship-building, student support systems, PBIS practices, school activities, and staff efforts to create a connected campus culture are having a positive impact.

Family feedback continues to be a major strength. Families rated Climate of Support and Sense of Belonging at 99%, and overall satisfaction remained very high at 94%. Free-response feedback shows that families value the school's warm and accessible staff, individualized attention, strong leadership, academic quality, and family-oriented environment. This confirms that MSA-5 continues to be viewed by families as a welcoming and supportive school community.

Staff data also shows significant progress. Staff overall satisfaction increased by 29 points, from 53% to 82%, and staff Sense of Belonging increased by 28 points. Staff also reported strong approval in academic support, fairness, and safety. These gains suggest that recent leadership actions, communication improvements, and efforts to strengthen the professional environment have positively impacted staff morale and school culture.

The most significant area of need is safety. Student safety was 65% favorable, the lowest student-rated climate topic, and family safety decreased to 86%. Staff safety, while improved, was 77%, also lower than other staff categories. Survey comments from students and families identified concerns related to supervision, shared spaces, facilities, lunch areas, food quality, and the need for more structured activities, sports, field trips, and electives.

Another key learning is that MSA-5 must preserve its close-knit, relationship-centered culture while preparing for a major transition to the new campus at 7111 Winnetka and a significantly larger student body. The move to a new facility provides an important opportunity to address concerns about facilities and shared spaces; however, it also requires careful planning to ensure that schoolwide expectations, supervision systems, student onboarding, family orientation, and PBIS routines are clearly established from the beginning of the year.

Overall, the data show that MSA-5 is making strong progress in academic support, belonging, family trust, and staff morale. The school's greatest needs are to strengthen student safety, improve the day-to-day student experience, maintain consistent behavior expectations, and intentionally protect school culture during campus relocation and enrollment growth.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

In response to the Spring 2026 climate survey findings, MSA-5 will implement a focused continuous improvement plan centered on campus transition, safety, school culture, student belonging, and stakeholder voice.

First, MSA-5 will develop and implement a comprehensive transition plan for the new campus at 7111 Winnetka. This plan will include staff training, student orientation, family communication, and clear onboarding systems for returning and new students. Because enrollment is expected to increase significantly, the school will intentionally teach and reinforce campus expectations, routines, and shared-space procedures at the start of the year. The school will also refresh PBIS expectations and ensure that behavior systems are consistently communicated to students, families, and staff.

Second, MSA-5 will strengthen safety and supervision systems. Supervision plans for common areas, arrival, dismissal, lunch, hallways, and open spaces will be reviewed and mapped for the new facility. School leaders will monitor common-area behavior data, staff feedback, and student input during the first semester to determine whether adjustments are needed. The school's goal is to create a safe, predictable, and welcoming environment, including a measurable decrease in common-area behavior incidents and strong completion of student orientation activities.

Third, MSA-5 will expand efforts to improve student belonging and the overall student experience. Survey feedback showed strong improvement in belonging, but students also requested more activities, sports, field trips, improved lunch options, better facilities, and more course and elective variety. Where feasible, the school will expand enrichment opportunities, community-building activities, student celebrations, and student voice structures. Student feedback will be gathered through surveys, advisory structures, and informal feedback opportunities.

Fourth, MSA-5 will continue strengthening family engagement and stakeholder voice. The school will create an annual calendar of community-building events and establish regular opportunities for families and students to provide input. These may include advisory committees, quarterly feedback forms, parent meetings, family events, and targeted outreach to families who may not regularly attend meetings. The school will track participation and review feedback quarterly.

Finally, staff culture will remain a priority. While staff satisfaction improved significantly, staff participation in the survey declined. MSA-5 will provide dedicated time and reminders for future survey completion, continue transparent communication, support collaboration through staff meetings and PLCs, and maintain recognition and wellness efforts. These actions will help sustain the gains in staff morale while ensuring staff voice continues to inform schoolwide improvement.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Magnolia Science Academy-5 uses multiple local tools to monitor whether all students have access to and are enrolled in a broad course of study aligned to grade-level standards, charter goals, graduation requirements, and college/career readiness expectations. These tools include the master schedule, student schedules, class rosters, transcripts, report cards, graduation tracking tools, 4-year academic plans, course request/elective interest forms, counseling records, intervention placement data, English Learner progress data, IEP/504 accommodations, and student information system reports.

MSA-5 also reviews enrollment and course access by grade level and student group, including unduplicated pupils, English Learners, students with disabilities, and students needing academic intervention or credit recovery. Counselors and administrators monitor student placement in core courses, interventions, electives, AP opportunities,

dual enrollment, and college/career readiness supports. Educational partner feedback, including annual student, family, and staff surveys, is also used to identify course-access needs and student interest in expanded electives, sports, enrichment, field trips, and extracurricular opportunities.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Using the locally selected measures, MSA-5 confirms that students are enrolled in a standards-based course of study that includes English language arts, mathematics, science, social science, physical education/health, English language development as applicable, intervention support, college/career readiness opportunities, and electives aligned to school goals and student interests. The school continues to provide access to a college-preparatory program, including A-G aligned coursework, AP offerings, dual enrollment opportunities with Los Angeles Pierce College, advisory/counseling supports, and academic interventions for students who need additional support.

Students also have access to instructional technology and supplemental platforms that support individualized learning and intervention. English Learners receive designated and integrated ELD, and students with IEPs or 504 plans receive supports and accommodations to participate in the general education program to the greatest extent appropriate.

Survey data and free-response feedback show that students and families value the school's academic quality and supportive staff, while also requesting broader enrichment options, including more electives, sports, field trips, extracurricular activities, and improved facilities. These findings indicate that MSA-5 provides all students with access to core academic requirements and college-preparatory pathways, while continuing to expand enrichment and elective opportunities as facility and staffing capacity increase.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA-5 continues to provide all students with access to required core academic courses and college-preparatory pathways; however, several barriers limit the full expansion of a broad course of study. The most significant barrier has been facility constraints. Operating in a limited/shared campus environment has restricted access to specialized instructional spaces needed for expanded electives, lab-based science, visual and performing arts, athletics, CTE-style experiences, and larger extracurricular programming.

Survey feedback confirms that students and families want more course variety and enrichment opportunities. Students requested more activities, sports, field trips, better facilities, improved lunch options, and additional electives/classes. Families similarly requested expanded sports and extracurricular options, stronger supervision and safety in open areas, a larger/improved facility, and more opportunities for parent and student voice.

Additional barriers include scheduling constraints, staffing capacity for specialized courses, and the need to support students who enter below grade level, are newcomers, are English Learners, or require credit recovery/intervention. As enrollment is expected to grow with the transition to the new campus, MSA-5 must carefully balance required core courses, interventions, ELD, special education supports, electives, AP/dual enrollment, and enrichment while preserving access for all student groups.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-5 will continue strengthening access to a broad course of study by maintaining a college-preparatory academic program while expanding enrichment, elective, and real-world learning opportunities. The school will continue offering core academic courses, academic interventions, ELD support, AP coursework, dual enrollment opportunities, advisory/counseling supports, and college/career readiness activities.

In response to survey feedback, MSA-5 will prioritize expanded student opportunities in electives, athletics, extracurricular activities, field trips, clubs, and enrichment programming. The school will use student and family feedback, course request data, and master schedule review to identify high-interest offerings and determine what can be implemented based on staffing, facilities, and budget.

The planned transition to the new campus at 7111 Winnetka will support broader implementation of programs that were limited by the previous facility, including lab-based learning, arts, athletics, student activities, and career-aligned experiences. MSA-5 will also develop a transition plan that includes student onboarding, family orientation, refreshed PBIS expectations, supervision plans, and academic scheduling systems to support both returning students and new students as enrollment grows.

The school will continue monitoring course access by student group, including English Learners, students with disabilities, socioeconomically disadvantaged students, and students needing intervention or credit recovery, to ensure equitable participation in core courses, electives, enrichment, and college/career pathways.

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy 6	James Choe Principal	jchoe@magnoliapublicschools.org (310) 842-8555

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	7.6	89.5%	0.0%	0.0%	0.0%	10.5%	0.0%	0.0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts	1					
World Language						N/A

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3

Practices	Rating Scale Number
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Magnolia Science Academy 6 has been focused on building relationships between the school, it's staff, and their families. This year, we were able to conduct many meetings throughout the year in order to make sure that we have opportunities for our parents to be involved with our staff and our school.

On a monthly basis, the principal will host a PAC/Coffee with the Admin meeting with students and with parents in order to keep our families up to date with the latest news about our school. Most of our meetings are in person with the option to zoom. Through these options, we still have all of our parents zooming rather than being in-person. We believe that this is the convenient option for our parents and it has yielded high participation rates throughout the year. We had one in-person ptf/pac meeting, with no online option, and it was a success, with nearly a fourth of our parents coming for this meeting.

Lastly, we have had other opportunities for our families to be connected with our school through our ELAC meetings, which is held 4 times per year, and through our Parent College Program, which was held 5 times this year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Although there are many ways to communicate with the school; including PAC meetings, ELAC meetings, and the Parent Task Force, we would still like to have other opportunities to build Relationships with our families. We are currently brainstorming other ways that we can get families to become a part of our Magnolia family by thinking of ideas like; Bingo night, Family movie night, and any other event that might interest our families to come to our school and to meet the school team. Like last year, this year we hosted one all in-person meeting with no zoom option and we were able to get about 1/3rd of our families to come in-person. We had a book that the parents were given in order to give to their students, the 7 Habits of Highly Successful Teens. The parents seemed to have a good time and it was a good time to connect with them.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Here at Magnolia Science Academy-6, we do our best to build positive relationships with staff members, the families, the students, and any other support members within our community.

Furthermore, we have opened up as many communication lines as possible for our parents and families to contact our school. Beyond our typical email and phone system we have also implemented other technological apps that build bridges between the school and its families. Some of the apps that we use are: Parent square, Class Dojo,

Instagram, and Infinite Campus (our SIS system). Also, our school website is always up to date to keep all stakeholders posted.

For face to face meetings, we have an open door policy where parents are able to join our /Parent Task Force (PTF), English Language Advisory Committee (ELAC), our Parent Advisory Committee (PAC) meetings, Title I meetings, and our Cafecito with the Admin. All of these face to face meetings occur multiple times (min 4 times for each meeting) throughout the year at various days of the week and at various times of the day in order to help maximize participation from all parent/culture groups. We always have one bilingual staff member who provides translation in these meetings. As an added way of building relationships with families, we have fun activities like; our, back to school night, and the Multicultural Food Festival to help bridge the gap between families and the school and orientation meetings in order to meet and greet parents and students before the year begins.

Magnolia Science Academy 6 will do it's best to help improve all families, including engagement from underrepresented families, by making sure that we do our Home Visit, which is a staple of all Magnolia Science Academy schools. This year, our target was to hit 15% of our students. We were able to hit that target by the end of the second semester. With that in mind, we want to be strategic about who we do Home Visits for. We would like to make sure that we are targeting students who are in need of a Home Visit or underrepresented families who may benefit from a Home Visit as well.

This year, we will have a new Community Schools Coordinator (CSC), who has gathered resources from all of our partners, to share with our parents during our Coffee with the Principal Meetings and PAC meetings. We will be continuing with this CSC position in order for us to find and provide more resources for our community. In addition, we will also have another teacher who will be the Family and Outreach coordinator in order to assist and take lead with meeting families in our community and outside our community.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

MSA-6 feels that building partnerships for student outcomes is an important aspect of achieving higher results. Our teachers are given opportunities to grow professionally with our tuition reimbursement policy. The teachers are encouraged to take advantage of the tuition reimbursement policy in order to help with their own development but also to help with student outcomes as well. Some of the professional development opportunities that our teachers have taken are the: LACOE Admin program, Conditioning and Strengthening for Physical Education, and teaching credentialing degrees. As a result of these professional development growth opportunities, teachers become more adept in their content knowledge and teaching pedagogy. This then helps students in class, during after-school tutoring clubs, and even during Saturday school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Magnolia Science Academy 6 looks at its own data and does an analysis of its data to make sure that we are familiar with our overall data and our detailed data as well. Aside from the overall score, we look at the data from an ethnic standpoint, and from a special programs standpoint. One of the areas that we want to improve on will be to increase our scores for the special programs group; English language learners and our Students with Disabilities group. The students in these two groups have not shown significant improvement from last year's MAP results (Measures of Academic Progress) and we would like to make sure we have improvement and a focus on these two groups.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Last year, we will have a FSC and CSC coordinator, the Family Success Coordinator from the beginning of the school year, and the Family and Outreach Engagement coordinator. I am hoping that with these two positions filled at the beginning of the school year, we will be able to connect with families more than ever before. This will then help strengthen our partnership with the families and which we hope will help with our academics. The PACE coordinator and the Family and Community will help us be able to bring in more families to our afterschool programs, to our Saturday school programs, and to our online tutoring service, Tutorme. This year, we have also partnered with Think Together, who is an after-school program until 6 pm. We hope that with the added academic support we can see growth from all of our students who are involved.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4

Practices	Rating Scale Number
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Last year, we had a Family Success Coordinator, and we have had a Community School Coordinator for the past three years. During this time, we have made significant progress in strengthening our connections with families. This has been especially helpful as our enrollment has continued to increase.

Our Family Success Coordinator has supported communication between the school and our families, helping ensure that families stay informed, connected, and engaged. At the same time, our Community School Coordinator has helped connect families with valuable resources, such as the weekly food pantry pickup, as well as student resources like partnerships with the local public library.

Together, these roles have helped us build stronger partnerships with our families and provide additional support for our students. We believe that continuing to strengthen family engagement will have a positive impact on student success, including academic growth.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Magnolia Science Academy 6's is always looking for further improving our decision making process by gathering as much data as possible, analyzing that data, and then making an informed decision with that data. One of the best ways to gather more data, is to use surveys/polls from our ed partner surveys. Lastly, our parentsquare app, has helped us make sure that we communicate with all of our families about the important decisions that we are making and to share the news with them. The parentsquare app also has features similar to Zoom and google forms, if needed.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

We currently have a Family Success Coordinator. We are hoping that with this position along with the Community schools coordinator, will be able to reach all families, especially underrepresented families, to help us with the decision making process. These two positions will help the school with Home Visits, phone calls, zoom calls,

emails...etc. to make contact with them to become more engaged and to be a part of our school. Through making these connections, we plan to have these underrepresented families come to important meetings where they can listen, learn, and make informed choices/comments/questions about any decision that the school would like to make.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

MSA-6 collected feedback from students, families, and staff to better understand school climate.

Survey tools used:

Students and families completed the Kelvin Pulse survey.
Staff completed the Great Place to Work Trust Index Survey.
The surveys focused on:
Academic support
Fairness of discipline, rules, and norms
Safety
Sense of belonging / school connectedness

Survey participation rates:

Student participation remained at 100%.
Family participation was 77.1%, which was lower than last year's 94.9%, but still met the school's target of at least 75%.
Staff participation increased from 68.8% to 88.2%, which shows improved staff participation.

Overall satisfaction rates:

Student satisfaction stayed the same at 82%.
Family satisfaction remained high at 95%.
Staff satisfaction decreased from 64% to 47%.

Average approval rates:

Students: 73%
Families: 96%
Staff: 69%

Student survey highlights:

Academic support increased to 87%.
Sense of belonging increased to 80%.
Discipline and fairness was rated at 74%.
Safety decreased to 63%, making it the lowest-rated student area.

Family survey highlights:

Academic support: 96%
Discipline and fairness: 93%
Safety: 97%
Sense of belonging: 97%
Families continue to report very positive experiences overall.

Staff survey highlights:

Academic support: 86%
Discipline and fairness: 74%
Safety: 75%
Sense of belonging: 63%
Staff results show that staff culture, safety, and belonging need more attenti

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The survey results show several strengths, as well as areas where MSA-6 needs to improve.

Key strengths:

Family satisfaction continues to be very strong.
Families reported 95% overall satisfaction.
Families rated all major climate areas between 93% and 97%.
Students are feeling more connected to school.
Student sense of belonging increased to 80%.
This was an increase of 11 percentage points from last year.
Students feel supported academically.
Academic support increased to 87%.
This shows that students recognize the support they receive from teachers and staff.
Relationships continue to be a strength.
Students mentioned friendships, activities, and supportive teachers.
Families mentioned communication, safety, and staff dedication.
These responses show that MSA-6 continues to have a strong sense of community.

Identified needs:

Staff experience needs improvement.
Staff satisfaction decreased to 47%.
Staff sense of belonging was 63%.
Staff feedback shows a need to improve morale, communication, support, and workplace culture.
Student safety needs close attention.
Student safety decreased to 63%.
This was the lowest-rated student area.
The school needs to review supervision, reporting systems, and how students experience safety on campus.
Discipline and fairness need more consistency.
Students and staff both rated this area at 74%.
This shows a need for clearer expectations and more consistent consequences.
There is a gap between family perceptions and student/staff perceptions.
Families rated safety and belonging very highly.
Students and staff reported more concerns in these areas.
This means the school needs to better understand the day-to-day experiences of students and staff.

Overall meaning:

MSA-6 has strong family trust, positive student belonging growth, and strong academic support.
The school’s main areas for improvement are:
Student safety
Staff morale and belonging
Discipline consistency
Clear communication

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the survey results and feedback, MSA-6 will focus on improving safety, staff culture, discipline consistency, student engagement, and family communication.

To support staff, MSA-6 will:

Hold staff listening sessions.
Provide staff with more opportunities to share feedback.
Better understand concerns related to:
Morale
Workload
Safety
Communication
Sense of belonging
Use staff feedback to identify practical next steps.
Continue finding ways to help staff feel supported, valued, and connected.

To improve student safety, MSA-6 will:

Review campus supervision plans.
Strengthen supervision during:
Arrival
Dismissal
Lunch
Passing periods
Other high-traffic times
Review safety procedures and student support systems.
Make sure students know how to report concerns.
Make sure students know which adults they can go to for help.

To improve discipline and fairness, MSA-6 will:

Review schoolwide behavior expectations.
Review behavior tiers and consequences.
Communicate expectations more clearly to:
Students
Families
Staff
Continue strengthening PBIS practices.
Provide staff support and training around:
Classroom expectations
Schoolwide norms
Discipline consistency

To increase student engagement and belonging, MSA-6 will:

Expand opportunities for clubs.
Increase sports and enrichment activities.
Continue after-school programs.
Continue Saturday school opportunities.
Provide academic support programs for students who need additional help.
Use student and family feedback to identify activities that students are interested in.

To strengthen family communication and engagement, MSA-6 will:

Continue regular communication with families.
Keep families informed about school programs and expectations.
Continue connecting families with school and community resources.

Build on the strong family satisfaction results.
Provide more opportunities for families to be involved in the school community.

To monitor progress, MSA-6 will:

Continue reviewing survey results.
Review free-response feedback.
Use staff and student feedback throughout the year.
Monitor progress in safety, belonging, discipline, and academic support.
Make adjustments as needed to improve school climate and student success.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA-6 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, class rosters, student schedules and transcripts, MSA-6 strives to offer a well-rounded education to our students through it's clubs and our partnership with an after-school service provider, Think Together.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA-6 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-6 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready. In an effort to provide a more well-rounded education to our students, MSA-6 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-6 will make the best use of its resources to provide a well-rounded education experience to our students.

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy 7	Musa Avsar Principal	mavsar@magnoliapublicschools.org (818) 886-0585

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	12.0	91.7%	0.0%	0.0%	8.3%	0.0%	0.0%	0.0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts				4		
World Language						N/A

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

At Magnolia Science Academy-7 (MSA-7), all instructional programs and assessments are intentionally designed to align with California state standards, including the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other applicable frameworks. Teachers participate in continuous professional learning opportunities to support strong implementation of these standards in the classroom.

Instruction for English Learners (ELs) is differentiated based on students' language proficiency levels, with English Language Development (ELD) instruction aligned to the California ELD Standards and Framework. EL students receive access to both core and supplemental ELD resources and instructional supports. Teachers also engage in specialized professional development focused on ELD instruction and strategies for integrating language development into academic content areas.

At MSA-7, every teacher completes at least 18 hours of annual professional development, along with two hours of weekly collaboration and training built into the 2025–26 academic calendar. These trainings emphasize Common Core ELA/Literacy and Mathematics, ELD standards, and instructional practices that effectively support English Learners within rigorous academic settings.

Although recent professional development efforts have primarily centered on ELA/Literacy, Mathematics, and ELD, MSA-7 also provides ongoing support in areas such as NGSS, History-Social Science, Health Education, Physical Education, and Visual and Performing Arts. In addition, staff receive training in Social Emotional Learning (SEL) and Positive Behavior Interventions and Supports (PBIS) to help maintain a positive, inclusive, and student-centered school environment.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Based on the analysis of educational partner feedback and local data, MSA-7 has demonstrated strong progress in building positive relationships between school staff and families. Family survey results continue to reflect high levels of trust and connection, with 97% favorable ratings in both Climate of Support for Academic Learning and Sense of Belonging. Families consistently described the school environment as welcoming, supportive, and family-oriented.

A significant strength has been the collaborative work of staff in maintaining strong communication and personalized support for families. The school's small-school environment allows staff to build meaningful relationships and provide individualized attention to students and families. Additionally, family engagement increased throughout the year, supported by consistent outreach efforts, school events, and home visits, which helped strengthen partnerships between families and the school community.

The survey data also indicates that families value the school's supportive culture, responsiveness, and commitment to student success. These strong relationships continue to serve as a foundation for maintaining a positive and community-centered learning environment at MSA-7.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on the analysis of educational partner feedback and local data, MSA-7 identified several focus areas for continued improvement in strengthening relationships between school staff and families. Although family satisfaction and sense of belonging remain high, survey feedback highlighted the need for more timely, consistent, and transparent communication, particularly regarding student incidents and school updates. Families also expressed concerns related to student supervision and safety during recess and lunch periods.

In response, the school plans to strengthen communication systems by developing clearer communication protocols, increasing the consistency of outreach through ParentSquare and other platforms, and ensuring timely follow-up with families. MSA-7 will also continue improving supervision systems and campus safety practices to address family concerns and maintain trust within the school community. Additionally, the school will continue expanding family engagement opportunities and personalized outreach efforts to further strengthen collaboration and partnerships between families and staff.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Based on the analysis of educational partner feedback and local data, MSA-7 recognizes the importance of continuing to strengthen engagement with underrepresented families by increasing personalized outreach, improving communication accessibility, and expanding opportunities for meaningful participation in the school community. Survey reflections and participation data highlighted the need to ensure all families feel informed, connected, and represented in school decision-making processes.

To improve engagement, the school will continue utilizing multiple communication platforms and provide timely updates in family-friendly formats and home languages when needed. Staff will increase individualized outreach efforts through phone calls, meetings, home visits, and family support services to build stronger relationships with families who may face barriers to participation. MSA-7 will also continue creating welcoming school events, workshops, and engagement opportunities designed to increase family involvement and strengthen trust between families and school staff.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

MSA-7 has continued to strengthen strategic partnerships and family engagement efforts to support student success and build a strong school community. The school partnered with several community organizations to provide engaging after-school enrichment opportunities focused on STEAM, arts, creativity, and student engagement beyond the classroom. These programs served approximately 80 students during the school year and expanded access to meaningful extracurricular experiences.

MSA-7 also strengthened community partnerships through outreach events and support services for families. During the fall semester, the school hosted several community events, including backpack and school supply giveaways, hygiene product distributions, fresh produce and food giveaways, and a community resource fair featuring 23 local organizations. In addition, the school conducted home visits to strengthen relationships with families and provide individualized support for students.

To further build family engagement and school connectedness, MSA-7 organized family-centered events, including a Saturday Field Day where families came to campus to participate in fun activities and community-building experiences with their students. The school also continued facilitating SSPT meetings, Academic Support Meetings, ELD meetings, and IEP meetings to ensure families remained active partners in student learning and decision-making.

Through these efforts, MSA-7 continues to foster a supportive, inclusive, and community-centered environment that promotes strong relationships between students, families, staff, and community partners.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on the analysis of educational partner feedback and local data, MSA-7 identified several focus areas for continued improvement in building partnerships that support positive student outcomes. Educational partners expressed interest in expanding enrichment opportunities, including additional STEAM programs, clubs, sports, field trips, and culturally responsive activities that increase student engagement and connectedness. Families and students also identified the need for continued improvements to student supervision, campus safety, and school facilities to enhance the overall student experience.

In response, MSA-7 plans to strengthen and expand partnerships with community organizations to provide additional enrichment opportunities and student support services. The school will also continue improving communication and collaboration with families to ensure timely outreach and stronger participation in school programs and decision-making processes. Additionally, MSA-7 will focus on increasing family-centered events, expanding access to community resources, and strengthening systems that support student safety, wellness, and engagement.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Based on the analysis of educational partner feedback and local data, MSA-7 will continue strengthening engagement with underrepresented families by expanding access to community resources, increasing personalized outreach, and creating more inclusive opportunities for participation in school programs and partnerships. The school recognizes that strong family partnerships are essential to improving student outcomes and ensuring all families feel connected, informed, and supported.

To improve engagement, MSA-7 will continue conducting home visits, providing family-centered events, and connecting families with community organizations and support services through resource fairs, workshops, and outreach events. The school will also continue utilizing multiple communication platforms and providing timely information in accessible formats to reduce barriers to participation. Additionally, MSA-7 will expand enrichment opportunities and family engagement activities that reflect the diverse interests and needs of students and families, helping strengthen trust, collaboration, and shared responsibility for student success.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

One of MSA-7's key strengths in shared decision-making is its commitment to gathering meaningful input from all educational partners. The school regularly collects feedback from families, students, and staff through surveys, meetings, and collaborative engagement opportunities, including PAC, ELAC, Coffee with the Admin sessions, and staff meetings. During the current school year, MSA-7 also implemented a comprehensive Asset and Needs Assessment to strengthen data collection and better understand community needs.

MSA-7 is intentional about not only gathering feedback, but also communicating how input is used to guide decisions and improvements. The school shares updates and action steps through ParentSquare, the school website, social media, and community meetings to ensure transparency and accountability.

Another important strength is the accessibility and responsiveness of school staff and leadership. Families consistently describe staff as approachable, supportive, and welcoming. Through ongoing communication, personalized outreach, and timely support, MSA-7 continues to build strong relationships and foster an inclusive school culture grounded in collaboration and trust.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

While MSA-7 typically receives strong response rates to surveys, a key area for growth has been increasing attendance at in-person meetings, particularly for the Parent Advisory Council (PAC) and the English Learner Parent Advisory Council (EL-PAC). Despite consistent efforts to organize and promote these gatherings, participation has historically been lower than anticipated.

To address this challenge, MSA-7 implemented a hybrid meeting format during the spring semester, allowing families to join either in person or virtually. This flexible approach was designed to accommodate varying schedules, accessibility needs, and comfort levels. As a result, the school has observed a notable increase in engagement, with more families actively participating in discussions and contributing valuable input.

Looking ahead, MSA-7 remains committed to refining its stakeholder engagement strategies, with the goal of creating inclusive, responsive opportunities for all community members to share their voices and play a meaningful role in the school's decision-making processes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

MSA-7 is committed to ensuring that all families—regardless of language background—have equitable access to communication and participation. One important step toward this goal has been the enhancement of translation services for languages beyond English and Spanish. The school has invested in a real-time translation device, designed to support families with diverse language needs during meetings and school interactions, removing barriers to meaningful engagement.

Recognizing the unique needs of Newcomer families, our English Language Development (ELD) Coordinator is working in close collaboration with the Family Success Coordinator (FSC) and the Community School Coordinator (CSC) to strengthen systems of support. These efforts include improving access to resources, information, and culturally sensitive programming to help Newcomer families navigate and thrive in the school community.

In addition, MSA-7 is focused on fostering a welcoming and inclusive environment where all families feel encouraged to participate in meetings, school committees, and events. By prioritizing the development of culturally responsive programs, the school aims to celebrate diversity and ensure that every family's voice is both heard and valued in the decision-making process.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

MSA-7 utilizes the Kelvin Pulse survey for students and families to measure perceptions related to school climate and conditions. The surveys assess four primary areas: Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Safety, and Sense of Belonging.

Survey participation rates remained strong during the 2025–26 school year, with 99.2% student participation and 79.4% family participation. Family participation increased significantly compared to the previous year, reflecting improved engagement efforts.

Student survey data showed overall improvement in school climate indicators, with an average approval rate increasing from 68% to 75%. Students reported strong gains in Climate of Support for Academic Learning (84%, +15) and Sense of Belonging (78%, +9). Student Safety (70%) and Knowledge and Fairness of Discipline (74%) remained areas identified for continued improvement.

Family survey data remained highly positive overall, with a 96% average approval rate. Families reported favorable ratings across all categories, including Climate of Support for Academic Learning (97%), Sense of Belonging (97%), Safety (94%), and Knowledge and Fairness of Discipline (94%). Family feedback reflected strong trust in the school community while also identifying opportunities to strengthen communication, supervision, and enrichment opportunities.

The survey results indicate that while student experience and family trust remain strong, MSA-7 will continue focusing on improving school climate systems related to safety, supervision, communication, and student engagement opportunities.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of the 2025–26 local climate survey data identified several key strengths and areas of need across students and families at MSA-7. One of the strongest findings was the continued positive growth in student experience and the consistently high level of family trust and connectedness within the school community. Student average approval rates increased from 68% to 75%, with notable gains in Climate of Support for Academic Learning (84%, +15) and Sense of Belonging (78%, +9), indicating that students feel increasingly supported academically and connected to the school environment.

Family survey data also reflected strong positive perceptions, with an overall average approval rate of 96%. Families reported high favorable ratings in Climate of Support for Academic Learning (97%) and Sense of Belonging (97%), demonstrating strong relationships between families and school staff as well as confidence in the school's supportive and welcoming environment.

The analysis also identified several important areas for improvement. Student and family feedback highlighted concerns related to safety, supervision, fairness, and communication, particularly during unstructured times such as recess and lunch. Student Safety (70%) and Knowledge and Fairness of Discipline (74%) remained the lowest-rated student survey categories, while families also identified safety and communication as key priorities for improvement.

Overall, the data demonstrates that MSA-7 maintains strong student-family-school relationships and a positive school culture, while also identifying opportunities to strengthen supervision systems, communication practices, and enrichment opportunities to further improve school climate and educational partner experiences.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the analysis of student and family survey data, MSA-7 identified areas for improvement related to safety, supervision, communication, enrichment opportunities, and overall student experience. Student and family feedback highlighted concerns regarding supervision during recess and lunch, timely communication, and access to additional student programs and activities.

In response, MSA-7 strengthened supervision procedures by increasing monitoring during unstructured times, reinforcing behavior expectations, and conducting regular walkthroughs to support campus safety. The school also plans to expand enrichment opportunities, including clubs, sports, field trips, STEAM activities, and culturally responsive programs aligned to student interests.

Additionally, MSA-7 will continue improving communication systems with families through clearer protocols, more consistent use of ParentSquare, and timely outreach regarding student needs and school events. The school will also prioritize facility improvements and student-centered supports to further strengthen school climate and student engagement.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA-7 intentionally develops its master schedule to ensure all students, including historically underserved student groups, have equitable access to a comprehensive and well-rounded educational program. Students receive instruction in core academic subjects such as English Language Arts, Mathematics, Science, and Social Sciences, while also participating in non-core areas including Physical Education (PE), Health, and Art, consistent with the school's charter petition and graduation requirements.

MSA-7 is committed to providing inclusive access to the general education curriculum for students with disabilities. Students with Individualized Education Programs (IEPs) receive appropriate accommodations, supports, and Resource Specialist Program (RSP) services based on their identified needs, allowing them to meaningfully participate in general education classes and school programs.

The school's commitment to equity and access is reflected in its master schedule, student schedules, class rosters, and academic planning processes, all of which are designed to support the academic growth, engagement, and overall development of every student.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

MSA-7 provides all students with access to a broad and comprehensive course of study, as demonstrated through the school's master schedule, class rosters, student schedules, transcripts, and after-school program offerings. Students participate in core academic subjects such as English Language Arts, Mathematics, Science, and Social Sciences, along with specialized courses identified in the school's charter petition, including Computer Science, Physical Education/Health, and Life Skills focused on Social-Emotional Learning (SEL).

To support diverse student needs and interests, MSA-7 offers targeted academic programs and intervention services. Students needing additional support receive ELA and mathematics interventions aligned to the Common Core State Standards (CCSS). English Learners, including Newcomer students, participate in both designated and integrated English Language Development (ELD) instruction and interventions to strengthen language acquisition across all academic content areas.

Student achievement in ELA/Literacy, Mathematics, and ELD is regularly monitored using interim assessments such as MAP and IAB, allowing staff to make timely, data-informed instructional adjustments and provide appropriate supports. In addition, MSA-7 offers various enrichment opportunities based on student interests and needs, helping ensure a well-rounded educational experience that aligns with the school's mission and educational goals.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA-7 provides all students with access to a comprehensive, STEAM-centered educational program designed to build college and career readiness while supporting long-term academic and professional success.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-7 continues to prioritize preparing students for future success by offering programs and experiences that promote college and career awareness. Through initiatives such as College and Career Week, students are introduced to a variety of postsecondary opportunities and encouraged to explore future academic and professional pathways. The school also remains focused on increasing access to non-core programs that enhance college and career readiness, including health and physical education, visual and performing arts, music, athletics, and social-emotional learning (SEL).
In addition to classroom instruction, MSA-7 provides students with meaningful experiential learning opportunities such as instructional field trips, community service activities, school events, clubs, and academic competitions. These opportunities support student engagement while helping students develop leadership, collaboration, and interpersonal skills.
Although the continued expansion of these programs depends on available funding and staffing, MSA-7 is committed to utilizing its resources strategically to ensure students receive a well-rounded, enriching educational experience that promotes both academic success and personal development.

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy San Diego	Megan Craig Principal	mcraig@magnoliapublicschools.org (619) 644-1300

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	21.0	90.4%	8.8%	0.0%	0.0%	0.8%	0.0%	0.0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education			3			
Health Education Content Standards			3			
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-San Diego ensures that all curricula and assessments meet the standards, with teachers engaging in professional development focused on implementing these standards (CCSS, NGSS, etc.). We support English Learners (ELs) based on their proficiency levels, aligning ELD instruction with the CA ELD standards and framework. ELs have access to both core and supplemental ELD instructional materials, and teachers attend professional development sessions centered on ELD standards. Our teachers complete at least 18 hours of professional development annually, covering areas such as Common Core ELA/Literacy, math, ELD standards, and integrating ELD standards into content areas, along with strategies to support ELs in these curricula. While the emphasis has primarily been on ELA/Literacy, math, and ELD in recent years, MSA-San Diego has also offered professional development and support in NGSS, History-Social Science, Physical Education, Visual and Performing Arts, MTSS, SEL, and personalized professional development. Additionally, a TOSA (Teacher on Special Assignment) leader is identified for all 11 Magnolia Public Schools to provide monthly professional development for each department.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

MSA-San Diego fosters trusting and respectful relationships with parents through various activities and events, such as the Summer Welcome Back Picnic, Student/Parent Orientation, Back to School Night, home visits and student-led conferences to encourage parental involvement in programs. Administrators greet all students and parents during morning drop-off and maintain an open-door policy for parents. Our staff connects with families through home visits, learning about students' interests, family dynamics, and home routines to build meaningful, individualized connections that contribute to creating happier, healthier, and more successful students. Home visits are a key component of our education program to enhance student and school performance. The school also holds regular meetings to gather input from families, including Parent Advisory Committee (PAC), Parent Task Force (PTF) meetings, Coffee with Principal meetings, and parent workshops.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

MSA-San Diego conducts a family and student experience survey, focusing on areas such as safety, school connectedness, culture, climate, and other aspects of school improvement. The survey feedback highlighted strong relationships between school staff and families. In response to the survey results and input from educational partners, the school has offered additional parent workshops to provide tools for supporting students both academically and social-emotionally. However, despite the numerous workshop opportunities, participation levels were lower than expected. This year we collected feedback to increase parent participation in these workshops and meetings, as well as surveyed families for best meeting times, provided food and childcare, and virtual options.

Based on the results of these surveys, we have adjusted our meetings/workshops and have seen an increase in participation. We will continue to collect this data annually to plan our family engagement opportunities.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The school staff engages with families through home visits, discovering students' outside interests, family dynamics, and home routines. This information is then used to establish meaningful, personalized connections that significantly contribute to creating happier, healthier, and smarter students. Home visits are a key element of the school's educational program aimed at enhancing student and school performance. Additionally, the school holds regular meetings to gather feedback from families, including student-led conferences, Parent Advisory Committee (PAC), Parent Task Force (PTF) meetings, Coffee with Principal meetings, and parent workshops.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

MSA-San Diego staff receive training on MTSS expectations and the school culture model during summer inservice. As part of our program, MSA-San Diego enhances student learning through multi-tiered support systems, parent meetings, online tools shared by teachers weekly, newsletters, voice messages, and grade-specific communications. Additionally, student-specific feedback and resources are provided to parents during home visits, student-led conferences, and parent meetings.

MSA-San Diego's communication system, Parent Square, ensures continuous communication between parents and staff through various mediums, including texts, private messages, and voicemail. Parent Square also helps bridge language barriers with its automatic translation feature. Lastly, our teachers use the Kickboard positive behavior point system and Infinite Campus SIS to share students' academic and social-emotional progress and successes on a daily basis.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The school conducts a family and student experience survey with specific questions on Climate of Academic Learning and Knowledge and Fairness of Discipline, Rules and Norms. Our highest two categories were in safety and climate of support for academic learning with both ratings at 97%. Based on the comments, families feel connected as part of a strong school community. They note that this is in part to the numerous after school clubs and school events that are offered, as well as the good communication that happens on a regular basis. Families also specifically noted that the teachers and staff are attentive, and genuinely invested in their child's learning. Many families praise the efforts the teachers and special education department make to help support our students with disabilities. Knowledge and Fairness of Discipline, Rules and Norms dropped by 2 percentage points, but still remains high favorability at 92%.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

MSA San Diego's communication system, Parent Square, maintains constant communication between parents and staff through various mediums, including texts, private messages, and voicemail. Parent Square also overcomes language barriers between staff and families with its automatic translation feature. To ensure active parental involvement in their students' education, teachers offer both in-person and virtual meetings for parent/teacher conferences. This year we collected feedback to increase parent participation in these workshops and meetings, as well as surveyed families for best meeting times, provided food and childcare, and virtual options. Based on the results of these surveys, we have adjusted our meetings/workshops and have seen an increase in participation. We will continue to collect this data annually to plan our family engagement opportunities.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5

Practices	Rating Scale Number
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

MSA-San Diego regularly holds meetings to collect input from families, including Parent Advisory Committee (PAC), Parent Task Force (PTF) meetings, Coffee with Principal meetings, parent workshops, Wizard Student Council meetings, MTSS meetings, and community meetings. During these sessions, parents can review and provide feedback on the school's draft budget, MTSS plan, LCAP, WASC, Health and Wellness plan, and Safety plan. Additionally, the school conducts a family and student experience survey, focusing on aspects such as safety, school connectedness, culture, climate, and other areas for school improvement. These groups analyze survey data and determine priorities for growth.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on the survey results educational partners confirm that they are part of the decision making process through surveys and various meeting. 96% of the families stated that they feel welcome to participate at our school, 95% state that school staff welcomes their suggestions. and 95% of the families stated that school staff treats them with respect. To maintain this level of satisfaction, we will continue to encourage parent participation in our feedback opportunities such as surveys, Parent Advisory Committee (PAC), Parent Task Force (PTF) meetings, Coffee with Principal meetings, parent workshops.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

All the families are offered translation services and virtual/in person meeting accommodations to ensure that they are part of the decision making process. The school shares all the resources through the student/ parent handbook and weekly communications. This year we also collected feedback to increase parent participation in these workshops and meetings, as well as surveyed families for best meeting times, provided food and childcare, and virtual options. Based on the results of these surveys, we have adjusted our meetings/workshops and have seen an increase in participation. We will continue to collect this data annually to plan our family engagement opportunities. Lastly, our survey platform changed to add text notifications. These daily notifications, while persistant, encouraged parents to share their feedback on surveys which led to a 23% increase in participation.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Student: For students, two notable data points stand out in the areas of Climate and Sense of Belonging (School Connectedness), with a 4-point increase in the former and a 10-point increase in the latter. These gains appear to reflect the intentional investment teachers make each Monday when facilitating a common restorative practice (RP) prompt. It is evident that there is a strong link between student connectedness, classroom climate, and academic achievement. As a result, our sustained focus on fostering a supportive and connected school environment has contributed to meaningful gains in both student experience and academic outcomes, culminating in our school being recognized for three consecutive cycles as a California Distinguished School and most recently as a National Blue Ribbon School.
At the same time, a closer look at the safety data reveals a picture of our students' low favorability perception. While the overall favorability rate for safety is relatively low at 56%, a sub-question within this category scored a 76% favorability when students were asked, "Does your school do things to help students feel safe?". This suggests that the school has proactive and preventative measures in place to support student safety.

Family: For families, our approval rating dropped significantly (-9 points) from 2024-25 to 2025-26 school year. However, the individual category percentages do not seem to support this overall experience change. The biggest change was in the 'Knowledge and Fairness of Discipline, Rules, and Norms" category. Based on the comments, it seems that many families are not sure if the rules are consistent. Some families felt that they didn't have the proper information to answer that question fairly. The change from Panorama to Kelvin Ed could have had some impact, but it's difficult to say with any certainty. Feedback during school meetings, and Student Led Conferences are typically positive. Without additional comments specifying the concerns of the parents, the reason for the sharp decline is unknown.

Staff: For staff, the average approval rate in Spring 2026 was 80%, a decrease of 2 percentage points from 82% in Spring 2025. Although MSA-San Diego's staff approval remains higher than many other MPS sites?, the continued downward trend is an area to analyze and get further staff feedback. Additionally, while strengths such as Climate of Support for Academic Learning, Intimacy, Commaraderie and Justice, areas such as equity, clear expectations, and perceptions of the caring/safe environment emerged as opportunities for improvement? again the second year in a row. This is also a trend across all MPS schools.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Success:

Student: Our school's highest overall favorability rating is 82% in the area of Climate. Notably, 87% of students responded favorably to the statement, "Teachers give students a chance to share their ideas and participate in class," highlighting strong opportunities for student voice and engagement. Belonging is another area of strength, with an overall favorability rating of 75%, including nearly 80% of students agreeing with the statement, "I feel connected to people at this school." Lastly, 84% of students responded favorably to the statement, "Adults at my school make sure students know and understand the rules," reflecting clear and consistent communication of expectations. We will maintain a favorability rate by continuing a common RP prompt every Monday and a common SEL lesson each Thursday to strengthen connectedness; sustaining the use of rigor strategies from The Center for Model Schools to shift more of the cognitive load onto students and promote meaningful academic discourse; and consistently reviewing expectations and "The WIZARD Way" during critical periods of the school year, as well as reinforcing them during SSR and through our daily broadcast, DONUTS in the Morning.

Family: Our highest two categories were in safety and climate of support for academic learning with both ratings at 97%. Based on the comments, families feel connected as part of a strong school community. They note that this is in part to the numerous after school clubs and school events that are offered, as well as the good communication that happens on a regular basis. Families also specifically noted that the teachers and staff are attentive, and genuinely invested in their child's learning. Many families praise the efforts the teachers and special education department make to help support our students with disabilities.

Staff: Despite a 2-point drop in staff approval from 82% to 80%, the results still reveal important successes, particularly when considering the transition to the new Great Place to Work (GPTW) survey tool, which introduced a longer, more rigorous, and differently structured format. Even with those changes, staff expressed strong levels of personal job satisfaction, trust in school leadership, and a sense of connectedness with colleagues. These areas, rated among the highest in the GPTW results, underscore our school's commitment to building a collaborative, mission-driven professional culture. Staff also noted our school's supportive leadership and clear vision as critical contributors to their positive experience. The lower scores in areas such as clarity of expectations and equity offer opportunities for growth, but the overall sentiment remains consistent from year to year. These pain points continue to be areas that are usually sensitive to our staff. One addition this year is Equity and could be related to staff pay and the current budget issues. To maintain and strengthen this foundation, we will prioritize ongoing communication with staff, develop action plans aligned with GPTW feedback, and co-create solutions that enhance clarity, fairness, and professional well-being.

Identified Need:

Student: Students shared concerns in the area of mean rumors or lies, making fun of others, personal property. We will address these student concerns by the integration of our Social-Emotional Learning (SEL) lessons that focus on empathy, conflict resolution, responsible decision-making, and digital citizenship. These lessons will explicitly address the impact of rumors, name-calling, and negative peer interactions, while providing students with the skills needed to build and maintain positive relationships. In addition, we will have structured circle prompts during our SSR classes on the impact of rumors and gossip, respecting differences and personal boundaries, accountability and repairing harm. These circles will provide students with opportunities to engage in meaningful discussions around the effects of gossip, the importance of respecting personal boundaries and property, and ways to take accountability and repair harm when conflicts occur. To reinforce expectations at key points throughout the year, the school will hold assemblies at the beginning of the school year, as well as following winter and spring breaks. These assemblies will serve as important reset moments to revisit schoolwide expectations, promote a culture of respect, and address any emerging trends in student behavior. Lastly, we will reinforce "The WIZARD Way", highlight positive behaviors, and provide timely reminders during our daily broadcast, "Donuts In The Morning."

Family: The area we saw the most significant drop in approval rates from our families was in the area of “Knowledge and Fairness of Discipline, Rules and Norms”. This is down 3 points from the previous year. When analyzing the specific comments for this section, some parents note that they are not sure whether or not the rules are enforced fairly. When looking at the overall comments, multiple families cited classroom specific situations where their child felt as though they were treated unfairly, and that the rules were not enforced strictly enough. One parent wrote “Better structure inside the classroom. Students should follow the rules of no talking while teachers are teaching. No sleeping should be allowed in classrooms. Cursing should not be tolerated.” As an administration, we should consider how we are supporting teachers with their classroom management, and applying appropriate consequences for disruptive behavior and poor language.

Staff: Among staff, the most notable areas for improvement were found in the domains of clarity of expectations, equity, and perceptions of caring. In the GPTW survey results, “Equity” was the lowest approval at 61% (10 point drop), followed by “Clear Expectations and Fair Enforcement” at 65% (4 point drop), and “Safe and Respectful" at 71% (4 point drop)?. These findings suggest that while staff feel positively about their roles and leadership, there may be inconsistencies in how expectations are communicated and how staff experience support across different roles or teams. The emergence of “Equity” as the lowest approval rate this year also highlights the impact of inflation and rising cost of living, while salaries remain low compared to our competitors. Additionally, although the overall staff approval rate of 80% remains above the network average, the 2-point drop from the previous year indicates a need to proactively address workplace climate and communication. While these are areas to investigate, our approval ratings are still high.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the analysis of local data and our Ed Partners surveys, we will focus on 4 main areas:

1. Strengthen student relationships, safety, and anti-bullying efforts: To to this we will strengthen our current Social-Emotional Learning (SEL) lessons focused on: Empathy, Conflict resolution, Responsible decision-making, Digital citizenship. We will also use structured circle discussions (SSR classes) on Gossip and rumors, Respect and boundaries, Accountability and repairing harm. Laslty, we will utilize our Wizard Student Council to prepare anti-bullying and relationship-building lessons.

2. Improve discipline consistency and fairness: To do this we will support teachers with stronger classroom management strategies by providing PD and reviewing our behavior flow charts, review and apply consistent consequences for behavior, and revisit and reinforce schoolwide rules and expectations regularly

3. Enhance communication with families: To do this we will adjust communication systems to reduce excessive messaging as well as improve clarity and timing of information.

4. Support staff needs (clarity, equity, and discipline systems): To support we will meet with our teacher leadership team to develop action plans based on staff survey feedback and work to improve clarity of staff expectations, fairness and consistency, communication across team and increase staff collaboration during our PLCs as well as more opportunities for input and feedback

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA-San Diego creates its master schedule to meet the diverse needs of its students, ensuring all academic content areas are accessible to every student, including various student groups. Core subjects like English, mathematics, social sciences, and science, along with electives, are offered in alignment with our charter petition. Evidence from the school master schedule, elective selection forms, class rosters, student schedules, and transcripts demonstrates MSA-San Diego's commitment to providing a well-rounded education for all students.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Our master schedule, elective forms, class rosters, student schedules, and transcripts show that 100% of students have access to a comprehensive course of study, including core subjects (English, mathematics, social sciences, and science) and electives, as outlined in our charter petition. Additionally, we provide all other academic programs and services specified in our charter, tailoring certain programs to student needs and interests. For instance, we offer CCSS-aligned ELA and math intervention classes for students requiring additional support and honors math classes for each grade level.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA-San Diego provides access to a college-preparatory, STEAM focused broad course of study for all of our the students.There is no identified barriers that limit access to courses.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-San Diego will continue to offer a college-preparatory, STEAM-focused curriculum to all students, ensuring they are equipped with the necessary skills to graduate college and be career-ready. To enhance the education we provide, MSA-San Diego will aim to introduce additional programs such as more elective courses aligned with career pathways, ongoing health and physical education, diverse arts programs, study skills, and SEL programs. We will also offer experiential learning opportunities, including instructional field trips, community service programs, tutoring and clubs. These additional programs are dependent on the availability of financial and human resources, and MSA-San Diego is committed to utilizing its resources effectively to provide a well-rounded educational experience for all students.

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy-Bell	Adrian Uribe Principal	auribe@magnoliapublicschools.org (323) 826-3925

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2022-23	22.6	70.3%	3.1%	8.9%	17.7%	0.0%	0.0%	0.0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards			3			
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language				4		

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA Bell ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.). We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 36 hours of professional development per year in areas such as:

1. Common Core ELA/Literacy, math
2. Supports and Intervention for Students with Disabilities, especially Universal Design for Learning (UDL)
3. ELD Standards and integration of ELD standards into content areas
4. MTSS and PBIS
5. Increase learning loss interventions
6. Social emotional learning and teaching practices
7. Restorative practices

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

This year, the school has increased parent engagement by continuing our signature parent engagement activities such as Parent College (8 sessions), Parent workshops (Schools First, and other Partners), and Parent Advisory Committee (PAC). The events were offered both in person and virtually so that we could increase our participation.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Our goal is to increase parent participation, ownership and training our families to engage in advocacy work for their students. into motion the goal is to continue to increase the number of events and participants. Furthermore, since we are in the year 3 of the community school's implementation grant, we plan to increase parent engagement and ownership. We will continue Coffee with the admin meetings as well as Parent Advisory Committees.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Currently we have visited 156 families this year and we want to at least double that number next school year. We increased the percent of parent participation in our annual parent survey to over 60% this year. We strongly believe

that if we increase the feedback we receive from parents and we connect with families via our home visit model, we will strengthen our relationship and families will feel more comfortable engaging with our school, as partners.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The following are strengths as identified by each educational partner group:

Students-
Friends and Social Connections: Students consistently mentioned "my friends," "being with friends," and socializing as their favorite part of school.
Programs, Activities, Electives: Students repeatedly highlighted enjoyment of school programs, clubs, extracurriculars, music and other elective classes.
Positive and Safe School Environment: Many students expressed that they value feeling safe and the school has a supportive atmosphere.
Schedule/Early Release Days: Multiple student responses referenced early and short days as what they like best about the school.
General Enjoyment and School Experience: Many student responses were more broad but reflected an overall satisfaction of their school experience and said things such as, "everything" and "the environment" as what they like best.

Families-

- Staff & teacher support for students: Families consistently staff being caring, helpful, and personally invested in each child's success, including students with IEPs.

- Communication with families: Many parents highlighted strong communication, live grade access, emails, ParentSquare, and responsive staff, as a top strength.

- Academic support & extra help: Parents valued office hours, Saturday school, and tutoring as meaningful opportunities for students to catch up and grow academically.

- Welcoming & community-oriented environment: Families described the school as warm, inclusive, and safe. A place where their children feel comfortable and want to attend.
- High expectations & academic growth: Several families noted visible academic improvement in their children and appreciated the school's commitment to high standards.

Staff-
Our staff identified that working with our students makes them feel satisfied and fulfilled. The teachers and staff identified our caring environment as a highlight and the supportive admin and staff too.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The following are needs as identified by each educational partner group:

Students-
Food Quality and Lunch Options: The most common student response was asking for better tasting food, more variety in food choices, and larger portions.
School Facilities and Cleanliness: Frequent mentions of the need for cleaner bathrooms, improved campus maintenance, and better overall facilities.
Schedule and Instructional Time: Students suggested shorter school days, more breaks throughout the day, and adjustments to the length of class time.
Student Behavior and Discipline: Several students mentioned concerns of disruptive students, bullying or disrespect. There were requests for stronger or more consistent discipline.
More Activities, Clubs, and Events: Students want more extracurricular options, more fun events and school activities, and increased opportunities for engagement.

Family-
- Campus safety, supervision & bullying prevention: This was a recurring theme. Families raised concerns about fights, vaping in restrooms, unsafe crosswalk behavior, and a need for more adults monitoring students before, during, and after school.

- Traffic flow & arrival/dismissal safety

- Student enrichment/ clubs & extracurricular access: Families want more for their kids beyond the school day, afterschool programs, robotics, coding, sports equipment and sponsorships, and more clubs where students can discover and develop their talents.

Staff-
Our staff indicated that our school needs to build staff culture and also increase compensation.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Next Steps:

We are looking to expand and improve our extracurricular program offerings. We want to ensure these opportunities are both student-friendly and engaging, encouraging students to explore new interests and develop valuable skills outside the classroom.
Additionally, we are working to foster a positive and supportive staff culture that aligns with our school's mission. We believe that a strong, mission-driven staff community will directly benefit our students and enhance their overall school experience.

By end of August 2026, the school will expand student engagement by introducing at least three new extracurricular programs (Robotics, art, and music) informed by student interest survey data and increasing overall student participation in extracurricular activities by 20%, as measured by participation records and student feedback surveys.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

MSA Bell provides various opportunities for parent involvement and education. Involvement is facilitated through avenues such as PAC meetings, English Language Advisory Committee (ELAC) meetings, and family workshops/conferences with a focus on the whole child development. Furthermore, the administration and support staff are visible and approachable. This ensures safety is a priority and concerns are addressed in a timely manner.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

We are committed to continuously improving how we seek input from our families and community in our decision-making processes. Based on feedback from our educational partners and a review of local data, we have identified increasing family participation as a key area of focus this year.

While events like Coffee with Admin have helped us connect with some of you, we recognize the need to engage even more families. One successful approach we plan to build upon is hosting family theme nights. These events are designed to bring parents, students, and the community together in a welcoming and interactive environment, making it easier for everyone to share their ideas and feedback.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The LEA continues to conduct home visits which give parents an opportunity to provide feedback more frequently.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

2026 SURVEY RESULTS AND COMPARISON WITH 2025 OUTCOMES

PARTICIPATION RATES:

2025-26:
Students: 100%
Families: 61.5%
Staff: 93%

2024-25:
Students: 96.3%
Families: 41.8%
Staff: 94.4%

AVERAGE APPROVAL RATES (Percent Favorable)

2025-26:
Students: 67.0%
Families: 91.0%
Staff: 67.0%

2024-25:
Students: 58%
Families: 94%
Staff: 61%

OVERALL SATISFACTION RATES

2025-26:
Students: 73%
Families: 87%
Staff: 68%

2024-25:
Students: 60%
Families: 90%
Staff: 58%

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of Goal Implementation for 2024–25
During the 2024–25 school year, the implementation of our parent engagement and school climate goals demonstrated both progress and challenges when compared to the previous year and the intended targets for 2026–27. The overall implementation included various initiatives aimed at increasing stakeholder participation, improving student attendance, and enhancing school climate.

Summary of Challenges and Successes

Successes:
We are proud to see that Climate of Support for Academic Learning was the highest topic in the student survey with an 80% average approval rate. This rate has also improved 14% compared to last year's rate. Sense of Belonging was the highest topic in the family survey with 92% average approval rate even though we saw 4% decrease on this topic compared to last year. Climate of Support for Academic Learning was also the highest topic in the staff survey with 79% average approval rate. This rate has also improved 5% compared to last year's rate. Having the highest rate for Climate of Support for Academic Learning in both student and staff surveys shows us that the right climate for teaching and learning has been an increasing trend and noticeable topic among students and staff. We would like to maintain this positive trend by continuing implementing our schoolwide initiatives with fidelity and make necessary adjustments for the upcoming school year.

Challenges:
It's great to see that our students' sense of belonging has shown significant improvement this year, increasing by 27 points. We believe this positive change is a result of the expanded student activities we have introduced on campus, and we are committed to continuing these efforts.

However, the survey also highlighted areas where we need to grow. Both our families and staff reported a slight decrease in their sense of belonging, each dropping by 3 points. We recognize the importance of fostering a welcoming environment for everyone, not just our students.

In response, we began adding more activities for parents during the second semester, and we will continue to offer and expand these opportunities in the coming year. We also plan to organize more staff bonding activities throughout the year to strengthen our team and ensure everyone feels connected.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

We are looking to expand and improve our extracurricular program offerings. We want to ensure these opportunities are both student-friendly and engaging, encouraging students to explore new interests and develop valuable skills outside the classroom.
Additionally, we are working to foster a positive and supportive staff culture that aligns with our school's mission. We believe that a strong, mission-driven staff community will directly benefit our students and enhance their overall school experience.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA Bell designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition. As evidenced by the schoolmaster schedule, elective forms, class rosters, student schedules, and transcripts, MSA-Bell strives to offer a well-rounded education to our students.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As evidenced by our master schedule, elective forms, class rosters, student schedules, and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs, and services being dependent on student need and interest. For example, we provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our internal assessments (MAP, IAB, etc.) All students have access to “Advisory” classes (college planning and career exploration program) and programs preparing students for college readiness and socio-emotional development. The Learning Management System provides teachers with resources to monitor academic progress and tips to connect with students. Mentorship is monitored through the LMS to ensure every child has an adult connection on campus. Furthermore, MSA Bell has provided students with information regarding A-G courses, as well as offered opportunities to take courses such as Algebra 1, Geometry, or world language courses (Spanish 1 and 2) that would earn credit towards their high school pathway.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA Bell has executed extensive plans to ensure and provide ongoing connectivity. These plans include, but not limited to, home visits, conferences and follow-ups, creation of personalized scheduled, support to connect to the various platforms, etc.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The following is a list of strategies and actions that are being reviewed for implementation/execution. Some of these plans are currently in action and will be adjusted to continually enhance positive student outcomes.

- Increase outreach to support in various areas such as educating with online tools: Infinite Campus and ParentSquare.
- Evaluate instructional practices to highlight promising instructional practices such as a focus on power standards, ensure assignments are relevant to finish product, emphasize learning skill sets and recognition of the process for learning, staff sharing, and highlighting instructional practices during meetings.
- Adjustment of schedule to ensure time is allocated for an appropriate break and lunchtimes, and shift advisory to assist with academic interventions
- Dedicated task force members to highlight and solicit information about the decision-making process.
- The instructional staff will focus on reviewing and adjusting the school-wide expectation matrix to continue to align with our PBIS goals.
- Explore communication inhibiting factors

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy - Santa Ana	Steven Keskinturk Principal	skeskinturk@magnoliapublicschools.org (714) 479-0115

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	32.4	91.9%	6.2%	0.0%	0.0%	0.0%	1.9%	0.0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education			3			
Health Education Content Standards				4		
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-Santa Ana ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 24 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with Common Core ELA/ELD and math curricula. While the primary focus has been on the ELA/Literacy, math, and ELD over the past few years, MSA-Santa Ana has also provided PD and supported our teachers on MTSS and SEL learning and integration.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

This year we we have a bilingual Parent and Community Engagement Liaison and a Community School Coordinator. These positions allows for our school and families to build relationships within our community. Based on our surveys given to our families, staff, and students we have added additional meetings with parents such as Coffee with Admin, Parent Check ins, Parent College; these are added to our regular PAC/PTF, and ELAC committee gatherings. In addition to these meetings, we have increased the quality and quantity of the communication tools with parents. Social media (Facebook, Twitter, Instagram), our weekly bilingual newsletter the Hook, Leave a Message form (bilingual), and a suggestion box. These are all located in the main office. Magnolia wide we are using the MSA mobile application for our families. We have started to use the Parent Square software which allows us to communicate to our families without any language barriers. Our traditional gatherings with parents such as Parent Orientation, Back to School Night, Fall/ Spring Parent teacher conferences, Open House, Home visits, and grade level informational meetings. Fall/ Winter, Cinco de Mayo festivals and volunteer appreciation day.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

MSASA will be ensuring that all Educational Partners have a voice. By doing this, we aim to allow for an open door policy during our weekly Coffee with Principals and Educational Partner surveys. In addition to ensuring there is voice, we will continue to strengthen our community partnerships by continuing free breakfast and lunch to all students regardless of income status, school supply drives, and a referral network that provides mental health supports for all educational partners.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Based on our surveys given to our families, staff, and students, we have added additional meetings with parents such as Coffee with the Principal, Parent Check-ins, and Parent College; these are added to our regular PAC/PTF, and ELAC committee gatherings. In addition to these meetings, we have increased the quality and quantity of the communication tools with parents. Social media (Facebook, Twitter), Leave a Message form (bilingual), and a suggestion box. These are all located in the main office. Magnolia wide we are using the MSA mobile application for our families. We have started to use the Parent Square software, which allows us to communicate with our families without language barriers. Our traditional gatherings with parents such as Parent Orientation, Back to School Night, Fall/ Spring Parent-teacher conferences, Open House, Home visits, and grade-level informational meetings. Fall/ Winter, Cinco, and volunteer appreciation day.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Strengths are PAC/Coffee with Principal meetings. This is an opportunity to introduce MTSS support for SEL to the parents. Parent College and third party partnerships like parenting classes through Santa Ana College and AltaMed, PBS SoCal, CHOC, StartWell, OC Mix Academy, and OCDE. Grade level college counseling meetings with our parents and students for supporting and informing parents and students for a University-going culture. For example, 8th grade high school transition meetings, college signing day, FAFSA meetings. As we establish our parent outreach and provide meetings to involve all our families, building Parent attendance is a focus for us.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

At MSASA we will strive to improve our partnerships for student outcomes by making connections with our local city council, congressman, as well as local businesses to strengthen the collaboration among all our educational partners. A focus area will be our mental health/SEL supports as well as the quality of the food that is being served to our students breakfast and lunch.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

At MSASA we will continue to promote our home visits so that all families' voices are heard, ideas are met, and that everybody feels included. We will also offer Parent College classes like EL classes, computer skills, and child development classes. We will continue to offer weekly Coffee with Principal sessions in English and Spanish.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

At MSASA our current strengths include partnerships with the surrounding community to support families in ac academic, behavioral, and social emotional success for their children, letting the parents bring up all concerns in the weekly Coffee with Principal, and sending multiple surveys home throughout the course of the year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

We value our educational partners and are using their feedback to strengthen the upcoming school year. Schoolwide instant surveys from staff provide input for a positive and supportive school climate. Parent check-in meetings allow for decision making to become ongoing. Surveys are designed to support all academics, behavioral, and social-emotional needs of the whole child.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

MSASA will improve engagement of underrepresented families by using Parent Square as an active two way tool of engagement. We will ensure that we have a Community Schools Coordinator and a Community Schools Liaison who are a reflection of our current school community.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

MSASA's 2025-2026 participation for the Family Survey (77.9%) is slightly higher than the 2024-2025 school year (71.5%)
MSASA's Staff Overall Satisfaction rate is similar to the 2024-2025 school year (82%) and the 2025-2026 school year (78%)
A clean campus and strong community environment were highlighted in the free responses by the families and students for the 2025-2026 school year
Supportive staff and small class sizes were highlighted in the free responses by the families and students for the 2025-2026 school year
School activities, clubs, and after-school opportunities are highlighted by Students, families, and staff

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

MSASA's Average Saff Approval rate dropped by 9% 2025-2026 school year (72%), versus the average approval rate from the 2024-2025 school year, which was 81%.
Students want the playground to be updated.
Fairness and equality in school policy enforcement.
More food options.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

At the beginning of the 2026-2027 school year, a new universal behavior tracker will be implemented across the entire school (Tk - 12th Grade), to track student behavior in order to provide a fair and restorative response to the behavior submissions. The PBIS Team will utilize the behavior tracker to generate data that can be reviewed bi-monthly to measure if discipline issues are being reduced with the use of the universal tracker. The universal tracker is predicted to reduce behavioral submissions by at least 10%, from the previous 2025-2026 school year. This will be determined with an annual review of the data.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

1) MSA-Santa Ana designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered and aligned with our charter petition and graduation requirements. As evidenced by the schoolmaster schedule, elective forms, class rosters, student schedules, and transcripts, MSA-Santa Ana strives to offer a well-rounded education to our students.
2) As evidenced by our master schedule, elective forms, class rosters, student schedules, and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.
3) MSA-Santa Ana provides access to a college-preparatory, STEAM-focused broad course of study for all our students.
4) MSA-Santa Ana will continue to provide access to a college-preparatory, STEAM-focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

1) MSA-Santa Ana provides students with 4-year plans and support programs to ensure timely high school graduation, ensuring satisfaction with UC/CSU requirements.
2) We also provide all other academic programs and services outlined in our charter petition. For example, we provide CCSS-aligned ELA and math intervention classes to all students who need additional support.
3) We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.
4) All students have access to “Advisory” classes (college planning and career exploration program) and programs preparing students for college readiness in grades 9-12. MSA-Santa Ana offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction with UC/CSU requirements.
5) In middle school, we offer Power English and Power Math to support our ELD students. In high school, we offer designated ELD classes to support students.
6) Our Sped teachers all push into the classes of the students on their caseloads, taking care of the SAI minutes daily. Teachers also have extra tutoring times and a place for the students to go when they need a quiet place to take a test or when they need a place to calm down.
7) We also partner with our local community college and offer Dual Enrollment.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

One of the barriers that prevents us from providing access to a broad course of study for all students is our communication with families.
We have Parent Square, which translates into all home languages, but parents are not using it with fidelity.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-Santa Ana will continue to provide access to a college-preparatory, STEAM-focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.
In an effort to provide a more well-rounded education to our students, MSA-Santa Ana will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-Santa Ana will make the best use of its resources to provide a well-rounded educational experience to our students.
1) We are now offering Dual Enrollment classes three afternoons a week on our campus. This is much easier for parents so they don't have to drive to the college campus.
2) We allow students to take classes at the college that we don't offer.
3) We offer online credit recovery courses for the students who have failed classes in the past.
4) We have all of our textbooks online so that students can access them anywhere.

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy - Orange County	Maria Czerner-Rowell Principal	mrowell@magnoliapublicschools.org (714) 452-2440

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
N/A (school opened in 2025-26)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards			3			
Physical Education Model Content Standards				4		
Visual and Performing Arts		2				
World Language						N/A

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4

Practices	Rating Scale Number
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Families report a high level of satisfaction with the school's ability to support both academic growth and a positive school culture. Parents consistently note increased student engagement and enthusiasm for learning, as well as a strong sense of belonging on campus. Students feel welcomed and are encouraged to participate in clubs and extracurricular activities, contributing to a well-rounded educational experience.

Staff are frequently recognized by families for their professionalism, kindness, and ongoing support, which strengthens trust and reinforces a positive school environment. The after-school program is also highly valued, providing additional academic and enrichment opportunities that support both students and families.

Families particularly appreciate the school's small class sizes and family-like atmosphere, which allow for more personalized attention and stronger relationships between students, staff, and families. Clear and consistent communication between staff and parents is identified as a key strength, ensuring that families remain informed and connected.

The school remains committed to maintaining small class sizes (25:1, and 10:1 for TK) and continuing to build meaningful relationships with families through engagement opportunities such as Coffee with Admin.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Areas for improvement center on strengthening alignment, capacity, and consistency to further enhance relationships between school staff and families.

Families expressed a desire for increased access to STEAM-focused clubs and extracurricular opportunities. While clubs are currently offered, there is an identified need to ensure they are more intentionally aligned to the organization's mission and STEAM priorities. In response, the school plans to implement a pre-approved list of STEAM-aligned clubs for teachers to lead, creating more consistency and ensuring offerings reflect both student interests and organizational goals. This will help strengthen family confidence in the academic and enrichment programming provided.

From a staff perspective, there are opportunities to improve overall capacity and sustainability, which directly impact family engagement and communication. Staff identified concerns related to competitive compensation and workload expectations, noting comparisons to neighboring districts. Additionally, there is a need for more site-specific roles, particularly a dedicated student recruitment and enrollment coordinator, to better support outreach and family connections.

To address these areas, the school plans to partner with People & Culture to develop and communicate a more transparent and competitive salary structure, supporting staff retention and morale. Furthermore, collaboration with

the Impact team will focus on strengthening enrollment systems and ensuring adequate staffing to meet site-specific needs.

By addressing these areas, the school aims to build stronger, more consistent relationships with families through improved programming, staffing stability, and enhanced communication systems.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, we will improve engagement of underrepresented families by ensuring our surveys are available in multiple languages, having an open door policy were our families can be hears in a more private, intimate setting. Weekly, during our Coffee with the Admin, we will have a translator available, and listen to all parents and their suggestions and ideas. We will also have a Zoom link available for all parents to be present.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input and local data, and it being our first year, we are striving to initiate partnerships throughout our community. Some partnerships that we have initiated and engage with are Anaheim Police Department, Anaheim Community Services, Cal Kids, VFW (Veterans of Foreign Wars of the United States), The Mission Continues, and Wings of Kindness.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input and local data, and being that it is our first year, we are looking for community events, as well as ways to host events for out families. For example, we had an internal Science Fair, as well as a Multicultural Night where we have invited community partners.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input and local data, as we host events, we will always have a translator, and in-person meetings will always have a virtual option.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, the LEA demonstrates strong progress in seeking input for decision-making by actively engaging students, families, and staff and using that feedback to inform school practices.

Student input highlights high engagement in the STEAM program and strong relationships with teachers. Students expressed enjoyment of hands-on learning, structured supports like Power Hour, and positive daily experiences, indicating that student voice is reflected in instructional design and school climate. The continued focus on expanding STEAM opportunities shows responsiveness to student interests.

Family feedback reflects strong satisfaction with academic growth, communication, and school culture. Families consistently recognize staff professionalism and support, as well as the value of small class sizes and a family-like environment. Ongoing communication efforts, including regular updates and engagement opportunities such as Coffee with Admin, demonstrate the LEA's commitment to incorporating family input into decision-making and strengthening partnerships.

Staff input emphasizes a collaborative, mission-driven culture. Through Professional Learning Communities (PLCs), Wednesday professional development, and daily collaboration with instructional and support teams, staff are actively involved in shared decision-making processes that impact instruction, student support, and school-wide initiatives.

Overall, the LEA effectively gathers and uses input from all stakeholder groups to guide continuous improvement, strengthen relationships, and align programs with the needs of its community.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, the LEA has identified key focus areas for improvement in seeking input for decision-making, particularly in strengthening alignment, responsiveness, and capacity across stakeholder groups.

Student feedback identified a need for additional, age-appropriate playground equipment, especially for older students. This highlights an opportunity to more consistently incorporate student voice into decisions related to campus resources and student experience. The LEA will work with the home office to better align facility decisions with student input.

Family input revealed a desire for more STEAM-focused clubs and enrichment opportunities. A gap was identified in the consistency and alignment of club offerings, as they were previously teacher-created without a structured framework tied to the organization's mission. This indicates a need to more effectively use family feedback to guide program development. In response, the LEA will implement a more structured, STEAM-aligned club system to ensure offerings reflect both student interests and organizational priorities.

Staff feedback highlighted concerns related to competitive compensation, workload, and the need for site-specific roles, including a dedicated student recruitment and enrollment coordinator. These insights point to the need for stronger systems to gather and act on staff input in ways that support retention, morale, and operational effectiveness. The LEA will partner with People & Culture to develop a more transparent and competitive salary structure and collaborate with the Impact team to strengthen enrollment and staffing supports.

Overall, the LEA's focus for improvement is to ensure that input from students, families, and staff is more systematically translated into aligned actions, particularly in the areas of student experience, program development, and staffing structures.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, the LEA will improve engagement of underrepresented families by strengthening inclusive, accessible, and responsive systems for gathering and acting on input.

To ensure all families—particularly those underrepresented—have meaningful opportunities to contribute, the LEA will expand structured engagement opportunities such as Coffee with Admin, surveys, and feedback sessions that are intentionally designed to be accessible and welcoming. Feedback from families indicating a desire for more STEAM-focused clubs will be used to guide the development of a pre-approved, STEAM-aligned club system, ensuring that family voice directly informs program offerings.

The LEA will also improve communication by ensuring information is shared consistently and clearly, creating multiple entry points for families to provide input. By aligning programs and decisions more closely with feedback, families will see a stronger connection between their input and school actions, increasing trust and participation.

Additionally, the LEA will strengthen outreach efforts by working with internal teams to improve enrollment, communication systems, and staffing capacity, including exploring roles that directly support family engagement. These efforts will help ensure that underrepresented families are more consistently reached and included in decision-making processes.

Through these targeted strategies, the LEA will create more equitable opportunities for underrepresented families to share input, feel heard, and actively participate in shaping school decisions.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The LEA utilizes local climate survey data from the Kelvin Pulse (students and families) and Great Place to Work (staff) instruments to assess school conditions, safety, and overall climate. Survey participation rates were strong, with 100% student participation, 69% family participation, and 85% staff participation, ensuring broad representation of stakeholder perspectives.

Overall satisfaction rates indicate positive perceptions among students (80%) and families (85%), while staff satisfaction was lower at 47%, highlighting an area for continued attention. Disaggregated survey data across key climate indicators—academic support, fairness of discipline, safety, and sense of belonging—reveals important trends.

Student favorable ratings were 81% for academic support, 75% for sense of belonging, 71% for fairness of rules, and 64% for safety, indicating strengths in instructional support and connectedness, with comparatively lower perceptions of safety.

Family survey results were consistently high across all indicators, with 94% favorable ratings for academic support and sense of belonging, 93% for safety, and 91% for fairness of discipline, reflecting strong family confidence in school climate and communication.

Staff data showed more moderate ratings, with 64% for academic support, 65% for belonging, 66% for safety, and 55% for fairness of discipline, indicating opportunities to strengthen internal climate and staff experience.

The overall average approval rates further reflect these trends: 72% for students, 93% for families, and 56% for staff.

Additional analysis of specific survey items identified areas of concern, particularly around student perceptions of safety and fairness, with lower ratings on questions related to peer interactions and consistent consequences. Overall, the data indicates strong performance in family perception and student connectedness, with targeted areas for improvement in student safety perceptions and staff experience.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of the local climate survey data reveals several key strengths and areas of need across students, families, and staff.

A primary strength is the strong sense of academic support and belonging reported by students and families. Students reported favorable ratings in academic support (81%) and sense of belonging (75%), indicating that instructional practices and relationships are fostering a positive learning environment. Families reported even higher levels of satisfaction, with 94% favorable ratings in both academic support and belonging, reflecting strong trust in the school's ability to support student learning and create an inclusive, welcoming environment.

Another key strength is the high level of family satisfaction overall (85%) and strong average approval rate (93%), which suggests that communication, school culture, and engagement efforts are effective. Family feedback also reinforces that students feel supported, welcomed, and engaged in school programs.

However, the data also identifies important areas for improvement. For students, safety (64%) and fairness of discipline (71%) were lower-rated areas, with specific survey items indicating concerns about peer interactions and consistency in consequences. This highlights a need to strengthen school-wide systems that promote physical safety, positive behavior, and equitable discipline practices.

Staff data reveals the most significant area of need. With an overall satisfaction rate of 47% and an average approval rate of 56%, staff responses indicate challenges related to internal climate, including perceptions of fairness (55%) and overall support. These findings suggest a need to improve staff experience, including communication, support systems, and organizational practices that impact morale and retention.

Across stakeholder groups, the data shows a pattern of strong external perception (families and students) alongside internal challenges (staff experience). Additionally, while no major disparities across student groups were explicitly identified in the available data, specific student survey items signal the need to more closely monitor and address experiences related to safety and fairness for all students.

Overall, the key learning is that the LEA has built a strong, supportive, and engaging environment for students and families, while needing to strengthen systems that ensure consistency in student experience and improve staff satisfaction to sustain long-term success.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the analysis of local climate data and key learnings, the LEA has identified several adjustments to plans, policies, and procedures to address areas of need and support continuous improvement.

To address student concerns related to safety and fairness of discipline, the LEA will strengthen school-wide behavior systems by implementing monthly PBIS assemblies aligned to core values. These assemblies will reinforce expectations, model appropriate behaviors, and promote consistency in how rules and consequences are applied. Additionally, staff will receive continued guidance to ensure equitable and consistent discipline practices across classrooms.

In response to student feedback regarding playground equipment and student experience, the LEA will revise campus improvement plans to include the addition of age-appropriate play equipment, particularly for older students. This will be informed by student surveys and ongoing observation to ensure resources align with student needs and increase engagement during recess.

To address family input requesting more STEAM-aligned enrichment opportunities, the LEA will implement a more structured approach to extracurricular programming by developing a pre-approved list of STEAM-focused clubs. This ensures alignment with the organization's mission and provides equitable access to high-quality programs that reflect both student interests and academic priorities.

Staff feedback highlighted the need for improvements in compensation, workload, and staffing structures. In response, the LEA will partner with People & Culture to develop and communicate a more transparent and competitive salary structure. Additionally, the LEA will collaborate with the Impact team to strengthen enrollment systems and support the addition of site-specific roles, such as a student recruitment and enrollment coordinator, to improve operational efficiency and staff capacity.

Finally, to improve overall staff experience and organizational climate, the LEA will enhance internal communication and feedback structures, including regular check-ins and opportunities for staff voice to inform decision-making.

These targeted changes reflect the LEA's commitment to using data to drive continuous improvement, strengthen systems, and ensure a safe, supportive, and equitable environment for all stakeholders.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Magnolia Science Academy Orange County – Anaheim utilizes multiple locally developed measures and tools to monitor student access to and enrollment in a broad course of study across grade spans, including unduplicated student groups and students with exceptional needs.

The LEA uses its master schedule and course offerings to ensure all students have access to core academic subjects, including English Language Arts, Mathematics, Science (with a strong STEAM focus), and Social Studies, as well as enrichment opportunities such as STEAM lab and after-school programs. Student participation in these courses is monitored through the school's Student Information System (SIS), which tracks enrollment and attendance across all grade levels (TK–6).

To ensure equitable access for unduplicated student groups (English learners, low-income students, and foster youth), the LEA reviews assessment data, program participation, and intervention records to confirm that students are receiving appropriate instructional supports and services. For students with exceptional needs, access is

monitored through Individualized Education Programs (IEPs) and service logs to ensure inclusion in general education settings and access to the full curriculum with necessary accommodations.

Additionally, the LEA collects feedback through student, family, and staff surveys, which provide insight into student engagement and access to both academic and enrichment programs. These combined tools allow the LEA to regularly review and ensure that all students have equitable access to a comprehensive and rigorous course of study.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Using the identified measures, Magnolia Science Academy Orange County – Anaheim ensures that all students have access to and are enrolled in a broad course of study. The master schedule and SIS data indicate that 100% of students (TK–6) are enrolled in core content areas, including English Language Arts, Mathematics, Science (STEAM-focused), and Social Studies, with additional access to enrichment such as STEAM lab and after-school programming.

Data reviews show no significant differences across student groups, including English learners, low-income students, foster youth, and students with exceptional needs, in access to core instruction. Students with exceptional needs are included in general education settings with appropriate supports as outlined in their IEPs, ensuring equitable participation in the full curriculum.

While access to core courses is consistent, some variation exists in enrichment participation, particularly in after-school and club offerings, which has been influenced by program availability and alignment. The LEA has identified this as an area for improvement and is working to expand and standardize STEAM-aligned enrichment opportunities to ensure more equitable access for all student groups.

As a new school site, the LEA has established strong foundational systems to ensure universal access to a broad course of study and will continue to refine enrichment offerings to further strengthen equity and student engagement over time.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Based on the results of local measures, the LEA has identified several barriers that impact full access to a broad course of study, particularly in enrichment and program consistency.

While all students have access to core academic subjects, a key barrier is the inconsistent availability and alignment of enrichment programs, particularly STEAM-focused clubs. Previously, clubs were teacher-created without a structured framework, leading to variability in offerings and limiting equitable access for all student groups.

Another barrier is limited resources for student experience enhancements, such as age-appropriate playground equipment. Student feedback indicates that current options do not fully meet the needs of older students, which can impact engagement and overall school experience.

Staffing challenges also present a barrier. Feedback indicates a need for competitive compensation, manageable workloads, and site-specific roles, including a dedicated recruitment and enrollment coordinator. These factors can

impact staff capacity to implement and sustain high-quality programs and provide additional opportunities beyond core instruction.

Additionally, as a new school site, the LEA is still developing systems to ensure consistent program implementation and equitable access across all areas, particularly in enrichment and extended learning opportunities.

Addressing these barriers will support the LEA in expanding access to a more comprehensive and equitable course of study for all students.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

In response to local data and identified barriers, the LEA will implement several actions to ensure equitable access to a broad course of study for all students.

To address inconsistencies in enrichment, the LEA will implement a structured, pre-approved list of STEAM-aligned clubs, ensuring all students have access to high-quality, mission-aligned programs. This will increase consistency and expand equitable access to enrichment opportunities.

To improve student engagement and overall experience, the LEA will partner with the home office to expand age-appropriate playground equipment, particularly for older students, based on student input and ongoing feedback.

To strengthen program implementation and sustainability, the LEA will partner with People & Culture to support competitive compensation and staff retention, and with the Impact team to improve enrollment systems and support the addition of site-specific roles, including a recruitment and enrollment coordinator. These efforts will increase staff capacity to provide and sustain a comprehensive course of study.

Additionally, the LEA will continue to refine systems for monitoring access and participation using SIS data, surveys, and program feedback to ensure all student groups have equitable access to both core instruction and enrichment opportunities.

Coversheet

Approval of Board Resolution Regarding Certificate of Amendment to Articles of Incorporation

Section: VII. Action Items
Item: A. Approval of Board Resolution Regarding Certificate of Amendment to Articles of Incorporation
Purpose: Vote
Submitted by:
Related Material:
VII.A - Board Resolution Regarding Certificate of Amendment to Articles of Incorporation_FINAL.pdf

Agenda Item:	VII.A - Action Item
Date:	June 17th, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer Andrew Zarnich, Director of Charter Petitions and Reporting
RE:	Board Resolution Regarding Certificate of Amendment to Articles of Incorporation

Action Proposed:

Staff recommends and moves that the Board approve the Board Resolution Regarding Certificate of Amendment to Articles of Incorporation, which approves a Certificate of Amendment to Magnolia Educational & Research Foundation's Articles of Incorporation and authorizes the appropriate officers and staff to execute and file the Certificate of Amendment with the California Secretary of State.

Purpose:

The purpose of this item is to approve a targeted amendment to Magnolia Educational & Research Foundation's Articles of Incorporation to ensure that the organization's dissolution and asset-distribution provisions comply with the requirements of the CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification Form 0765 and IRS Notice 2015-07.

The amendment is intended to support continued CalSTRS participation for eligible charter school employees by ensuring that, upon dissolution or final liquidation, the Corporation's net assets may be distributed only to a qualifying public school, the State of California, a political subdivision of the State, or another qualifying governmental agency or instrumentality.

Background:

CalSTRS has issued the Charter School/Nonprofit Public Benefit Corporation Certification Form 0765 for charter schools and nonprofit public benefit corporations whose eligible employees participate in CalSTRS. The Certification requires the nonprofit public benefit corporation to certify that its governing documents meet the applicable requirements of IRS Notice 2015-07 and future federal regulations under Internal Revenue Code section 414(d).

One of the required certifications is that the nonprofit public benefit corporation's governing documents provide that, upon dissolution or final liquidation, the organization's net assets will be distributed only to either:

- A public school that satisfies the requirements of IRS Notice 2015-07; or
- The State of California, a political subdivision of the State, or another governmental agency or instrumentality.

The Resolution presented to the Board states that Magnolia Educational & Research Foundation's current Articles of Incorporation do not presently conform to the CalSTRS dissolution and asset-distribution requirement. A Certificate of Amendment has therefore been prepared to amend the Articles of Incorporation so that the governing documents will align with the Certification requirements.

Analysis:
Approval of this Resolution would allow MPS to make a narrow, compliance-focused amendment to the Articles of Incorporation. The amendment does not change MPS's educational program, school operations, governance structure, or day-to-day management. Instead, it updates the dissolution and asset-distribution language to reflect the specific CalSTRS Certification requirements.

Impact:
Approval of this item supports continued CalSTRS access for eligible MPS charter school employees and helps align MPS's governing documents with the CalSTRS Certification requirements.

The proposed action is not expected to affect school programs, instructional services, staffing structures, student services, or day-to-day operations. The impact is primarily governance and compliance-related.

Budget Implications: N/A

Exhibits:

- Board Resolution Regarding Certificate of Amendment to Articles of Incorporation
- Certificate of Amendment to Articles of Incorporation

RESOLUTION OF THE
BOARD OF DIRECTORS OF
MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

Approval of Certificate of Amendment of Articles of Incorporation
(CalSTRS Dissolution Compliance) and Authorization to File

WHEREAS, Magnolia Educational & Research Foundation (the "Corporation") operates one or more California charter schools whose eligible employees participate in the California State Teachers' Retirement System ("CalSTRS");

WHEREAS, to obtain CalSTRS certification on Form 0765, the Corporation's governing documents must provide that, upon dissolution or final liquidation, the Corporation's net assets be distributed only to a public school that meets the requirements of IRS Notice 2015-07 § III.A, or to the State of California or a political subdivision, agency, or instrumentality of the State, as required by Form 0765 subdivision (f);

WHEREAS, the Corporation's Articles of Incorporation do not presently conform to that requirement, and a Certificate of Amendment of Articles of Incorporation (the "Certificate of Amendment") has been prepared to amend the dissolution and asset-distribution provisions to conform; and

WHEREAS, the Board of Directors (the "Board") has reviewed the form of Certificate of Amendment, and the Corporation has no members so that the amendment may be adopted by the Board alone;

NOW, THEREFORE, BE IT RESOLVED, that the Certificate of Amendment of Articles of Incorporation, in the form presented to the Board, is approved and adopted, and the amendment of the Corporation's Articles of Incorporation set forth therein is approved;

RESOLVED FURTHER, that, the Corporation having no members, the amendment is adopted by the Board alone and no approval of members is required;

RESOLVED FURTHER, that the President and the Secretary of the Corporation are authorized and directed to execute and verify the Certificate of Amendment, by hand, on behalf of the Corporation; and

RESOLVED FURTHER, that the staff and officers of the Corporation are authorized and directed to file the executed Certificate of Amendment with the California Secretary of State, and to take any and all further steps and to execute and deliver any and all documents as they deem necessary or appropriate to effect the filing and to carry out the intent of this resolution.

Ayes: _____
Noes: _____
Abstentions: _____
Absent: _____

_____
Name: _____
Title: Secretary, Magnolia Educational & Research Foundation

CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and Secretary, respectively, of Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation, with California Entity Number 2017318.

2. Article V of the Articles of Incorporation of this Corporation is amended to read as follows:

   The property of this corporation is irrevocably dedicated to charitable, educational and scientific purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of any other private person. Upon the dissolution or final liquidation of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: _____ _____

Mekan Muhammedov, Board Chair

Date: _____ _____

Jennifer Lara, Secretary

Coversheet

Approval of 2026-27 MPS Board Officers

Section: VII. Action Items
Item: B. Approval of 2026-27 MPS Board Officers
Purpose: Vote
Submitted by:
Related Material: VII.B - Approval of Appointment of Board Officers - June 2026.pdf

Agenda Item:	VII.B - Action Item
Date:	June 17, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Dr. Umit Yapanel, MPS Nominating/Governance Committee Chair
RE:	Appointment of 2026-27 MPS Board Officers

Action Proposed:

The Board moves to appoint _____ to serve as the MPS Board Chair, _____ as the MPS Vice-Chair, _____ as the MPS Board Secretary, and _____ as the MPS Board Treasurer starting on June 18, 2026.

Background:

Every year in June, Magnolia Public Schools (MPS) Board of Directors conducts its annual review and appointment of Board Officers, including the Board Chair, Board Vice-Chair, Board Secretary, and Board Treasurer. Pursuant to the MPS Bylaws, the Chief Financial Officer serves as the designated Board Treasurer.

For the 2025-26 fiscal year, there have been some changes to the officers, specifically the Board Secretary and Board Treasurer. As of June 16, 2026, the following appointments were as followed:

- Mr. Mekan Muhammedov, Board Chair
- Ms. Sandra Covarrubias, Board Vice-Chair
- Mr. Erdinc Acar, Interim Board Secretary
- Mr. Cafer Turan, Interim Board Treasurer

The positions of Board Secretary and Board Treasurer are officer roles of the Board and do not constitute Board Director/Member positions. The Board Chair and Board Vice-Chair positions are held by individuals who serve on the Board of Directors.

Analysis:

The Board of Directors shall discuss their nominations and create the motion at this meeting to select board officer appointments for the 2026-27 year.

Coversheet

Approval of 2026-27 MPS Board Calendar & Committee Calendar

Section: VII. Action Items
Item: C. Approval of 2026-27 MPS Board Calendar & Committee Calendar
Purpose: Vote
Submitted by:
Related Material: VII.C - 2026-27 Board Meeting Calendars_Updated.pdf

Agenda Item:	VII.C - Action Item
Date:	June 17, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Alfredo Rubalcava, CEO & Superintendent
RE:	Approval of 2026-27 MPS Board Meeting Calendar & Board Committee Calendar

Action Proposed:

Staff moves and recommends that the Board approve the 2026-27 MPS Regular Board Meeting Calendar and the MPS Board Committee Calendar.

Background:

Per the MPS Bylaws, Regular Board Meetings are held the second Thursday of the month unless otherwise stated. Meetings that are not on the second Thursday would be pursuant to quorum establishment, holidays and school wide breaks.

Magnolia Public Schools will hold all Board Meetings in person inclusive of Board Committee Meetings. The Board has and will continue to follow the provisions prescribed under the Brown Act and SB126. Additionally, all MPS school sites will be open for possible public participation for these meetings.

SB126: All Board Meetings will be held within the jurisdiction of Los Angeles County, where the majority of the MPS student population resides. All in-person meetings will be held amongst MSA 1-8 and the MPS Home Office. Additionally, per SB 126, all school sites (MSA 1-8, MSA-Santa Ana, MSA- San Diego, and MSA-Orange County), will remain open as remote locations during the duration of all special, emergency and regular committee and board meetings.

Regular Board Meeting Calendar

For the 2026-27 school year, Regular Board Meetings are mostly held on the second Thursday with the exception of January due to the Winter Break Holiday. Following prior year's practices, the month of June will have two Regular Board Meetings in correspondence to staff preparing for the next school year.

The Regular Board Meeting calendar shall also include Board Retreats prescribed by the Board. Further analysis or changes to the dates will be determined based on Board discussion and feedback at the June 17th Regular Board Meeting

Committee Meeting Calendar

The Committee Meeting Calendar shows all standing MPS Committee meetings scheduled for 2026-27. The Board will review and make final adjustments on the Committee calendar for considering the organization's focuses for the next school year.

Conclusion

The meeting calendars will be subject to change pending on the discussion from the Board. Changes and follow-ups will be captured and edits will be made prior to the final approval from the Board.

2026-27 Regular Board Meeting Calendar

Magnolia Educational & Research Foundation
Magnolia Public Schools

Meetings typically commence between the hours of 6:00pm - 7:00pm PST and are held on the dates stated below. Please refer to the website and meeting agendas for updates or changes to the scheduled meetings, as well as information on meeting location and how to attend.

Meeting dates, times, and locations are posted on the website in accordance with the notice requirements: Regular Board Meetings (72 hours notice), Special Board Meetings (24 hours notice), or Emergency Board Meetings (1-hour notice).

All Magnolia Public Schools campuses will provide teleconferencing access for members of the public to participate in Board meetings. For additional information or assistance, please visit magnoliapublicschools.org, or call (213) 628-2624.

July 16, 2026

August 13, 2026

August 15, 2026 (Board Retreat)

September 10, 2026

October 8, 2026

November 12, 2026

December 10, 2026

January 21, 2027

February 11, 2027

March 11, 2027

April 8, 2027

April 10, 2027 (Board Retreat)

May 13, 2027

June 10, 2027

June 24, 2027

2026-27 Board Committee Meeting Calendar

Magnolia Educational & Research Foundation
Magnolia Public Schools

MPS Board Committees'

- Academic Committee
- Educational Partners & Development Committee
- Audit/Facilities Committee
- Finance Committee
- Nominating/Governance Committee

Committee meetings typically commence between the hours of 6:00pm - 7:00pm PST and are held on the dates stated below. *Please refer to the website and meeting agendas for updates or changes to the scheduled meetings, as well as information on meeting location and how to attend.*

Meeting dates, times, and locations are posted on the website in accordance with the notice requirements: Regular Board Meetings (72 hours notice), Special Board Meetings (24 hours notice), or Emergency Board Meetings (1-hour notice).

For additional information or assistance, please visit magnoliapublicschools.org, or call (213) 628-2624.

July 2026

- *No Committee Meetings*

August 2026 (Brown Act Training Month)

- Finance Committee Meeting (pending) - August 13th (Thurs) or August 15th (Sat)

September 2026

- *No Committee Meetings*

October 2026

- Academic Committee Meeting - Thursday, October 1, 2026

November 2026

- Finance Committee Meeting (pending) - November 12th (Thurs) or November 14th (Sat)

December 2026

- Audit/Facilities Committee Meeting (pending)

January 2027

- *No Committee Meetings*

February 2027

- Academic Committee Meeting - Thursday, February 4, 2027
- Finance Committee Meeting (pending)

March 2027

- Educational Partners & Development Committee Meeting - Thursday, March 4, 2027

April 2027

- Nominating/Governance Committee Meeting (pending)

May 2027

- Educational Partners & Development Committee Meeting - Thursday, May 6, 2027
- Finance Committee Meeting (pending confirmation)

June 2027

- *No Committee Meetings*

Coversheet

Approval of Board Resolution Regarding Amendment to Bylaws

Section:	VII. Action Items
Item:	D. Approval of Board Resolution Regarding Amendment to Bylaws
Purpose:	Vote
Submitted by:	
Related Material:	VII.D - Board Resolution Regarding Amendment to Bylaws_Final.pdf

Agenda Item:	VII.D - Action Item
Date:	June 17th, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer Andrew Zarnich, Director of Charter Petitions and Reporting
RE:	Board Resolution Regarding Amendment to Bylaws

Action Proposed:

Staff recommends and moves that the Board approve the Board Resolution Regarding Amendment to Bylaws, which approves and adopts an amendment to Magnolia Educational & Research Foundation's bylaws to conform the Corporation's dissolution and asset-distribution provisions to the CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification requirements.

Purpose:

The purpose of this item is to approve a targeted amendment to Magnolia Educational & Research Foundation's bylaws to ensure that the bylaws comply with the dissolution and asset-distribution requirements associated with CalSTRS Certification Form 0765 and IRS Notice 2015-07.

The amendment is intended to support continued CalSTRS participation for eligible charter school employees by ensuring that the Corporation's governing documents require net assets, upon dissolution or final liquidation, to be distributed only to a qualifying public school, the State of California, a political subdivision of the State, or another qualifying governmental agency or instrumentality.

Background:

CalSTRS Certification Form 0765 requires nonprofit public benefit corporations operating charter schools that participate in CalSTRS to certify that their governing documents satisfy specific requirements related to governmental plan eligibility under IRS Notice 2015-07.

The Resolution presented to the Board states that Magnolia Educational & Research Foundation's current bylaws do not presently conform to the CalSTRS dissolution and asset-distribution requirement. A Bylaws Amendment has therefore been prepared to amend the dissolution and asset-distribution provisions so that the bylaws align with Form 0765 subdivision (f).

Analysis:
Approval of this Resolution would adopt a narrow, compliance-focused amendment to the bylaws. The amendment is limited to the dissolution and asset-distribution provisions and is intended to ensure that the bylaws align with the CalSTRS Certification requirements.

This action complements the proposed amendment to the Articles of Incorporation and helps ensure that MPS's internal governing documents consistently reflect the required CalSTRS dissolution language.

Impact:
Approval of this item supports continued CalSTRS access for eligible MPS charter school employees and helps align MPS's bylaws with the CalSTRS Certification requirements.

The proposed action is not expected to affect educational programs, instructional services, student services, staffing, or day-to-day school operations. The impact is primarily governance and compliance-related.

Budget Implications: N/A

Exhibits:
- Board Resolution Regarding Amendment to Bylaws
- Proposed Bylaws Amendment

AMENDED AND RESTATED BY LAWS OF

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Magnolia Educational & Research Foundation.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 250 East 1st Street, Suite 1500, Los Angeles, 90012 California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purposes of this corporation are to provide community support in educational and research areas, which include, but are not limited to the following: managing, operating, guiding, directing and promoting public charter schools; conducting scientific research at K-12 schools and colleges to identify and implement successful education practices; promoting and discovering the research modules in scientific areas with applied and practicable methods to promote prospective scientists; coordinating international conferences/competitions in various fields of academic study. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Powered by BoardOnTrack

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. Upon the dissolution or final liquidation of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

Powered by BoardOnTrack

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.

c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS. The number of directors shall be no less than three (3) and no more than eleven (11), unless changed by amendments to these bylaws. The exact number of directors shall be fixed within these limits by a Resolution of the Board. All directors shall be designated by the existing Board of Directors. In addition to the number of directors otherwise prescribed by these Bylaws, pursuant to Education Code section 47604.2, the Board composition shall also include a seat reserved for a pupil member. All directors, except for the pupil member, shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604 (c). The pupil member shall have preferential voting rights. Preferential voting means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board of Directors, but that shall not serve in determining the final numerical outcome of a vote.

The Board of Directors commits to designating at least one (1) director who resides in each county where this corporation operates a charter school. The Board of Directors shall strive to recruit directors representing parents and the charter school communities, from diverse professional and ethnic backgrounds and commits to designating at least one (1) director representing parents at all times.

Section 4. RESTRICTION ON EMPLOYEE DIRECTORS. No current employees of the Corporation may serve on the Board of Directors.

Section 5. DIRECTORS' TERMS. Each director , except for the pupil member, shall hold office for five (5) years and until a successor director has been designated and qualified. The terms of directors shall be staggered as determined by the Board. Staggering has been accomplished by the Board appointing directors on different dates. Staggering shall be maintained

Powered by BoardOnTrack

as directors shall be appointed to fill vacant seats at the expiration of each staggered term. The term of the pupil member shall be one (1) year commencing on July 1 each year.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to nominate qualified candidates for all non-pupil member Board seats for designation to the Board of Directors at least thirty (30) days before the date of any designation of directors. The nominating committee shall make its report at least seven (7) days before the date of the designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee. Any member of the community may also refer a potential candidate to the Board for consideration.

Pupils enrolled in a charter school managed by the Corporation in ninth through twelfth grades are eligible for election to the Board of Directors as the pupil member. The pupil member shall be elected by a vote of the students enrolled in a charter school operated by the Corporation in ninth through twelfth grades. If it is determined that the pupil member is not fulfilling their duties, the Board of Directors may appoint an alternate pupil member and if appointed, the Board shall suspend the prior pupil member's rights and privileges related to service on the Board of Directors.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be designated, no corporation funds may be expended to support a nominee.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; and (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by a simple majority of directors then in office at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. QUORUM. A majority of the directors then in office shall constitute a quorum. The pupil member shall not be counted for purpose of establishing quorum. If a quorum is present, the affirmative vote of the majority of the directors at the meeting shall be a decision of the Board of Directors. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 15. COMPENSATION AND REIMBURSEMENT. Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of actual reasonable expenses incurred in carrying out his or her duties. Directors shall not otherwise be compensated.

Section 16. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Amend or repeal bylaws or adopt new bylaws;

d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

e. Create any other committees of the Board of Directors or appoint the members of committees of the Board; or

f. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 17. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 18. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 19. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 20. COMPLIANCE WITH CONFLICTS OF INTEREST LAWS. The Corporation shall comply with applicable conflict of interest laws, including the Political Reform Act of 1974 (Chapter 1 (commencing with Section 81000) of Title 9 of the Government Code) and Govt. Code § 1090 et seq.

ARTICLES VIII
MEETINGS

Section 1. PLACE OF BOARD OF DIRECTORS MEETINGS. The Board of Directors will designate that a meetings be held in the county in which the greatest number of pupils enrolled in Magnolia Public Schools reside which is in compliance with the Ralph M.

Powered by BoardOnTrack

Brown Act and Education Code Section 47604.1((c)(4)(A). The Board of Directors will establish a two-way teleconference location at each of the corporation's charter school sites and each resource center in compliance with the Ralph M. Brown Act and Education Code Section 47604.1(c)(4)(B).

All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 2. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act. ("Brown Act") (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 3. REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held on the second Thursday of each month, unless the second Thursday of the month should fall on a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday. At least 72 hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 4. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer or a majority of the Board of Directors. If a Chairman of the Board has not been elected, then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 5. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any

other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 6. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the county in which the greatest number of pupils enrolled in the charter schools managed by the corporation reside.;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda[1];

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[2]

[1] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[2] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Powered by BoardOnTrack

Section 7. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

ARTICLE X
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and Chief Financial Officer, who shall be known as the "Treasurer." The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article X Section 4, of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Powered by BoardOnTrack

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, the President shall be the general manager of the corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, or special and, if special, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.
The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.
The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

Powered by BoardOnTrack

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

Section 13. VICE-CHAIRMEN. One Vice-Chairman of the Board of Directors will be assigned to each county in which a charter school operated by the corporation is located.

ARTICLE XI
CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. In compliance with Government Code Section 1090, et seq., the corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE XII
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

Section 2. AGAINST NEPOTISM. If a member of an officer's or employee's immediate family is to be hired to work in a position directly subordinate or supervisory to the officer or employee, that fact should be disclosed in advance to the Board of Directors so that a determination can be made whether to permit an exception to the normal prohibition against nepotism.

ARTICLE XIII
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the

Powered by BoardOnTrack

approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XIV
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XV
INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XVI
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

a. Adequate and correct books and records of account;

b. Written minutes of the proceedings of the Board and committees of the Board; and

c. Such reports and records as required by law.

ARTICLE XVII

Powered by BoardOnTrack

INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVIII
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

Powered by BoardOnTrack

f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The corporation shall comply with the reporting requirements of Corporations Code Section 6322.

ARTICLE XIX
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the corporation's Articles of Incorporation, or any laws. The Board of Directors may only amend these Bylaws provisions fixing the authorized number of directors or establishing procedures for the nomination or appointment of directors by unanimous vote of all directors then in office. This section may only be amended by the unanimous vote of the all the directors then in office.

ARTICLE XX
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Magnolia Educational & Research Foundation ("MERF"), a California nonprofit public benefit corporation; that these amended and restated bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on [DATE]; and that these amended and restated bylaws have not been amended or modified since that date.

_____

Jennifer Lara, MERF Board Secretary

Powered by BoardOnTrack

RESOLUTION OF THE
BOARD OF DIRECTORS OF
MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

Approval of Amendment to Bylaws
(CalSTRS Dissolution Compliance)

WHEREAS, Magnolia Educational & Research Foundation (the "Corporation") operates one or more California charter schools whose eligible employees participate in the California State Teachers' Retirement System ("CalSTRS");

WHEREAS, to obtain CalSTRS certification on Form 0765, the Corporation's governing documents must provide that, upon dissolution or final liquidation, the Corporation's net assets be distributed only to a public school that meets the requirements of IRS Notice 2015-07 § III.A, or to the State of California or a political subdivision, agency, or instrumentality of the State, as required by Form 0765 subdivision (f);

WHEREAS, the Corporation's bylaws do not presently conform to that requirement, and an amendment to the bylaws (the "Bylaws Amendment") has been prepared to amend the dissolution and asset-distribution provisions to conform; and

WHEREAS, the Board of Directors (the "Board") has reviewed the Bylaws Amendment, and the Corporation has no members so that the bylaws may be amended by the Board alone;

NOW, THEREFORE, BE IT RESOLVED, that the Bylaws Amendment, in substantially the form presented to the Board, is approved and adopted, and the Corporation's bylaws are amended as set forth therein, effective upon adoption;

RESOLVED FURTHER, that, the Corporation having no members, the Bylaws Amendment is adopted by the Board alone and no approval of members is required, and the amended bylaws are adopted by Board action and maintained with the Corporation's records rather than filed with the California Secretary of State; and

RESOLVED FURTHER, that the staff and officers of the Corporation are authorized and directed to take any and all further steps and to execute and deliver any and all documents as they deem necessary or appropriate to carry out the intent of this resolution.

Ayes: _____
Noes: _____
Abstentions: _____
Absent: _____

_____
Name: _____
Title: Secretary, Magnolia Educational & Research Foundation

Coversheet

Approval of Board Resolution Regarding Amendment to Magnolia Science Academy – San Diego Charter

Section: VII. Action Items
Item: E. Approval of Board Resolution Regarding Amendment to Magnolia Science Academy – San Diego Charter
Purpose: Vote
Submitted by:
Related Material:
VII.E - Board Resolution Regarding Amendment to Magnolia Science Academy – San Diego Charter_Final.pdf

Agenda Item:	VII.E - Action Item
Date:	June 17th, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer Andrew Zarnich, Director of Charter Petitions and Reporting
RE:	Board Resolution Regarding Amendment to Magnolia Science Academy – San Diego Charter

Action Proposed:

Staff recommends and moves that the Board approve the Board Resolution Regarding Amendment to Magnolia Science Academy – San Diego Charter, which approves revisions to the Magnolia Science Academy – San Diego charter petition to conform the charter's dissolution and asset-distribution provisions to the CalSTRS Certification requirements.

Purpose:

The purpose of this item is to approve targeted revisions to the Magnolia Science Academy – San Diego charter petition to ensure that the charter's dissolution and asset-distribution provisions comply with the requirements of CalSTRS Certification Form 0765 and IRS Notice 2015-07.

These revisions are intended to support continued CalSTRS participation for eligible employees of Magnolia Science Academy – San Diego by ensuring that the school's governing documents provide that, upon dissolution or final liquidation, net assets will be distributed only to a qualifying public school, the State of California, a political subdivision of the State, or another qualifying governmental agency or instrumentality.

Background:

Magnolia Educational & Research Foundation operates Magnolia Science Academy – San Diego, whose eligible employees participate in CalSTRS. CalSTRS Certification Form 0765 requires nonprofit public benefit corporations and charter schools offering CalSTRS to certify that applicable governing documents satisfy the dissolution and asset-distribution requirements of IRS Notice 2015-07.

The Resolution presented to the Board states that the Magnolia Science Academy – San Diego charter petition does not presently conform to the CalSTRS dissolution and asset-distribution requirement. Revisions to the relevant provisions of the charter petition have therefore been prepared to conform the petition to the Certification requirements.

Analysis:
Approval of this Resolution would approve revisions to the Magnolia Science Academy – San Diego charter petition that are limited to the dissolution and asset-distribution provisions. The revisions are compliance-focused and are intended to align the charter petition with the requirements of CalSTRS Certification Form 0765.

The Resolution authorizes staff and officers to submit the Charter Revisions to the school's chartering authority to the extent required and to take any further actions necessary or appropriate to carry out the intent of the Resolution.

These revisions are not intended to change the educational program, grade levels served, instructional model, student services, governance structure, or day-to-day operations of Magnolia Science Academy – San Diego. Rather, the revisions are intended to update the charter petition's dissolution language so that it is consistent with CalSTRS Certification requirements and related amendments to MPS's other governing documents.

Impact:
Approval of this item supports continued CalSTRS access for eligible Magnolia Science Academy – San Diego employees and helps align the school's charter petition with CalSTRS Certification requirements.

The proposed action is not expected to affect school programming, student services, staffing structures, or day-to-day operations. The impact is primarily governance and compliance-related.

Budget Implications: N/A

Exhibits:
- Board Resolution Regarding Amendment to Magnolia Science Academy – San Diego Charter
- Revised Charter Petition Revisions for Magnolia Science Academy – San Diego

MAGNOLIA SCIENCE ACADEMY-SAN DIEGO

CHARTER SCHOOL RENEWAL PETITION FOR
A FIVE-YEAR TERM (JULY 1, 2020 – JUNE 30, 2025)

SUBMITTED TO THE
SAN DIEGO UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
SEPTEMBER 11, 2019

by

MAGNOLIA PUBLIC SCHOOLS
250 E. 1st Street Suite 1500
Los Angeles, CA 90012
Office: (213) 628-3634
Fax: (714) 362-9588

TABLE OF CONTENTS

AFFIRMATIONS AND DECLARATION 3

ELEMENT 1: THE EDUCATIONAL PROGRAM 7

ELEMENT 2: MEASURABLE PUPIL OUTCOMES 93

ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED 106

ELEMENT 4: GOVERNANCE 111

ELEMENT 5: EMPLOYEE QUALIFICATIONS 126

ELEMENT 6: HEALTH AND SAFETY PROCEDURES 140

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE 146

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES 149

ELEMENT 9: ANNUAL FINANCIAL AUDITS 153

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES 155

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS 181

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES 183

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES 184

ELEMENT 14: DISPUTE RESOLUTION 185

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES 187

ADDITIONAL PROVISIONS 191

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Alfredo Rubalcava, hereby certify that the information in this renewal petition for a California public charter school named Magnolia Science Academy-San Diego ("MSA-San Diego" or the "Charter School"); operated by Magnolia Educational & Research Foundation ("MERF"), doing business as Magnolia Public Schools ("MPS"); and located within the boundaries of the San Diego Unified School District ("SDUSD" or the "District") is true to the best of my knowledge and belief; I also certify that this renewal petition does not constitute the conversion of a private school to the status of a public charter school; and further, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- MPS declares that it shall be deemed the exclusive public school employer of the employees of MSA-San Diego for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]

- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall admit all students who wish to attend the Charter School; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process, subject to certain preferences, as described in Element 8 of this Renewal Petition. [Reference California Education Code § 47605(d)(2)(A)-(B)] Preference in the public random drawing shall be given to residents of SDUSD as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, immigration status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or

association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)].

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]

- The Charter School shall at all items maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and

inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

_____ _____

Alfredo Rubalcava Date
CEO & Superintendent
Magnolia Public Schools

INTERPRETATION OF TERMS

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any and all references to the Magnolia Science Academy-San Diego and/or Magnolia Public Schools and/or MSA-San Diego and/or Magnolia Science Academy – SD and/or the Charter School and/or the School, by any name or designation, shall apply with full force and effect to the Charter School itself and the nonprofit corporation, and for all purposes related to this Charter or the operations of the Charter School, both the Charter School and the corporate entity shall be fully obligated to comply with the provisions of this Charter and any attachments, exhibits and/or appendices thereto, without regard to what entity or name is referenced or specifically listed or

identified therein and whether the Charter School and corporation are at any time or for any reason deemed or treated as separate entities.

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any time that MSA-San Diego indicates that it will follow the requirements of a particular Section of the Education Code or other law that does not explicitly apply to charter schools, it means that MSA-San Diego will comply with these laws in the same manner as required for California non-charter public schools, except where otherwise specified. MSA-San Diego will ensure that assurances are fully implemented by January 2020.

ELEMENT 1: THE EDUCATIONAL PROGRAM

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." **(Ed. Code § 47605(b)(5)(A)(i).)**

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." **(Ed. Code § 47605(b)(5)(A)(ii).)**

"If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements." **(Ed. Code § 47605(b)(5)(A)(iii).)**

GENERAL INFORMATION

▪ The contact person for Charter School is:	CEO & Superintendent, Alfredo Rubalcava
▪ The contact address for Charter School is:	250 E. 1st Street Suite 1500 Los Angeles, CA 90012
▪ The contact phone number for Charter School is:	(619) 644-1300
▪ The proposed address, or target community by Zip Code, of Charter School is:	92120
▪ The grade configuration of Charter School is:	6-8
▪ The number of students in the first year will be:	465
▪ The grade level(s) of the students in the first year will be:	6-8
▪ Charter School's scheduled first day of instruction in 2020-2021 is:	August 18, 2020
▪ The enrollment capacity is:	480

(Enrollment capacity is defined as the total number of students who are enrolled in Charter School regardless of student residency.)	
▪ The type of instructional calendar will be:	Traditional
▪ The regular day bell schedule for Charter School will be:	8:15 am to 3:00 pm
▪ The term of this Charter shall be from:	July 1, 2020 to June 30, 2025

Magnolia Science Academy-San Diego ("MSA-San Diego," "MSA-SD" or "Charter School"), is a classroom-based charter school serving students in grades 6-8 with a curriculum emphasis on science, technology, engineering, arts and math ("STEAM"). MSA-San Diego's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-San Diego is supplemented by tutoring, after-school programs, and school-to-university links.

MAGNOLIA PUBLIC SCHOOLS

MSA-San Diego is operated by Magnolia Educational & Research Foundation ("MERF"), *dba* Magnolia Public Schools ("MPS"),[1] a non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. The vision of MPS is to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. MPS' educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula.[2] MPS addresses the shortage by inspiring and preparing students to choose career paths in science and technology.

MPS was first established in August 1997 to organize volunteer science, technology, engineering, and math ("STEM") based tutors for middle and high schools in Los Angeles, and later partnered with Culver City Unified School District to provide tutoring for students all

[1] For more information on Magnolia Public Schools visit www.magnoliapublicschools.org.
[2] Z. Zacharia and A. C. Barton, "Urban Middle-School Students' Attitudes Toward a Defined Science," *Science Education*, vol. 88, no. 2, pp. 197-222, Mar. 2004.

around Los Angeles District. MPS also started a free tutoring program in the Sherman Oaks/Van Nuys Area of Los Angeles. These successful programs led MPS to establish its first charter school, Magnolia Science Academy-1, and go on to successfully replicate our educational program and philosophy at nine other charter schools throughout California. Today we operate a total of four Charter Schools authorized by Los Angeles Unified School District (LAUSD), four authorized by Los Angeles County Office of Education ("LACOE"), one authorized by San Diego Unified School District ("SDUSD"), and one State Board of Education-authorized charter school in Santa Ana. Combined, MPS Charter Schools now serve more than 3,900 students annually in grades TK-12.

Since its founding, MSA-San Diego has had a clear STEM focus, with a shift starting in 2016-17 to STEAM (adding "Arts"). The most developed areas have been Math and Science, with the understanding that Engineering and Technology offered great growth potential. As the arts are more widely embraced, we believe that authentic connections and through lines between multiple disciplines will be made visible, and strategies will emerge to support authentic integration.

The MPS program aims to improve students' performance in reading, writing, and math, reduce dropout rates, achieve high student attendance rates, and increase the number of students who pursue careers in STEAM fields.

School Highlights

MSA-San Diego's recent achievements include the following highlights, detailed more extensively below:

- Highest Performing Charter Middle School in San Diego, based on results on the state Smarter Balanced Assessment Consortium ("SBAC")/California Assessment of Student Performance and Progress ("CAASPP")
- Seaperch Underwater Robotics Regional Competition:
  - April 2019, 1st Place
  - March 2016, 1st Place Obstacle Course, 3rd Place Deep Water Challenge
- Olympic Archery in Schools:
  - *Nationals:* May 2019, 5th Place; May 2018, 4th Place
  - *CA State Championships:* April 2019, 1st Place; April 2018, 3rd Place; April 2016 2nd Place
  - *San Diego Conference*: March 2019, 2nd Place; March 2018, 1st Place; March 2017, 2nd Place
- YMCA Basketball Middle School League, March 2019, 1st Place
- YMCA Soccer Middle School League, May 2019, 1st Place
- SoCal First Lego League Championship Tournament:
  - December 2018, Research Award 2nd Place, Robot Games 4th Place
  - December 2016, Core Values 1st Place, Robot Design 1st Place
  - December 2015, Inspiration Award 1st Place
- First Lego League Cup:

    - February 2018, Robot Games 1st Place & Runner Up Champion
    - January 2016, Robot Performance, 2 teams placed 1st
  - MSA-SD and Grossmont College co-host the Annual San Diego STEAM Expo on Grossmont College campus (2018-19 was the 6th year)
  - San Diego Science and Engineering Festival at PETCO Park annually (over 100 MSA-SD students presented their projects each year)
  - SoCal Future City Regional Competition:
    - January 2018, Most Sustainable Environmental Practices Award & 4th Place Overall
    - January 2017, Best Model Award & 2nd place Overall & Public's' Choice Award
    - January 2016 Best model Award & 3rd place overall
- MSA-SD's STEAM Ambassadors showcased their student project, the Air Vortex Cannon, featured on a local television news station
- Magnolia Public Schools STEAM Expo, April 2018, Robotics Challenge 1st Place
- AMC 8 Math Competition
  - November 2016, 2 Students Placed in Top 5% Nationwide
  - November 2015 ,2 students placed in top 5% nationwide
- Knott's Berry Farm Music in the Park Competition:
  - May 2017, 2nd Place
  - April 2016 1st Place & Superior Rating

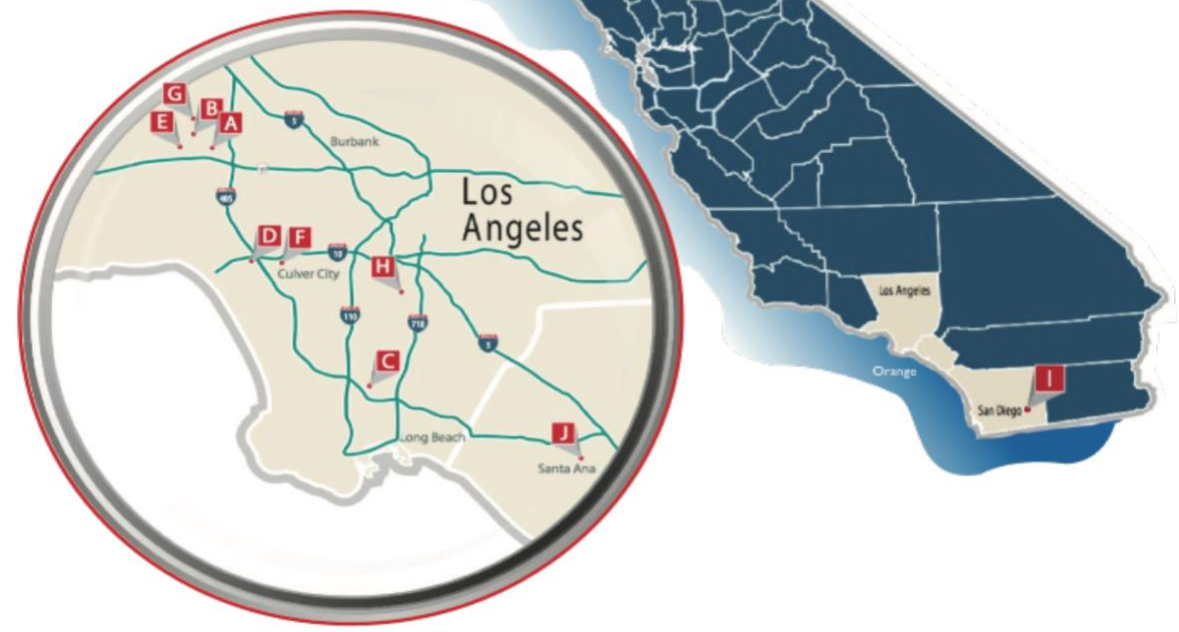
We are quite proud of these numerous accomplishments, and see first-hand the ways these experiences help inspire our students and build their confidence. We look forward to continuing to celebrate our students' success.

Current Locations and Grade Levels of MPS Sites

MPS currently operates 10 charter schools in California. The figure below shows the current locations and grade levels of these sites.

Grade Levels and Locations of Magnolia Science Academies

	NAME	GRADE LEVEL	LOCATION
	Magnolia Science Academy (Academy)		
A	Academy 1	6th-12th Grade	18238 Sherman Way, Reseda, CA
B	Academy 2	6th-12th Grade	17125 Victory Blvd., Van Nuys, CA
C	Academy 3	6th-12th Grade	1254 East Helmick St., Carson, CA
D	Academy 4	6th-12th Grade	11330 West Graham Place, Los Angeles, CA
E	Academy 5	6th-12th Grade	18230 Kittridge St., Reseda, CA
F	Academy 6	6th-8th Grade	3754 Dunn Dr., Los Angeles, CA
G	Academy 7	TK-5th Grade	18355 Roscoe Blvd., Northridge, CA
H	Academy 8 Bell	6th-8th Grade	6411 Orchard Ave., Bell, CA
I	Academy San Diego	6th-8th Grade	6525 Estrella Ave., San Diego, CA
J	Academy Santa Ana	TK-12th Grade	2840 West 1 St., Santa Ana, CA



MSA-SAN DIEGO'S PERFORMANCE DURING THE CURRENT CHARTER TERM MEETS RENEWAL CRITERIA

Based on its historical and current record of performance, MSA-San Diego has and will continue to meet the needs of the community it serves.

ACADEMIC PERFORMANCE DATA AND OTHER ABSOLUTE AND COMPARATIVE PERFORMANCE INDICATORS

Pursuant to Education Code Section 47607(b), MSA-San Diego must meet at least one criterion of academic success prior to receiving a charter renewal. As detailed below, MSA-San Diego has fulfilled this requirement by demonstrating that the Charter School's "academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is

located, taking into account the composition of the pupil population that is served at the charter school." (Education Code Section 47606(b)(4)(A)).

"The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school." (Cal. Ed. Code § 47607(b)(4)(B).)

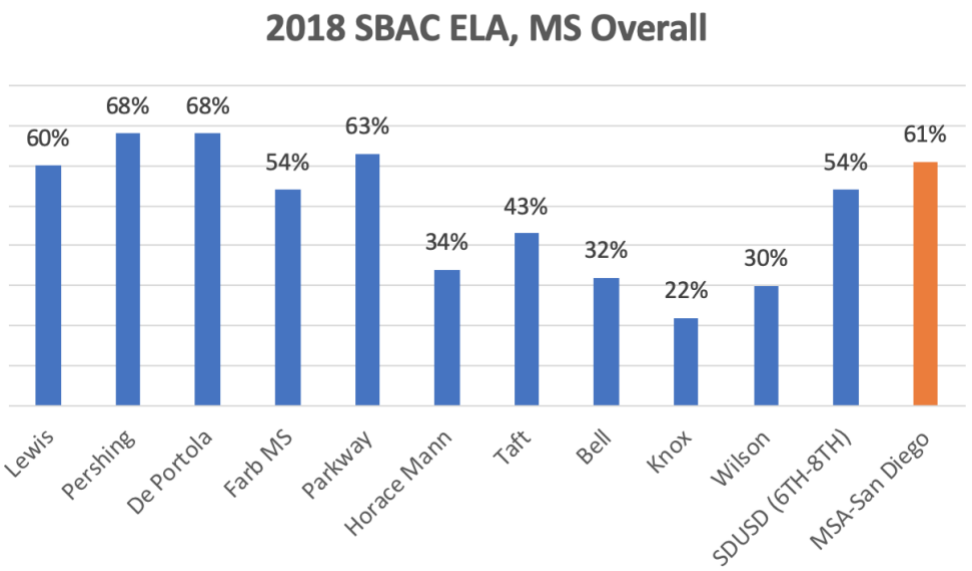
MSA-San Diego is located in close proximity to the intersection of the 8 and 15 freeways in San Diego. MSA-San Diego draws enrollment from across San Diego, with our 395 students residing in 42 different zip codes. Not surprisingly, the majority of students live in close proximity to our campus. Based on an analysis of the students' residence addresses, the following table lists the top district schools our students would otherwise be required to attend – ten middle schools:

School	Grade Level	# of Students	% FRL	% SPED	% ELs	% Hisp	% AA	% White	% Asian
Comparison Schools									
Lewis	6-8	1061	45	10.4	4.7	32.9	6	34.1	17.6
Pershing	6-8	688	33.1	12.1	3.2	27.6	8.6	48.1	5.8
De Portola	6-8	907	39.4	10	5.3	31.8	6.2	35.1	6.5
Farb MS	6-8	477	67.9	18	5.7	37.3	9.2	32.3	5.7
Parkway	6-8	823	43.7	10.7	8	36.5	7.9	39.7	3.2
Horace Mann	6-8	764	95.5	17.8	33.2	49.7	23.2	2	20.9
Taft	6-8	462	64.9	22.1	11.9	32.3	19.7	19.5	7.6
Bell	6-8	710	79.9	17.2	18.7	47.5	12.7	3.2	1.3
Knox	6-8	634	96.1	24.9	37.9	78.4	11.4	1.4	1.1
Wilson	6-8	713	96.1	21	34.6	79.4	7.4	1.3	8.3
MSA-San Diego	**6-8**	**404**	**26.7**	**14.6**	**4.5**	**31.4**	**5.2**	**43.1**	**3.2**

(http://dq.cde.ca.gov/dataquest/)

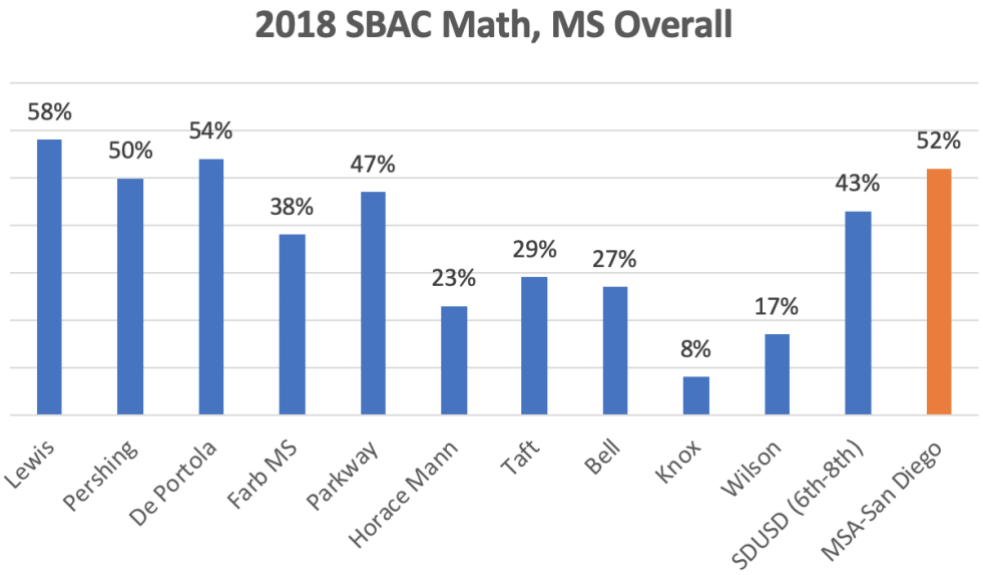
Smarter Balanced Assessment Consortium ("SBAC")/California Assessment of Student Performance and Progress ("CAASPP") Results

On the 2018 SBAC in English Language Arts ("ELA"), 61% of MSA-San Diego's students Met or Exceeded grade level standards, outperforming 7 out of the 10 Comparison Schools' proficiency rates and the SDUSD district-wide average for the same grades (54%), and more than double the rate of two of the Comparison Schools (22% and 30% respectively).



(https://caaspp.cde.ca.gov/sb2018/Search)

In Math, with 52% of our students Met/Exceeded standards, MSA-San Diego outperformed 8 out of 10 Similar Schools and the SDUSD average for the same grades (43%); MSA-SD was more than six times higher than the lowest performing school (8%).

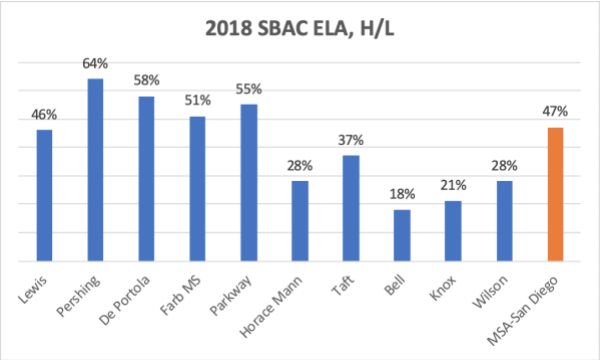


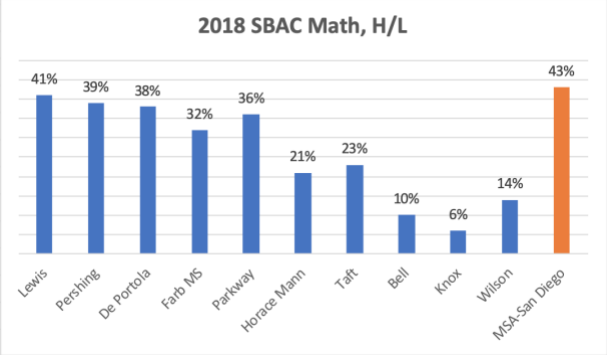
(https://caaspp.cde.ca.gov/sb2018/Search)

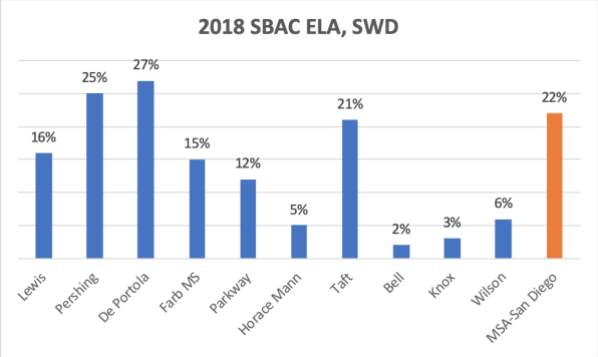
The performance of our statistically significant subgroups on the SBACs is consistent with these overall results:

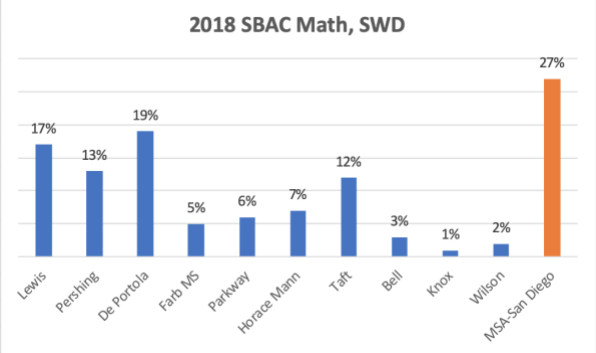
- our Hispanic/Latino students were 47% Met/Exceeded in ELA and 43% Met/Exceeded in Math, stronger than six of the 10 Comps in ELA and all 10 Comps in Math;

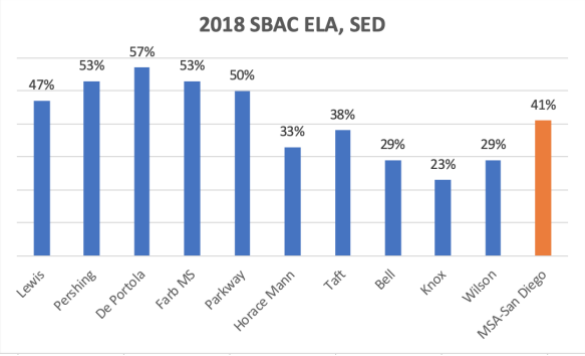
- MSA-SD's student with disabilities (SWD) were 22% Met/Exceeded in ELA, higher than their peers at 8 of the 10 Comps, and 27% Met/Exceeded in Math, higher than their peers at all 10 Comps;
- our Socio-Economically Disadvantaged (SED) students were 41% Met/Exceeded in ELA and 30% in Math, stronger than five Comps in ELA and five in Math; and finally,
- our English Learners (ELs) were 6% Met/Exceeded in ELA and 11% in Math, stronger than their peers at six Comps in ELA and the same or stronger than six Comps in Math.

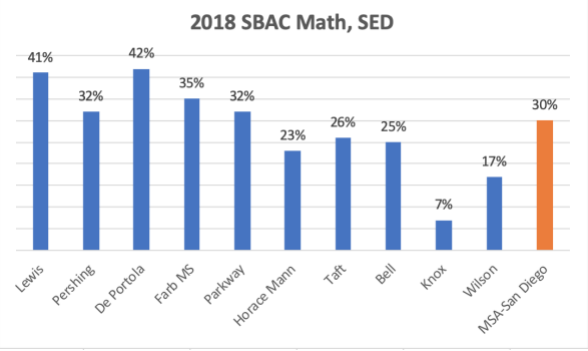


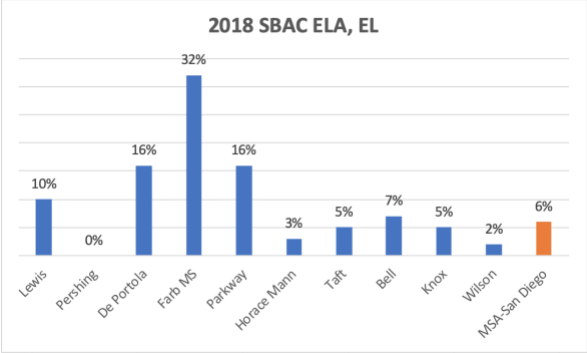


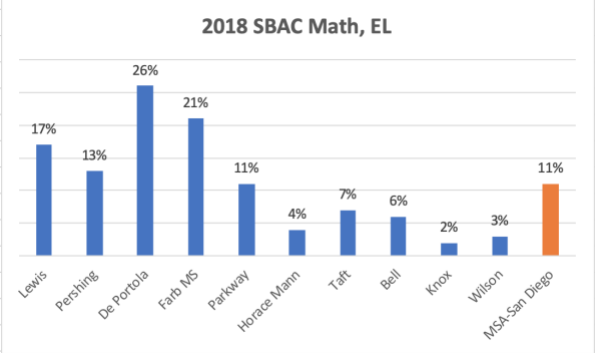










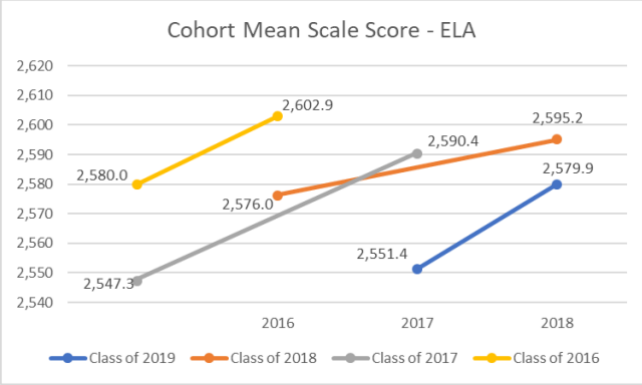


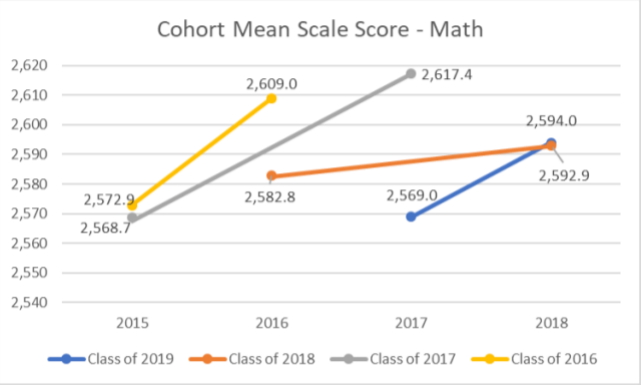
(https://caaspp.cde.ca.gov/sb2018/Search)

Growth Data

Since the CAASPP were implemented in 2015, MSA-San Diego has shown growth in both ELA and Math with each cohort of students progressing from 6th through 8th grades:

- The Class of 2016 (who matriculated from 8th grade in June 2016), grew 22.9 mean scale score points in ELA and 36.1 points in Math in just one year (2015 to 2016);
- The Class of 2017 grew 43.1 mean scale score points in ELA and 48.7 points in Math between spring 2015 and spring 2017;
- The Class of 2018 grew 19.2 mean scale score points in ELA and 11.2 points in Math between 2016 and 2018;
- The Class of 2019 (2019 test data is not yet published/official) grew 28.5 mean scale score points in ELA and 23.9 in Math in just one year (2017 to 2018).

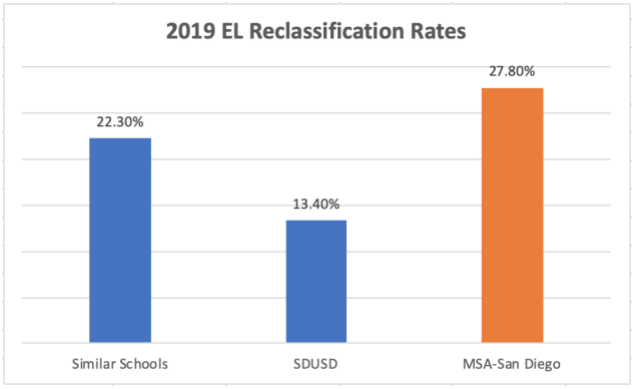




(https://caaspp.cde.ca.gov/sb2018/Search)

English Learner Re-Classification Rates

MSA-San Diego has a relatively small EL population (4.5%), yet we still focus heavily on re-classification of English Learners, including support for Long Term English Learners ("LTELs") (see below for a detailed discussion of the English Learner program). In 2018-2019, MSA-San Diego reclassified *27.8% of ELs*, a higher reclassification rate than the average of the Comparison Schools (22.3%) and SDUSD (13.4%).



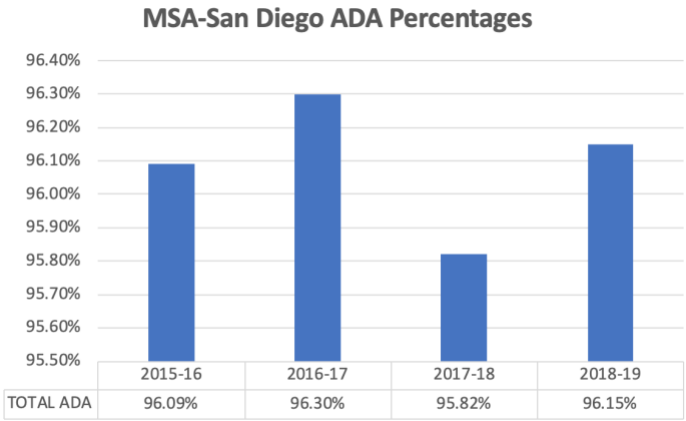
(http://dq.cde.ca.gov/dataquest/)

In 2017-2018, MSA-San Diego reclassified 28.10% of our ELs, again, well above typical reclassification rates at most of the Comps.

We attribute these significant reclassification rates to a renewed focus on ELs across all of our MPS schools that coincided with the enrollment expansion at MSA-SD. MPS now has a network-wide EL Coordinator that provides coaching and professional development for teachers that helps support their students' academic achievement and development of English proficiency. We have also assigned a site-level EL Coordinator at MSA-San Diego to help monitor the progress of our ELs, collaborate with faculty, and facilitate interventions and action plans for struggling EL students.

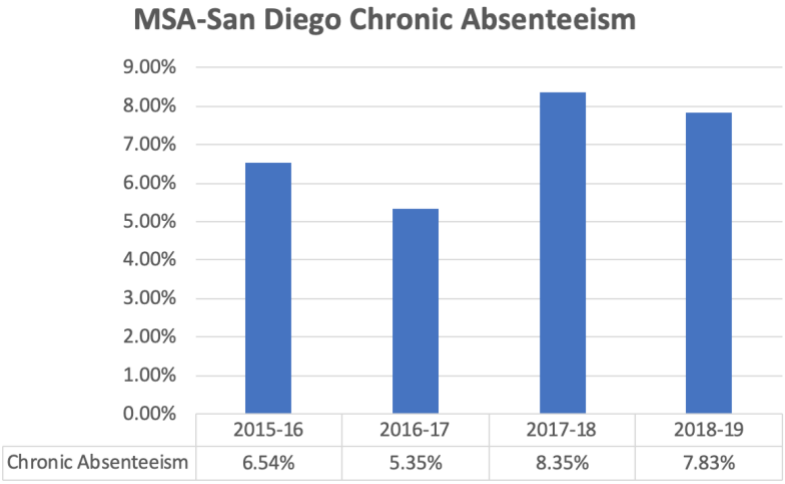
Additionally, we have introduced a new ELD/ELA curriculum (McGraw Hill's StudySync for secondary grades) with designated and integrated ELD components that are aligned with the CA ELD standards and framework. Lastly, for reclassification (as detailed further in the section below on English Learners), we use the four criteria required by law. For the basic skills assessment requirement however, students have multiple opportunities to demonstrate their proficiency through either the NWEA MAP assessment, or the SBAC. This has enabled more students to demonstrate English proficiency and for the school to reclassify more EL students.

Student Attendance Rate and Chronic Absenteeism



(Current Student Information System)

MSA-San Diego's student attendance rates have been consistent and strong over the charter term. The average daily attendance ("ADA") was 96.15% in 2018-19, which is above the targeted rate of 95%.



(Current Student Information System)

Chronic absenteeism has been higher than we would like, ranging from 6.54% (2015-16) to 5.35% (2016-17) to 8.35% (2017-18) and 7.83% (2018-19), though these rates have been lower than the District rates (12.4% in 2016-17 and 2017-18). In an effort to further reduce chronic absenteeism, MSA-San Diego offers incentives and awards for individuals and groups with outstanding attendance. Also, attendance is a topic covered in various courses such as Life Skills and Advisory where students discuss the importance of the positive and negative effects of absences, and how each person is a valuable member of the Magnolia community. Furthermore, if and when a student has a high number of absences, the parents/guardians are contacted by the Main Office, Teachers, and/or Administration through phone calls, letters, and/or Home Visits.

Suspension/Expulsion Rate

Thanks to our restorative justice program, MSA-San Diego's student suspension and expulsion rates have consistently been quite low: MSA-San Diego has had **zero suspensions in the past four years**, and suspension rates have ranged from 1.2% to 2.6%, each year lower than SDUSD rates.

Year	2015-16	2016-17	2017-18	2018-19
Suspension number	6	7	12	8
Suspension rate	1.4%	1.2%	2.6%	2.02%
Expulsion number	0	0	0	0
Expulsion rate	0	0	0	0

(http://dq.cde.ca.gov/dataquest/)

Parent Involvement

MSA-San Diego has a strong home-school connection. In 2018-19, MSA-San Diego administrators and teachers conducted 66 home visits (about 16.7% of the student population) to talk with students and their families about the Charter School, the student's goals and progress, and family concerns. Many of the students visited were students who were struggling. We are striving to increase this program moving forward. Often, home visits reveal new ways of teaching and learning or opportunities that the school can offer to a student in order for him/her to thrive more.

California Charter Schools Association Accountability Framework

Finally, our application for charter renewal is supported by the California Charter Schools Association (CCSA), which has developed an accountability framework based on publicly available academic indicators. Like the Dashboard Reports published by the California Department of Education (CDE), CCSA utilizes "Distance from Level 3" (DF3) as a status measure for academic progress, "which measures how far (or the distance) each student is from the Level 3 (i.e., Standard Met) Smarter Balanced performance level. Each students' score is compared to Level 3, and all distance results are then averaged to produce a school- and student-group-level average scale score. The results will show, on average, the needed improvement to bring the average student score to Level 3 or the extent to which the average student score meets or exceeds Level 3." [3] CCSA ranks the DF3 score given to every eligible public school in the state[4] from lowest to highest into percentiles (1-100) and 10 decile ranks. The 1st percentile is equivalent to the lowest 1% of schools statewide, while the 1st decile translates to the bottom 10% of schools (1-10), according to the schools' average results on the California Assessment of Student Performance and Progress (CAASPP). Conversely, the 10th decile rank is equivalent to a school having an average DF3 in the top 10% of schools statewide (91-100).

CCSA's accountability framework aligns with the old Academic Performance Index (API) decile rankings detailed in California Education Code §47607, and is consistent with the Education Code in prioritizing "pupil academic achievement for all groups of pupils served by the charter school *as the most important factor*" in the determination whether to renew a charter school. CCSA's accountability tool also relies on California Education Code §52066 (detailing Local Control Accountability Plans and the state's eight priorities) in determining what to classify as an indicator of academic achievement. Conversely, the CDE's Dashboard reports do not prioritize or weight academic achievement more heavily than non-academic indicators, thus the Dashboard's application to charter renewals is rather limited under the law.

---

[3] https://www.cde.ca.gov/ta/ac/cm/acadindcal.asp

[4] Dashboard Alternative School Status (DASS) schools – formerly referred to as Alternative Schools Accountability Model (ASAM) schools are not included, nor are schools that are less than four years old or schools with fewer than 30 CAASPP test-takers.

The CCSA accountability framework includes four basic measures:

- **Percentile:** DF3 must be above the 5th percentile in two of the last three years.
- **State Rank (Academic Status):** DF3 decile rank of four or higher in two of the past three years. Academic Status is the school's DF3 compared to all other eligible public schools in California, using decile rank.
- **Similar Schools Rank (SSR):** SSR of four or higher in two of the past three years. The Similar Schools Rank is a 1-10 decile ranking of average student test results, after taking into account the demographics of a school's tested students.

For Elementary and Middle Schools:

- **Academic Growth:** Above the 75th percentile in DF3 growth over the past three years (between 2015 and 2017, this was 18+ points). Academic Growth is the amount of change in a school's average DF3 over the past three years, and shows that the school is making some progress toward having all students meet ELA and Math proficiency standards.

OR, For High Schools:

- **Post-secondary readiness:** 75% of graduating seniors have completed the minimum A-G course requirements of the University of California/California State University system with a "C" or better in two of the past three years.

According to CCSA's Accountability Framework, MSA-San Diego not only meets criteria for renewal according to CCSA, but **has a State Rank of 8/10**.

Success of The Innovative Features of the Educational Program

MSA-San Diego distinguishes itself from other schools by cultivating a fearless pursuit of excellence through a rigorous, high quality STEAM education for all students. We incorporate an extraordinary support program that includes home visits, extended learning time, and parent and community engagement. At MSA-San Diego we believe that after-school hours are an extension of the day. MSA-San Diego recognizes that educational success is realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony. We, therefore, work with staff, families, and the community to provide our youth with the support necessary to reach their highest potential, intellectually, socially, emotionally, and physically. We offer tutoring and clubs designed to support daytime instruction. Additionally, there is targeted intervention during school and after-school.

Success of the School's Educational Program in Meeting the Specific Needs of Its Student Population

As detailed throughout this charter petition, MSA-San Diego is providing a college preparatory educational program for grades 6-8, emphasizing STEAM in a safe environment that cultivates respect for self and others. Strong evidence via test scores, survey data and more demonstrate the success of MSA-San Diego's rigorous program and efforts to create the next generation of STEAM leaders. MSA-San Diego students are outperforming their peers at the neighborhood schools they would otherwise attend. MSA-San Diego's college going culture ensures students will graduate prepared to thrive in high school and college.

AREAS OF CHALLENGE THE SCHOOL HAS EXPERIENCED AND HOW THEY HAVE BEEN/WILL BE IMPROVED

Financial and Operational Challenges

After experiencing some disputes with LAUSD -- stemming from fiscal challenges that arose in 2014 – MPS has turned the tide both financially and in our relationship with LAUSD. Over the past three years, LAUSD has renewed three of our schools (MSA-4, MSA-6, MSA-7) with a fourth currently pending renewal (MSA-Bell), each for a five-year renewal term, indicating the District's renewed confidence in MPS. In 2014, Magnolia Public Schools had encountered some significant challenges, including a dispute with LAUSD over the non-renewal/revocation (later reversed) of two of our schools (MSA-6 and 7), leading to a Settlement Agreement between LAUSD and MPS ("Settlement Agreement"). ***MPS (MERF) has satisfied all of the Settlement Agreement criteria,*** and has earned LAUSD's confidence, as evidenced by the recent renewals.

In recent years, we have made several key changes to ensure organizational capacity and fiscal strength:

- MERF modified the governance structure to include staggered Board terms and addedfive new Board members for a total of nine members;
- Made significant leadership changes with the addition of:
    - **a new Chief Executive Officer/Superintendent ("CEO"):** Dr. Caprice Young joined MPS in 2014 to help navigate the organizational challenges. Dr. Young has an extensive history leading school systems, philanthropic, business, governmental and community-based organizations engaged in transformational work. From 1999-2003 she served on the Board of LAUSD. She earned her doctorate in education from UCLA, her M.P.A. from USC and her B.A. from Yale University. During her four years at MPS she strengthened our internal organizational procedures and external relationships. When she decided to step down as CEO and Superintendent of MPS at the end of the 2017-18 school year, the Board conducted a thorough search for a highly qualified new leader. Effective July 1, 2018, former Magnolia Chief External Officer Alfredo Rubalcava has returned to the organization as the new CEO/Superintendent. Mr. Rubalcava was one of Magnolia's founding teachers and has held various positions within the organization such as teacher, athletic director, dean of students, principal, Chief External Officer and now CEO.
    - a **new Chief Financial Officer ("CFO"):** Our CFO has more than 30 years of experience in accounting and finance, including 20 years in California public school systems and government fund accounting. She has significant experience and familiarity with the California school account structures, coding and system software and programs.
    - **a new Chief Operating Officer ("COO"):** Our COO started his career as a K-12 Math teacher. He taught math for 11 years, then he became a dean of students, and then founding principal of a new charter school in Phoenix, Arizona. He later joined Magnolia as Principal of Magnolia Science Academy #2, then moved to

the Regional Director Position for MPS within LA County. He is now the COO and the Regional Director for LA County Schools. Our COO holds a Bachelor Degree in Economics and Masters in Educational Leadership.

- **a new Chief Academic Officer ("CAO"):** Our CAO is an accomplished and forward-thinking educator with 18+ years of leadership in developing and implementing leading-edge programs and services that align with mission and vision of educational institutions. He has an outstanding record of improving processes by adapting and applying aspects of STEAM Education in school systems, through comprehensive research, strategic evaluation and effective presentations of best practices in curricula, programs, tools and technologies. Our CAO has pioneered establishment of state-of- the-art online learning programs and professional development portals for academic advancement, combined with directing formative assessment and performance-based programs. He has served in top school level administrative positions in Nevada and California for over a decade.
- **a new Chief Accountability Officer:** MPS elevated our focus on compliance and accountability organization-wide through the creation of a new executive level position. Our Chief Accountability Officer ensures MPS schools have high quality accountability plans, that the MPS schools implement the programs described in their charter petitions and comply with all applicable law and regulations. Our Chief Accountability Officer earned his M.S. in engineering from UCI and M.A. in school leadership from CSUDH. With teaching and administrative experience at MPS, our Chief Accountability Officer strives to ensure MPS implements best practices aligned with our vision, mission, and core values.

- MPS also has changed several outside contractors including terminating a contract with ACCORD, effective June 30, 2015 and changing auditing firms to Vavrinek, Trine, Day & Company, a highly respected and experienced firm on the state-approved list of charter school auditors.

In addition to the Settlement Agreement, the State Auditor conducted a comprehensive and detailed review of MPS operations and finances ("State Audit") in 2014, resulting in conditions for MPS: ***MPS has "fully implemented" <u>all</u> of the recommendations of the State Audit as required.*** Since the audit, MPS has also taken steps to strengthen financial controls and implemented <u>all</u> of the State Auditor's recommendations, including:

- The Board-approved budget is closely monitored on a daily basis by MPS Financial Analysts and adheres to all recommendations made by FCMAT.
  MPS has been using a variety of systems to handle financial transactions, all designed to ensure appropriate financial controls and transparency. Since July 1, 2018, MPS has contracted with back office provider, Delta Managed Solutions (DMS). DMS maintains the general ledger, including budget and actuals. Cash disbursements, check cutting and related approvals, are maintained in CoolSIS. NetSuite, Paycom and Escape all have been enhanced and customized for MPS since the implementation date to better serve our specific needs.

In addition, we are adding AssetWorks as a new automated system to monitor and track all our assets and technology equipment. MPS will continue to ensure all facets of our operations, governance and programs are both strong and compliant.

Increasing Academic Achievement

At Magnolia Science Academy - San Diego, we successfully ensure our students are prepared for college, career, and life. To accomplish this, each year, we set school-wide goals based on the collection of data surrounding these key focus areas. We dedicate ourselves to accomplishing these goals through ongoing programs and systems to close the achievement gap and provide students opportunities to thrive in a supportive environment encompassing the whole child.

These academic programs and Multi-Tiered Systems of Support include:

- Restorative Practices
- Social-Emotional Learning Opportunities
- PBIS
- After school clubs based on student interest and development of social skills
- Data-driven academic intervention for all students
- NWEA benchmark MAP testing in the fall and spring
- Differentiated instruction based on individual student needs
- Blended learning using our 1:1 Chromebooks
- Free after school tutoring by credentialed teachers
- Parental involvement programs including the parent task force and volunteer opportunities
- Daily physical education
- Daily elective classes including Band, Art, Study Skills, Spanish, and Robotics

Going forward, we are placing a priority on providing targeted professional development, implementing McGraw Hill's Study Sync curriculum and Integrated Math Program with fidelity and monitoring and supporting the growth of all student groups, with a particular focus on increased outcomes for Special Education and EL students. The MPS Director of Math Programs provides our math teachers with best practices for engaging students in sense making, critical thinking and mathematical modeling. Additionally, MPS supports teacher innovation and contribution through our Teacher Symposiums, which are held twice a year. We are confident these efforts will increase proficiency levels on state assessments.

STUDENT POPULATION TO BE SERVED

Target Population

MSA-San Diego serves students in grades 6-8, and mainly draws enrollment from San Diego, CA and neighboring communities. According to U.S. Census data, zip code 92120, where our new

facility is located, is with a demographic breakdown of 14.1% Hispanic, 6.1% Asian; 71.9% White, 3.6% African American and 3.5% Two or More Races.[5] The median yearly household income is $88,202.[6] Notably, only 48% have a Bachelor's degree. Finally, 19% of the local population speaks a language other than English at home (predominantly Spanish).[7]

Educational Interests, Backgrounds, and Challenges

Current research indicates that English Learners, students with disabilities, and socioeconomically disadvantaged students are the most rapidly growing student groups in California, specifically in charter schools, yet are among the lowest in educational attainment.[8] One in five children or adolescents in the U.S. are of Hispanic origin and are intensifying their impact on educational and work settings.[9] Minority students from low socioeconomic status ("SES") backgrounds and first-generation American students are the least likely to be prepared for, enroll, and persist past their first year in a university.[10]

While Title I federal legislation and increased monetary support has allowed significant student groups to improve their academic proficiency, ELs, students with disabilities, and low-income students continue to lag behind other major student groups, more specifically Caucasian and Asian Americans.[11]

The disconnect between these student groups' academic achievement, size of population, and disproportionate under-representation in higher education can be attributed to a variety of factors including lack of parental involvement, not understanding the educational system and its requirements, school barriers, and racial perceptions.[12]

The charter school movement evolved as an effort to counter consistently failing schools; to create a marketplace within the school system where parents could choose where their children could attend school.[13] In particular, charter schools developed to implement innovative teaching strategies in an environment free of some of the bureaucracy found in larger school districts (National Alliance for Public Charter Schools, n.d.). As lack of access to a

---

[5] https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF

[6] https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF

[7] https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml

[8] Gándara, P., Oseguera, L., Pérez Huber, L., Locks, A., Ee, J., & Molina, D. (2013). Making Education Work for Latinas in the U.S. *UCLA: The Civil Rights Project / Proyecto Derechos Civiles*.

[9] Pino, Nathan & P. Martinez-Ramos, Gloria & L. Smith, William. (2012). Latinos, the Academic Ethic, and the Transition to College. Journal of Latinos and Education. 11. 17-31. 10.1080/15348431.2012.631437.

[10] Garcia, Valerie (2010) "First-Generation College Students: How Co-Curricular Involvement Can Assist with Success," The Vermont Connection: Vol. 31 , Article 6.

[11] Romo, Harriett, and Joanne Salas. 2003. "Successful Transitions of Latino Students from High School to College." In Latinos in Higher Education, ed. David J. León. Amsterdam: Elsevier Science.

[12] Conchas, G. Q. (2001). Structuring failure and success: Understanding the variability in Latino school engagement. *Harvard Educational Review, 71*(3), 475-504.
Conchas, G. Q. and Goyette, K. A. (2001). "The Race is Not Even: Minority Education in a Post-Affirmative Action Era." Harvard Journal of Hispanic Policy.
Conchas G.Q. (2006). *The Color of Success: Race and High-Achieving Urban Youth.* New York: Teachers College Press.
Fry, R. (2002). Latinos in higher education: Many enroll, too few graduate. Washington, DC: Pew Hispanic Center.
MacDonald, V. M. (2004). Latino Education in the United States: A Narrated History from 1513-2000. New York: Palgrave –MacMillan.

[13] Knaak, W.C., Knaak, J.T. (2013). *Charter schools: Educational reform or failed initiative?* Delta Kappa Gamma Bulletin.

quality education and preparedness to college continues to be a pervasive issue, a growing number of educational leaders has begun to develop theme-based charter schools and alternative approaches to educating students.

For seventeen years, Magnolia Public Schools have provided a STEM, and now STEAM, focused education to address the needs of underrepresented communities. As of 2019, we have graduated over 800 students. At MPS, ALL STUDENTS have access to high quality and effective STEAM-based Common Core State Standards ("CCSS") and Next Generation Science Standards ("NGSS") aligned instruction, along with engaging elective and enrichment programs that support their learning and development.

Enrollment Plan

The following shows the anticipated enrollment per grade for the next charter term, with class sizes ranging from 20-30 students on average:

Projected Grade-level Enrollment at MSA-San Diego					
	2020-21	2021-22	2022-23	2023-24	2024-25
6	160	160	160	160	160
7	155	160	160	160	160
8	150	160	160	160	160
Total	465	480	480	480	480

GOALS AND PHILOSOPHY

Mission and Vision

MPS provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others.

MPS' vision is that graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

MPS has identified the following core values, which are reinforced through the Life Skills curriculum, student learning outcomes ("SLOs"), and all school activities:

Excellence
Academic excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where

and how to access the needed information to advance their academic pursuits and societal contributions.

Innovation
Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection
School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, instructional field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Student Learning Outcomes

The Student Learning Outcomes (SLOs) are measurable schoolwide goals that every student is expected to achieve upon graduation from MSA-San Diego. Our schoolwide SLOs are embedded in our curriculum, including Life Skills, our instructional practice, core values, Character Counts curriculum, as well as, our Home Visit policy and daily culture at the Charter School.

MSA-San Diego graduates will be:	
SCHOLARS who:	▪ Think critically. ▪ Develop academic plans and goals to guide in their pursuit towards a college degree and career choices (planning). ▪ Apply, analyze, identify, synthesize and evaluate information and experiences. ▪ Connect the skills and content learned across the curriculum and evaluate multiple points of view. ▪ Use the Inquiry Process to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem. ▪ Utilize problem-solving techniques during conflict resolution and can compromise.
INDEPENDENT SCHOLARS who:	▪ Exhibit the ability to integrate technology as an effective tool in their daily lives.

MSA-San Diego graduates will be:	
	▪ Use technology effectively to access, organize, research and present information. ▪ Demonstrate effective oral and written communication skills through the use of academic language at school, with peers and in the community. ▪ Demonstrate content area and grade level achievement in Reading, Writing, Mathematics, History and Science. ▪ Are self-directed. ▪ Meaningfully engage in learning activities. ▪ Make informed decisions on their learning pathways. ▪ Know their readiness levels, interests, and backgrounds. ▪ Understand their own learning styles and intelligence preferences. ▪ Reflect on their learning. ▪ Accept and integrate feedback. ▪ Adapt to change.
COMMUNITY FOCUSED CITIZENS who:	▪ Embrace and respect cultural diversity through the understanding of our global world. ▪ Demonstrate knowledge and understanding of American and world history and the values of different cultures. ▪ Contribute to the improvement of life in their school and local community through leadership skills and participation in community projects. ▪ Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life. ▪ Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings. ▪ Develop their ability to affect change in the world. ▪ Understand and reflect on connections between their community and global connectedness and how it affects the broader world through global awareness. ▪ Understand that outreach is a responsibility. ▪ Realize that agitation is a mechanism to activism.

AN EDUCATED PERSON IN THE 21ST CENTURY

The world in which we live and learn has a unique set of advantages and challenges. The goal of MSA-San Diego is to prepare students to adeptly utilize those advantages and confront these challenges with tenacity and courage. We believe that all students have social capital and can re-imagine their futures by utilizing their highest potential. We believe that engaging underrepresented communities through STEAM education will transform our society and prepare our scholars to lead in the 21st century not only as career seekers but also as career creators.

President Obama's Council of Advisors on Science and Technology (2010) described the importance of middle and high school education in STEM/STEAM as follows:

> *The success of the United States in the 21st century – its wealth and welfare – will depend on the ideas and skills of its population. These have always been the Nation's most important assets. As the world becomes increasingly technological, the value of these national assets will be determined in no small measure by the effectiveness of science, technology, engineering, and mathematics (STEM) education in the United States. STEM education will determine whether the United States will remain a leader among nations and whether we will be able to solve immense challenges in such areas as energy, health, environmental protection, and national security. It will help produce the capable and flexible workforce needed to compete in a global marketplace. It will ensure our society continues to make fundamental discoveries and to advance our understanding of ourselves, our planet, and the universe. It will generate the scientists, technologists, engineers, and mathematicians who will create the new ideas, new products, and entirely new industries of the 21st century. It will provide the technical skills and quantitative literacy needed for individuals to earn livable wages and make better decisions for themselves, their families, and their communities. And it will strengthen our democracy by preparing all citizens to make informed choices in an increasingly technological world.*

Prepare and Inspire: K-12 Education in Science, Technology, Engineering, and Math (STEM) for America's Future. Executive Office of the President, Washington, D.C., 2010. (PCAST, 2010)

MSA-SD prepares 21st century scholars to adapt to new platforms and technology through personalized learning and exposure to real world task and interactions such as: national academic and STEAM competitions, mentoring, STEAM clubs, college and career instructional field trips. Building upon students' knowledge in math, science, history and literature through real world applications and experiences fosters a love of learning. Supporting life-long learning through collaboration, digital literacy, academic discourse, argumentative writing and individualized scheduling models prepares students for 21st century demands.

MSA-SD graduates also develop the social and emotional skills needed to succeed in rigorous high schools and ultimately compete in a global society. MSA-SD graduates have a growth mind-set, are resilient, reflective, and demonstrate grit, self-respect and good character. These skills are crucial to not only attending and completing high school and college but also for graduates being able to develop and contribute their original ideas in a workplace environment.

HOW LEARNING BEST OCCURS

MSA-San Diego firmly believes that ALL students are brilliant and are capable of growing academically and emotionally. It is our responsibility as educators to provide scholars with the tools and contexts they need to accomplish their goals. We also recognize that all students

bring a unique set of skills and talents to the school community. Our goals for our scholars are to ensure that they are academically achieving, technologically fearless, creatively empowered, and socially and civically engaged.

Research and experience show us that learning best occurs when students are engaged and actively involved in the learning experience, have multiple opportunities to make interpersonal connections with the world, and relate their experiences to what they are learning in school.[14,15] At MSA-San Diego, we strive to effectively facilitate student learning. Because individual needs are intrinsically motivating, we begin the process by allowing students to assess their unique learning needs and styles, and teach them how to articulate those needs through effective communication. This helps guide educators in developing their curriculum so that it is personalized and aligned to meet students at their affect level. Furthermore, MSA-SD carefully collects and disaggregates data in order to consistently monitor and measure student growth, as well as provide immediate feedback to improve learning. We use this data to further tailor our program to meet the individual needs of our scholars.

MSA-San Diego's rigorous standards-based educational program uses inquiry and project-based activities to help students acquire core academic knowledge, problem-solving skills, and critical thinking skills. We have designed our curriculum to be relevant to our student demographic, while allowing scholars to explore and connect to the world. Additionally, we believe that student output must have depth and value, in order to foster a sense of pride and accomplishment.

Inquiry based teaching is often seen as a way of engaging students in the learning process through group work and hands-on activities, and by challenging them to support conclusions with evidence and observations. Effective inquiry is more than just asking questions. A complex process is involved when individuals attempt to convert information and data into useful knowledge. These skills can be developed at any age. Bryn Mawr science professor, Wilfred Franklin, described it best, "Inquiry based approaches to science education focus on student constructed learning as opposed to teacher-transmitted information… Inquiry based curriculum has been shown to develop independent and critical thinking skills, positive attitudes and curiosity toward science and increased achievement in biological content (Hall & McCudy, 1990), (Kyle et al, 1988), (Kyle et al, 1982), and (Shymansky, 1984)."[16]

We also improve students' academic skills, especially of those who are performing below grade level, by providing comprehensive tutoring/ intervention programs. We empower students to become self-motivated, competent, and lifelong learners. We create a supportive and caring environment involving all stakeholders and through community partnerships, and strong student-parent-teacher communication.

---

[14] D. Fortus et al, "Design-based science and student learning," Journal of Research in Science Teaching, vol. 41, no. 10, pp. 1081-1110, 2004.
[15] S. B. Mertens and N. Flowers, "Middle school practices improve student achievement in high poverty schools," Middle School Journal, pp. 33-43, Sep 2003.
[16] https://justin.vashonsd.org/Resources/media/InquiryBasedScience.pdf

The educators on our team are the foundation of authentic and equitable learning. MSA-San Diego teachers understand that students learn best when they have multiple opportunities to work collaboratively in teams. To develop conceptual understanding in constructivist settings, MSA-San Diego teachers assume the role of facilitators of meaningful learning experiences rather than transmitters of knowledge. Students build on their existing knowledge as guided experiences to help them discover and develop the underlying ideas and concepts. This process not only deepens the students' knowledge, it also sparks and stimulates their curiosity and passion for learning.

In addition to our educators, as a foundational piece of our model, parents are recognized as integral participants in successful student learning. The involvement of all stakeholders helps to develop a school's culture, and its identity as a family and a community. Students whose parents are involved in their learning tend to experience higher academic achievement, better attendance, higher graduation rates, and a better chance of continuing with their education beyond high school.

The focus on study skills is an important element of the MSA-San Diego model that enhances our scholars' learning experience. Our study skills courses are supplemental and designed to empower students with critical study and organizational skills, as well as important social skills. These skills support self-motivation, improvement, and growth, with the goal that students will ultimately use these tools to evolve and contribute to their global community.

In order to cultivate responsible members of society, students need to be fully engaged with their community. MSA-San Diego students are continuously and actively involved in various community outreach endeavors. The MSA-San Diego model incorporates "real life" projects that are aligned with the curriculum, and provide students with opportunities to work within their home community. This will help students move from adolescence and school to adulthood and society.

In addition to the curricular design, MSA-San Diego also offers an exciting after-school program that offers academic assistance to students, as well as providing a safe place for academic and social and emotional enrichment beyond the school day. This program will promote a love of learning and accelerate a positive feeling about the school experience, as well as, nurture a sense of family in our scholars.

THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(II)

Each year, MSA-San Diego engages stakeholders in an annual review and goal setting process as required by the California Education Code, detailed in our Local Control Accountability Plan (LCAP). These goals are described in detail in Element 2, below. A copy of MSA-SD's current LCAP is attached in the Appendices.

GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

The MSA-San Diego program will prepare students for success through middle school and onto high school, post-secondary school and meaningful careers, by providing a rigorous CA standards-based program through integrated math, science and technology themes. The inquiry-based hands-on instructional approach will not only teach young students to "learn to learn" but also prepare them for success in the pursuit of future STEAM careers and interests.

In addition to the Student Learning Outcomes detailed above, MSA-San Diego expects that at least 80% of students who have been enrolled at the Charter School for at least one full academic-year will develop at least *four* of the following *six* lifelong learning and interpersonal skills prior to completing 8th grade:

Representative measurable outcomes and assessment tools for lifelong learning and interpersonal skills

Skills	Learning Objectives	Assessment Tools
Leadership, Collaboration and Cooperation	▪ Incorporate personal management skills on a daily basis. ▪ Effective participation in group decision-making processes. ▪ Work cooperatively with others and be a team player in achieving group goals. ▪ Be able to assume leadership in group tasks.	▪ End of semester teacher evaluations on student behaviors. ▪ Teachers' comments entered into the Student Information System, Illuminate or equivalent ▪ Assignments, tests and activities in Character Education, Life Skills, and other classes. ▪ Portfolios of student work, reports and/or exhibits including group assignments.
Self-assessment and Reflection	▪ Describe, analyze and prioritize personal skills and interests that they want to develop. ▪ Describe and effectively use the personal qualities they possess that make them successful members of their school and community. ▪ Recognize their intelligence types and personal learning styles and employ those styles in their learning and personal development.	▪ End of semester teacher evaluations of student behaviors. ▪ Teachers' comments entered into the Student Information System, Illuminate or equivalent ▪ Assignments, tests and activities in Character Education, Life Skills, and other classes. ▪ Portfolios of student work, reports and/or presentations scored by the teacher using rubrics.
Goal Setting	▪ Set positive academic and non-academic goals.	▪ End of semester teacher evaluations on student behaviors.

Skills	Learning Objectives	Assessment Tools
	▪ Apply goal-setting skills to promote academic success. ▪ Set post-secondary goals with action steps, timeframes, and evaluation criteria. ▪ Identify the skills and credentials required for a particular profession and prepare accordingly.	▪ Teachers' comments entered into the Student Information System, Illuminate or equivalent ▪ Assignments, tests and activities in Character Education, Life Skills, and other classes. ▪ Portfolios of student work, reports and/or presentations scored using rubrics.
Critical Thinking and Problem Solving	▪ Implement stop, think, and act strategies in solving daily life problems. ▪ Generate alternative solutions to problems and predict possible outcomes. ▪ Apply the steps of systematic decision-making in school and life.	▪ End of semester teacher evaluations on student behaviors. ▪ Assignments, tests and activities in Character Education, Life Skills, and other classes. ▪ Portfolios of student work, reports and/or presentations scored using rubrics.
Self-discipline	▪ Implement a plan to meet a need or address a challenge based on personal strengths and available support from others. ▪ Explore career opportunities based on their identified interests and strengths. ▪ Show self-esteem based on accurate assessment of self.	▪ End of semester teacher evaluations on student behaviors. ▪ Assignments, tests and activities in Character Education, Life Skills, and other classes. ▪ Portfolios, presentations and/or exhibits of student work
Citizenship	▪ Personal honesty and integrity. ▪ Courage to express their views. ▪ Love, respect and loyalty to the United States of America. ▪ Understanding and tolerance towards other societies in the world. ▪ Participate in multicultural and cross-cultural activities.	▪ End of semester teacher evaluations on student behaviors. ▪ Teachers' comments entered into the Student Information System, Illuminate or equivalent ▪ Assignments, tests and activities in Character Education, Life Skills, and other classes. ▪ Portfolios, presentations and/or exhibits of student work, peer competitions

INSTRUCTIONAL DESIGN

CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

As noted above, instructional design is based on three pillars: **Academic Excellence**, **Innovation**, and **Connection**.

We believe in the analysis of learning needs and the systematic development and personalization of learning experiences. STEAM is the platform by which we enhance instruction, increase intrinsic motivation, and make learning relevant through real life connections. MSA-San Diego aims to utilize the latest and most innovative tools to maximize personalization and customization for a superior academic program that is tailored for a student's individual needs by which a passion for learning is created that will be sustainable for life.

Academic Excellence (Scientific Thinkers)	Innovation (Intrinsically Driven and Self-Motivated)	Connection (Socially Responsible Global Citizens)
▪ STEAM Focus ▪ Learning Approaches (Experiential, Constructivist Social	▪ Data-driven Instruction to Ensure High School and College Readiness ▪ Periodic Benchmark Tests ▪ After-school Tutoring	▪ Community Service and Volunteerism, Trips, Speakers ▪ Home Visits ▪ Students achieve self-actualization

Learning, Inquiry and Project-Based Learning) ▪ Effectively Integrating Technology into Teaching and Learning ▪ Public Display of Excellence ▪ Life-long Learning	▪ Individualized scheduling	

INSTRUCTIONAL DESIGN COMPONENTS: EXCELLENCE (SCIENTIFIC THINKERS)

STEAM Focus

A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. **Science** courses immerse students in the scientific method and encourage them to use the applicable technology to plan and organize projects, hypothesize, analyze data, and draw conclusions from experiments they choose and create based on their interests. Science classes employ Technology in laboratory explorations and experimentation. **Technology** is a key component to our instructional delivery model. Each classroom is equipped with laptops (1:1 student to computer ratio) to enable effective blended learning strategies. Computer simulations assist in expanding the number of lab opportunities in all grade levels. A Computer Science Program fuels tech skills development, including programming and sequencing. All courses incorporate **Engineering** design process at all grades as part of the NGSS emphasis. With CA Science Framework and NGSS integration, MSA-San Diego all students learn about **Engineering Design**, technology, and applications of science as part of their core classes. Computer course are offered at all levels and skills are further developed in after school enrichments. Furthermore, **Engineering** is also embedded in electives offered such as robotics. **Arts** instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. Students are assessed for their current knowledge and skill level in **Math** and placed in the most appropriate class (see below).

Effectively Integrating Technology into Teaching and Learning

The Technology Program is a distinguished feature of MSA-San Diego, with highly trained faculty leading engaging instruction. The program enables students to personalize learning practice and integrate all subjects in project-based learning in a fun and meaningful way. This unique program includes:

- Technology courses and curriculum that provides technology tools necessary in the 21st century and develops critical skills that help students succeed in a rigorous high school, gain acceptance to and graduate from a 4-year university with a STEAM major.
- Core class integration projects that require higher order learning and improving critical thinking skills.

Public Displays of Excellence in STEAM

MSA-San Diego students and faculty organize and participate in numerous STEAM competitions. Through various activities, competition days become a targeted event to arouse student interest and celebrate their peers' success. MSA-San Diego offers a variety of after school clubs to students to stimulate interest in and extend knowledge of various subjects covered in the classroom including Computer Applications, Robotics, and Science clubs. Parents are involved in co-facilitating after-school programs and activities.

Life-Long Learning

Based on Delors' (1996) four 'pillars' of education for the future,[17] we believe lifelong learning may be broadly defined as: learning that is flexible, diverse and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life (i.e. post-compulsory education). At MSA-San Diego, we seek to develop diverse learning habits in our students:

Learning to know – mastering learning tools rather than acquisition of structured knowledge

Learning to do – equipping people for the types of work needed now and in the future including innovation and adaptation of learning to future work environments

Learning to live together, and with others – peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion

Learning to be – education contributing to a person's complete development: mind and body, intelligence, sensitivity, aesthetic appreciation, and spirituality

MSA-San Diego aims to instill creativity, initiative and responsiveness in our students, thereby enabling them to show adaptability in post-industrial society through enhancing skills to manage uncertainty, communicate across and within cultures, sub-cultures, families and communities, and negotiate conflicts.

Instructional Design Components: Innovation (Intrinsically Driven and Self-Motivated)

Data-Driven Instruction

MSA-San Diego teachers and students use data to make informed decisions. Teachers receive regular professional development and coaching about positive academic intervention, teaching strategies for all learners, and differentiated instruction. Academic, informal and formal information is taken from the following areas: MAP diagnostic data, SBAC Interim formative and summative data, student surveys, and Grade Point Averages. Digital, mastery-based core academic content also permits data-driven intervention by local teachers, coaches, and EL and remediation specialists.

---

[17] Delors, J. (1996) Learning: The treasure within Report to UNESCO of the International Commission on Education for the Twenty-first Century, UNESCO

The online curriculum and real-time assessments allow continuous and individualized pacing as well as flexibility in the number of courses students are offered. Our system generates reports that show profiles of content and skills that students are learning and tracks their progress. This system is combined with diagnostic MAP assessments provide the data necessary to build personalized, realistic, and productive learning plans on a weekly basis for every Magnolia student. Up-to-date and actionable information is an essential part of the integrated academic and social foundation of the school's culture and is requisite to adequate support for students' learning (Blum, 2004). Research shows that low-performing students benefit from personalized learning plans that address their specific area(s) of deficiency.[18]

Periodic Benchmark Tests

MSA-San Diego uses NWEA's computer-adapted tests, called MAP, to evaluate student learning and to differentiate instruction to meet student needs. These campus-wide tests are used to measure individual levels of student performance reflected in CCSS. They also measure various skills, such as analytic ability, critical thinking, and synthesis. While the MAP testing is not used as a basis for student promotion, it does provide a valuable resource to identify students in need of remediation and intervention.

MAP is administered in the fall and spring of every academic year in Reading, Language Usage, Mathematics and Science. With a large norm reference group (more than 2 million), MAP reports provide highly accurate feedback as how students are performing. The assessments adapt to the student's ability, accurately measuring what a child knows and needs to learn. MAP measures academic growth over time, independent of grade level or age. MAP test results are also used to identify the skills and concepts individual students have learned, diagnose instructional needs, monitor academic growth over time, make data-driven decisions, and place new students into appropriate courses.

After-School Tutoring

MSA-San Diego offers free after-school tutoring to all students. Our tutoring program provides students with a safe, small-group environment in which they can receive personalized attention from their teachers, as well as access the resources needed for successfully completing their assignments. Individual and small group tutoring as well as homework clubs are available. Students identified as low achieving attend intensive obligatory after school programs tailored towards each student's needs. This specialized strategy provides the opportunity for struggling students to master the relevant subject's content standards. Low achieving students' progress is quantitatively measured through NWEA MAPs, myON Reader, and My Math tests with the goal of attaining at least one year's academic progress within the school year.

---

[18] See, e.g., Archambault, Diamond, Brown, Cavanaugh, & Coffey, *Research Committee Issues Brief: An Exploration of At-Risk Learners and Online Education,* iNACOL Research Committee (2010); Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the black box: Assessment for learning in the classroom. *Phi Delta Kappan*, 86(1), 9–22; Legters, Balfanz & McPartland, *Solutions for Failing High Schools: Converging Visions and Promising Models*. Office of Vocational and Adult Education (ED), Washington, DC. 2002-03-01; Watson & Gemin, 2008, Using Online Learning for At-Risk Students and Credit Recovery. Promising Practices in Online Learning, North American Council for Online Learning (2008).

MSA-San Diego after school program structure

Students in need of English Language Development ("ELD") support	→	ELD tutoring:	Computer-aided grammar, vocabulary, reading, writing, listening and speaking
Students in need of core class support	→	Tutoring program for core classes:	Mathematics, Science, English-Language Arts and History-Social Science
All students	→	After-school clubs:	SCIFUN, Guitar, SeaPerch, Gaming, Cross Country, Math, Archery, Crochet and Knitting, etc.

Students demonstrating adequate improvement can advance to a satisfactory level where they are provided moderate tutoring sessions and various fun opportunities, such as recreational clubs, and community trips. For those under-achieving students who do not positively respond to this teaching method, the homeroom teachers may decide to include them in different recreational activities to promote students' interest in learning.

Instructional Design Components: Community (Socially Responsible Global Citizens)

MSA-San Diego believes that all change begins through partnerships between the home and school community. In our attempt to teach our students the values of community engagement, citizenship, and global awareness, we hope to engrain and cultivate a love for community, an understanding of the importance of our societal contributions, and a greater awareness of self, relative to the global community. In doing this, we affect change through our actions and interactions. We are a family and we are committed to the growth and development our students and the communities in which they live, in order to enrich the global society.

Life Skills Program

Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development, and includes topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, instructional field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support our effort to inspire positive principles of conduct in future leaders. The program also enables all students, including our most "at-risk" students, to have a vision and be more specific on their goals to be successful at school and during their life.

Instructional Field Trips and Guest Speakers for Motivation

Instructional field trips are intended to allow students to gain insight, information, or knowledge that cannot be adequately developed through regular classroom instruction. Instructional field trips, therefore, are an integral part of the curriculum and are as essential to the instructional process as textbooks, equipment, and other instructional devices and teaching/learning strategies. Since not all children learn in the same way, instructional field trips allow students the opportunity to expand their intelligence in ways different from those typically available inside the classroom.

Visiting the Museum of Tolerance and learning about history, or participating at High Tech Faire, or learning about ecosystems at the San Diego Zoo, and meeting with experts in different fields during these instructional field trips or through guest speakers on campus motivates our students. Especially when some of these guest speakers or people they meet during instructional field trips share the same culture with students, students find new role models. While most instructional field trips are directly related to specific, academic curricula, they also may address the need for intra- and inter- personal growth in children, and thus may be designed to promote social and emotional development and to provide for the development of the "whole" child.

Home Visits

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, MSA-San Diego uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

MSA-San Diego teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

CURRICULUM AND INSTRUCTION

All curricula at MSA-San Diego is based on the California state standards, including but not limited to the Common Core State Standards, and the Next Generation Science Standards. Starting in 2019-20, MSA-San Diego will begin to implement the new 2019 *California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve (Arts Standards)*, 2019 *California World Languages Standards for Public Schools, Prekindergarten Through Grade Twelve* (when

published) and *2019 Health Education Curriculum Framework for California Public Schools, Transitional Kindergarten Through Grade Twelve* (*Health Education Framework*), (when published). Teachers use the state-published Frameworks for Instructional Design in developing curriculum pacing and lesson plans.

Students in grades 6-8 are required to take core classes in Mathematics, Science, English-Language Arts and History-Social Science. Electives are offered in Math and ELA (for additional support or challenge), Languages Other than English, Visual and Performing Arts, Physical Education, Computers and Technology, Sustained Silent Reading ("SSR"), and other electives. MSA-San Diego offers all students one period of Life Skills per week.

All students who are English Learners receive both integrated and designated English Language Development through a state approved curriculum and the California English Language Development Standards. The program and curriculum for our school's English Learners is described in detail in the sections below.

MATHEMATICS

The math curriculum at Magnolia is based on the *California Common Core State Standards: Mathematics* and reflects the importance of focus, coherence, and rigor as the guiding principles for mathematics instruction and learning. These standards are fully implemented and assessed as a commitment to providing a world-class education for all students that supports college and career readiness and the knowledge and skills necessary to fully participate in the twenty-first-century global economy.

The CCSS call for learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing "habits of mind" that foster mastery of mathematics content as well as mathematical understanding. The CCSS in Math for grades 6-8 prepare students for higher mathematics at the high school level that are necessary to prepare students for college and careers and productive citizenship.

Math instruction at MSA-San Diego focuses deeply on the concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom. Coherence is provided through mathematical connections. Some of the connections in the standards knit topics together at a single grade level. Most connections are vertical, as the standards support a progression of increasing knowledge, skill, and sophistication across the grades. Teachers approach conceptual understanding, procedural skill and fluency, and application with equal intensity, providing instruction with rigor and relevance. In short, the math instruction at MPS meets the challenges of the 21st century through innovation.

MSA-San Diego offers an integrated math pathway of courses, aligned with new CCSS Math standards and "best practices" in math learning and instruction.[19] In determining the mathematics course placement, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

- Statewide mathematics assessments, including interim and summative assessments through the CAASPP;
- Placement tests that are aligned to state-adopted content standards in mathematics;
- Recommendation, if available, of each student's prior year mathematics teacher based on classroom assignment and grades;
- Recommendation, if any, of each student's current grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
- Final grade in mathematics on the student's official, end of the year grade report card;
- Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year.

In Accelerated Pathway 1, grades 6, 7, and 8 are compacted into grades 7 and 8 (a 3:2 compaction). In Accelerated Pathway 2, grades 6, 7, and 8 are compacted into grades 6 and 7 (a 4:2 compaction). Math 8 is bridged between grades 6 and 7 with the option of a summer math bridge course.

Pathway	Grade 6	Grade 7	Grade 8
Regular Pathway	Math 6	Math 7	Math 8
Accelerated Pathway 1	Math 6	Accelerated Math 6/7/8	Accelerated Math 6/7/8
Accelerated Pathway 2	Accelerated Math 6/7/8	Integrated Math I	Integrated Math I

In some cases, entering sixth graders may be capable of beginning high school Integrated Math I and MPS is eager to accommodate these gifted students.

MATHEMATICS	
MATH 6 (Core, College preparatory)	**MATH 7** (Core, College preparatory)
In Grade 6, instructional time will focus on four critical areas: (1) connecting ratio and rate to	In Grade 7, instructional time will focus on four critical areas: (1) developing understanding of and

[19] Depending on students' math backgrounds and surrounding schools' pathways, MPS may elect to follow the traditional mathematics pathway over the integrated mathematics pathway.

whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.	applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.
MATH 8 (Core, College preparatory)	**ACCELERATED (Honors) MATH 6/7/8** (Core, College preparatory)
In Grade 8, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.	This course compacts 6th and 7th grade standards and it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the CCSS, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
INTEGRATED MATHEMATICS I (Core, College preparatory)	
The fundamental purpose of Mathematics I is to formalize and extend students' understanding of linear functions and their applications. The critical topics of study deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Students build on their prior experiences with data, developing more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades.	

SCIENCE

The Charter School's curriculum is based on the state framework and state standards following Next Generation Science Standards. Students at MSA-San Diego explore NGSS-aligned Disciplinary Core Ideas ("DCI") in Physical Sciences, Life Sciences, Earth and Space Sciences, and Engineering, Technology, and Applications of Science in the cross-curricular units and programs. Within each domain, the framework describes how a small set of disciplinary core ideas has been developed. Each core idea is then broken into three or four component ideas that provide more organizational development of the core idea.

The science program at MSA-San Diego uses hands-on science curriculum that is formulated using inquiry-based research topics. From the earliest grades, students experience science in a form that engages them in the active construction of ideas and explanations that enhance their opportunities to develop the abilities of doing science. The middle school curriculum will ensure that science is integrated into the lessons and activities.

Inquiry and exploration are the basis of each curriculum unit in science classes. Key questions are given to students and the emphasis is on the process and the questions to be asked, rather than focusing on a finite answer or "drill and kill" activities. Students build on their understanding of science concepts, learn to apply the scientific method, and use technology in laboratory explorations and experimentation. In the process, depth over breadth is emphasized and students become self-reliant, independent problem-solvers. We employ an integrated science curriculum, in accordance with the Next Generation Science Standards. Courses are designed to focus on development of a "scientific mind" through student use of scientific strategies. This process takes place within each unit of study via the students hypothesizing, researching, experimenting, observing and inferring.

<table>
<tr><th>INTEGRATED SCIENCE 6 (Core, College preparatory)</th><th>INTEGRATED SCIENCE 7 (Core, College preparatory)</th></tr>
<tr><td>The major units of study for all grade six middle school students are:
Unit 1: Exploring Earth
Unit 2: Exploring Life
Unit 3: Understanding Matter
Unit 4: Understanding Energy
This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.</td><td>The major units of study for all grade seven middle school students are:
Unit 1: Motion and Energy
Unit 2: Interactions of Matter
Unit 3: Understanding the Universe
Unit 4: Earth and Geological Changes
Unit 5: Exploring Ecology
Unit 6: Heredity and Human Body Systems
This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.</td></tr>
<tr><th colspan="2">INTEGRATED SCIENCE 8 (Core, Non-college preparatory)</th></tr>
<tr><td colspan="2">The major units of study for all grade eight middle school students are:
Unit 1: Biodiversity and Human Impacts
Unit 2: History of the Earth
Unit 3: Ecosystems, Molecules to Organisms
Unit 4: Ecosystems continued, Biological Evolution: Unity and Diversity
This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.</td></tr>
</table>

Students at MSA-San Diego also have off-campus field trip experiences and meet with professionals in STEAM areas during these instructional field trips or through guest speakers on

campus. These experiences deepen and enhance classroom study and enhance students' vision of science.

English Language Arts

English Language Arts curriculum is literature-based and emphasizes skills and knowledge students need as readers, writers, speakers and listeners in the 21st century. Conventions of writing are emphasized in daily written homework and lab assignments. Students taking advanced world language will also be encouraged to study works written in that language, e.g., Spanish. The curriculum incorporates a period of Sustained Silent Reading as part of the daily curriculum. Accelerated Reader by Renaissance Learning is utilized to personalize reading practice to each student's current level, maximizing its effectiveness.

MSA-San Diego also is using the online/blended learning Study Sync program, an intentional, connected literacy program that integrates reading, writing, and review into a comprehensive, standards-aligned platform, designed to advance critical thinking, reading, writing, language, speaking and listening skills, and address critical language standards. Study Sync's curriculum ensures rigorous, focused core ELA/ELD instruction and standards-based assessment, which draws students into texts and informational content with dramatic, movie-like previews, award-winning Study Sync® TV episodes modeling appropriate student discussion and collaboration, SkillsTV videos exploring literacy concepts with relatable student narrators, and social media-like current events Blasts discussions. By integrating technology experiences that students crave, students gain knowledge and skills in ways that relate to their world. Learning supports are embedded throughout for all levels of learners, including reluctant and advanced readers, and EL students, with scaffolding based on students' reading abilities with customizable writing prompts, rubrics, and assessments.

The middle school reading curriculum is integrated into all content areas. Students progress through a literature-based and CCSS-based reading and curriculum emphasizing balanced literary practices. The curriculum begins with basic phonics skills, such as phonemic awareness, rhyming, blending and decoding words to sounding out unfamiliar words, discovering words and meaning from context, and recognition of irregularly spelled words for our EL students. The curriculum increases in levels to meet the needs of all students. Fluent reading and strong comprehension skills are the focus of the Charter School's curriculum. Teachers emphasize close reading and informational text.

Writing serves as an important vehicle for learning, and MSA-San Diego students are given writing assignments frequently to reinforce learning and enhancing understanding. We believe that students must be able to express themselves clearly through writing in every subject. As the common core writing standards phrase it, "For students, writing is a key means of asserting

and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt."[20]

The middle school writing curriculum is integrated into all content areas. This includes literature and science-based readings with emphasis on six traits of writing: voice, sentence fluency, organization, ideas, word choice, and conventions. Students practice various forms of writing, including personal narrative, exposition, letters, newspaper reporting, plays, poetry, short stories, biographies, directions, formal scientific reporting, scientific observation, realistic and fantasy stories. The principles and applications of correct grammar are incorporated into writing exercises.

ENGLISH LANGUAGE ARTS 6 (Core, College preparatory)	**ENGLISH LANGUAGE ARTS 7** (Core, College preparatory)
Students in sixth grade focus on active engagement with text. They are required to analyze, identify, define, explain, integrate, evaluate, compare, contrast, and cite supportive evidence—developing and building upon those skills that were required in fifth grade. Deeper analysis of literature and informational text continues to be the focus of sixth-grade instruction, although reading fluently and accurately remains a CCSS-based goal for all students. Students' understanding of the precise meaning of words, English instruction is critical language conventions, structural features of informational text and materials, and to developing fundamental elements of literature all support greater comprehension of what they read, students' literacy and see, and hear.	In seventh grade, the English language arts CCSS establish a higher level of communication skills and comprehension strategies. Students demonstrate a growing understanding by connecting ideas and information in two or more texts and analyzing and evaluating textual evidence more carefully. Their writing reflects both a deeper understanding of texts and the interrelationship between reading and writing as they draw evidence to support their claims and convey concepts and ideas. Seventh-grade students build on their communication and collaboration skills from earlier grades. As they engage in collaborative discussions, they are able to acknowledge and analyze new information and, when appropriate, modify their own view based on the new information. Students continue to acquire and use general academic language and domain-specific vocabulary. They also learn to use precise and concise language to express themselves in their speaking and writing.
ENGLISH LANGUAGE ARTS 8 (Core, College preparatory)	
In preparation for high school and beyond, students in eighth grade must have a firm grasp of skills to be a literate person in the twenty-first century. They read and respond to significant works of literature and examine how modern works of fiction draw on traditional themes and characters. Given informational text, students read critically the arguments and specific claims in a text, assessing whether the author's evidence is reasoned and sufficient in addressing conflicting evidence and viewpoints. Students, working on their own and with others, produce clear and coherent texts appropriate to the task, purpose, and audience. Students connect their reading to their writing by drawing evidence from literary and informational texts when writing analyses or short research projects. Eighth-grade students build on the communication and collaboration skills from earlier	

[20] http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

grades. As they engage in collaborative discussions, they probe and reflect on discussion topics and are able to justify their own views in light of evidence presented by others. Students continue to acquire and accurately use general academic language and domain-specific vocabulary. They recognize when it is important to know the precise meaning of a word in order to comprehend a text and call upon a range of strategies to determine word meanings.
ENGLISH LANGUAGE DEVELOPMENT (Non-core, Non-college preparatory)
The course focuses on reading, writing, speaking, and listening. Students participate in extensive listening and speaking exercises. The course covers basic structures of the English language. Students' progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles. The course may include an orientation to the customs/cultures of people in the U.S.

Sustained Silent Reading Program

All students participate in Sustained Silent Reading for 30 minutes a day, every day.

SUSTAINED SILENT READING (SSR) PROGRAM
This course focuses on restorative practice in a homeroom setting. Classroom community is built through RP circles, team building, and social emotional learning lessons. In addition, this multi-grade level course offers students the opportunity to become peer mentors as they work on Khan Academy MAPPERS for math and reading skill support via NewsELA and silent reading time.

History/Social Science

The History/Social Science curriculum is aligned with the state framework and offers students grounding in local, California, and United States history and an understanding of the development and operation of the three levels of government. The curriculum also introduces world history through literature, culture, arts and current events. The social science curriculum focuses on inquiry-based questions to explore topics using research and critical thinking skills. Students use and evaluate primary sources, historical documents, and the Internet to responsibly and critically access information.

History/Social Science courses at MSA-San Diego use inquiry-based research topics involving real-world problems, with a focus on local current events, history and culture. In accordance with the National Council for the Social Studies,[21] social studies courses aim to prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues.

[21] Source: http://www.ncss.or/positions/powerful

HISTORY/SOCIAL SCIENCE 6 (Core, College preparatory)	**HISTORY/SOCIAL SCIENCE 7** (Core, College preparatory)
Students in sixth-grade world history and geography classrooms learn about the lives of the earliest humans, the development of tools, the gathering way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, the Indus River valley, China, and the Mediterranean basin. With the guidance of their teachers, students review the geography of the ancient and contemporary worlds and recognize that these civilizations were not static societies but continually experienced change. In addition to developing basic geography skills, students are introduced to patterns, systems, and processes of physical and human geography. In studying this earliest history of humankind, students will have the opportunity to explore different kinds of source documents, such as the Hebrew Bible, Mesopotamian laws, the Homeric epics, Greek drama, the Bhagavad Gita, the Analects of Confucianism, the New Testament, and a range of visual images.	The medieval period provides students with opportunities to study the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. Students trace the development of medieval civilizations and make connections with regional and present-day world maps. Students identify several major changes that took place during medieval and early modern times. Students explore change in every inhabited part of the world during this period using source documents and evidence from archaeology. Students can use the knowledge they gain in this course to create a school project that promotes understanding of diverse cultures.
HISTORY/SOCIAL SCIENCE 8 (Core, College preparatory)	
The eighth-grade course of study begins with an intensive review of the major ideas, issues, and events preceding the founding of the nation. Students concentrate on the critical events of the period—from the framing of the Constitution to the American Industrial Revolution. In their study of this era, students view American history through the lens of a people who were trying—and are still trying—to make the words of the Declaration of Independence true. Students will confront themes of equality and liberty and their changing definition over time. This course also explores the geography of place, movement, and region, starting with the thirteen colonies and then continuing with American westward expansion, and economic development, including the shift to an industrial economy.	

Language Other Than English

In grades 6 through 8, students are offered languages other than English as elective courses depending on student needs/demands and availability of teachers and resources.

LANGUAGE OTHER THAN ENGLISH	
BEGINNING SPANISH (Non-core, Non-College preparatory) 6/7	**SPANISH LEVEL 1** (Non-core, Non-College preparatory) 8th
This semester-long course is designed to teach students about the language and culture of the Spanish and Latin American people. Students learn to appreciate the Spanish and Latin	This year-long course enables students to further develop their fundamental reading, writing, listening, and speaking skills in the Spanish language. In addition, emphasis is placed on

American cultures by acquainting students with art, literature, customs, and history of the Spanish-speaking people.	communication, basic grammar and syntax, and simple vocabulary. Students learn to appreciate the Spanish and Latin American cultures by acquainting students with art, literature, customs, and history of the Spanish-speaking people. The instruction for this series of courses is guided by the National Standards for Learning Languages, which are aligned with the CCSS.

Visual & Performing Arts

In grades 6 through 8, students are offered Visual & Performing Arts courses as electives.

VISUAL & PERFORMING ARTS
INTRODUCTION TO FUNDAMENTALS OF ART (Non-core, Non-college preparatory) 6/7
This semester-long is a basic course in the fundamentals of art expression. In this course students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.
FUNDAMENTALS OF ART (Non-core, Non-college preparatory)
This is a basic course in the fundamentals of art expression. The California Visual and Performing Arts Standards guide the instruction for this course. In this course students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. They analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. Students also apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.
BAND (Non-core, Non-college preparatory) 6/7/8
Band is a year-long course where students will explore music's functionality in order to gain a deeper understanding and appreciation for their chosen instruments. Students will learn to read notes and work as an ensemble to perform at events. Class activities emphasize the development of instrument technique, tone production, tuning, fundamentals of music theory, music reading, and listening skills.

Health and Physical Education

In grades 6 through 8, students are offered Physical Education courses as electives.

HEALTH AND PHYSICAL EDUCATION
PHYSICAL EDUCATION (Non-core, Non-college preparatory)

Courses offered in the Health and Physical Education department are designed to help the students develop psychomotor skills such as fundamental movement patterns, sports skills, and the five components of physical fitness. In addition, students' will develop a positive self-image and the ability to work with other classmates. The curriculum includes sports such as basketball, volleyball, football, soccer, track and field, softball, cooperative/teamwork games, mile run/mile and a half run, anaerobic activities, warm-up (Jogging or J.J.), stretching, push-ups, abdominal exercises, jump-rope, fun trust/games.

The Health and Physical Education program consists of students in grades six through eight. Students will participate in skill building activities, introduction to sports and activities, and physical activities that link to the exploration of culture and history. The goal is to develop a lifelong program of activity to develop and maintain healthy habits and wellness. These courses are based on the Health and Physical Education Model Content Standards for California Public Schools and will adopt the new 2019 Health Education Framework when it is published.

Computers & Technology

MSA-San Diego implements computer literacy and computer science programs. In grades 6 through 8, students are offered Computers & Technology courses as electives.

COMPUTERS & TECHNOLOGY
INTRODUCTION to ROBOTICS/ENGINEERING (Non-core, Non-college preparatory) 6/7
This semester-long course provides students with an introduction to foundational knowledge of robotics and engineering. Students will explore topics of human computer interaction, problem solving, web design, computer programming, data modeling, engineering and robotics. Throughout the course, students will understand the algorithmic underpinnings of computer applications and gain technical expertise using computational tools.
ROBOTICS/ENGINEERING (Non-core, Non-college preparatory) 8th
This year-long course provides students with a more intermediate knowledge of robotics and engineering. Students dive deeper into the topics of human computer interaction, problem solving, web design, computer programming, data modeling, engineering and robotics. Throughout the course, students will understand the algorithmic underpinnings of computer applications and gain technical expertise using computational tools.

Study Skills Program

MSA-San Diego implements a study skills program that which allows students to learn college and career skills.

STUDY SKILLS PROGRAM 6/7/8
PERSONALIZED LEARNING TIME/ SELF-DIRECTED LEARNING (Non-core, Non-college preparatory)

This course is dedicated for students to learn content by developing the skill sets necessary to be college- and career-ready. Students plan and prioritize their learning based on their individual goals. Students move at their own pace and receive support from their teachers/mentors and peers. This course focuses on the development of executive functioning skills as well as assistance in meeting school deadlines on classroom assignments.

CURRICULAR AND INSTRUCTIONAL MATERIALS

MSA-San Diego utilizes California State Board of Education adopted instructional materials aligned with CCSS/NGSS. The MPS Home Office works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources. Current curricula include:

Math: McGraw Hill; *Enrichment/Intervention:* McGraw Hill, ALEKS, Ironbox (6-8), Glencoe Math Accelerated, Curriculum Associates' Ready Common Core, EngageNY, Singapore Math; Renaissance Learning Accelerated Math Program, Khan Academy, MyOn
Science: McGraw Hill; Integrated iScience
English Language Arts/ELD: McGraw Hill; McGraw Hill Study Sync; MyOn; ELD Program-National Geographic Learning, Inside (6-8); *Enrichment/Intervention:* McGraw Hill, FLEX Literacy, Renaissance Learning Accelerated Reader Program, Rosetta Stone, BrainPOP ESL, Duolingo, No Red Ink
Social Science: McGraw Hill, Networks; *Enrichment/Intervention:* Teachers' Curriculum Institute's (TCI) History Alive! Middle School Program
Spanish: Asi Se Dice! Level 1

Teachers are invited to utilize a myriad of additional resources online and in print, in consultation with the Principal and leadership team.

COMPREHENSIVE COURSE LIST

The following courses are offered at MSA-San Diego; course offerings may be changed based on student interests and needs (e.g., alternative electives, additional remediation courses), as determined by the Principal and teacher leaders.

MSA-San Diego Middle School Course	
Name	Grade
Band	6th, 7th, 8th
English Language Arts 6	6th
English Language Arts 7	7th
English Language Arts 8	8th
English Language Development	6th, 7th, 8th
Introduction to Fundamentals of Art	6th, 7th
Fundamentals of Art	8th
History-Social Science 6	6th
History-Social Science 7	7th
History-Social Science 8	8th
Life Skills 6	6th
Life Skills 7	7th
Life Skills 8	8th
Math 6 - Common Core	6th
Math 7- Common Core	7th
Math 8- Common Core	8th
Accelerated (Honors) Math	6th, 7th, 8th
Math-Integrated Math I	8th
Physical Education	6th, 7th, 8th
Introduction to Robotics/Engineering	6th, 7th
Robotics/Engineering	8th
Integrated Science 6	6th
Integrated Science 7	7th
Integrated Science 8	8th
Beginning Spanish	6th, 7th
Spanish Level 1	8th
SSR	6th, 7th, 8th
Study Skills	6th, 7th, 8th

INSTRUCTIONAL METHODS AND STRATEGIES

As detailed in the preceding sections, our instructional methods and strategies are based on success with similar populations of students and our 18-year history. All MSA-San Diego faculty members use the *Understanding By Design* ("UBD") model to backwards plan instruction, including differentiation for students in need of specific supports. As noted in the section on Professional Development, below, we ask all faculty to read the following seminal works: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How To Differentiate Instruction In Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

We emphasize integration of the curriculum with cross-disciplinary learning on a daily basis. Teachers strive to make learning relevant and engaging for all students by employing a constructivist, project-based approach. Methods include a frequent emphasis on real world,

practical applications of learning, and employ inquiry, research, reflection, problem-solving, and critical thinking. As they master content, students learn *how* to learn. Instruction is deeply rooted in thematic integrated instruction, including application-oriented activities such as projects that require students to utilize skills and knowledge from ELA, science, math, history, the arts, computer/technology and more. Often interactive and rooted in collaboration, the approach makes assignments meaningful and engaging and concepts authentic. Technology is integrated throughout the curriculum to ensure students develop the skills needed in college and career.

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES ("WASC")

MSA-San Diego is accredited by WASC through June 2025. MSA-San Diego will follow up and complete all necessary steps for accreditation beyond June 2025.

ACADEMIC CALENDAR AND SCHEDULES

Academic Calendar

MSA-San Diego announces its annual calendar before the beginning of each instructional year. The MSA-San Diego Instructional Calendar and bell schedules exceed the minimum number of minutes as set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations,* title 5, section 11960.

MSA-San Diego's academic year includes 180 instructional days, with 125 regular days, 29 Wednesday "early release" days for teacher professional development and collaboration, and 26 Minimum Days for parent/teacher conferences. At a minimum, teachers attend four MPS-wide professional development days during the school year (two in summer and two during the year) and five additional professional development days held at their school site prior to the beginning of the school year for collaborative planning and training.

Following is a detailed calendar for 2019-20, followed by a more summary draft instructional calendar for the 2020-21 school year.

Magnolia Science Academy San Diego | 2019-2020 CALENDAR

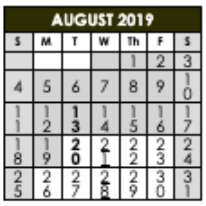
Daily Schedules

Regular Day (Monday, Tuesday, Thursday, Friday) 8:15 am to 3:00 pm
Shortened Day (Wednesday) 8:15 am to 2:00 pm
Minimum Day 8:15 am to 12:45 pm

Key

= No School
= Minimum Day
= School Event
= Community Event

13 Student/Parent Orientation
20 1st Day of School
30 After School Clubs Fair



2 Labor Day
3 PTF Meeting
5 Back to School Night
13 Bingo Night
19 Fall Pictures
25 B&N Book Fair
27 Minimum Day, Staff PD
27 Progress Report 1

1 PTF Meeting
5 San Diego Maker Faire
7-11 Fall Student-Led Conferences (Minimum Days)
16 Minimum Day, Staff PD
17 Fall Picture Re-Take
18 Staff PD (no school)
26 Campus Beautification
29 Fall Dance

5 PTF Meeting
8 Walk-a-thon
8 Minimum Day, Staff PD
8 Progress Report 2
11 Veterans Day
13 Minimum Day, Staff PD
20 STEM In Your Backyard
22 Thanksgiving Family Feast
22 Minimum Day, Staff PD
25-29 Thanksgiving Break

3 PTF Meeting
11 Minimum Day, Staff PD
13 Winter Band Concert
20 Celebration of Science
20 Minimum Day, End of First Semester, Fall Report Card 1
21 Holiday STEAM Expo
23-31 Winter Break

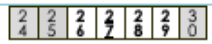
1-3 Winter Break cont.
6 Staff PD (no school)
7 First Day of Spring Semester
7 PTF Meeting
15 Minimum Day, Staff PD
20 M.L. King Day
21-24 6th Grade Camp

4 PTF Meeting
12 Minimum Day, Staff PD
14-17 Presidents' Day
21 University Showcase
21 Minimum Day, Staff PD
21 Progress Report 3
24-28 Spring Student- Led Conferences (Minimum Days)

3 PTF Meeting
6 Staff PD (no school)
7 San Diego Festival of Sci &Eng
18 Talent Show
21 Campus Beautification
23-27 8th Grade D.C. Week (Tentative)
27 Minimum Day, Staff PD
30-31 Spring Break

7 PTF Meeting
1-3 Spring Break
8 Minimum Day, Staff PD
11 Spring STEAM Expo at Grossmont Center
17 Multicultural Food Festival
17 Minimum Day, Staff PD
17 Progress Report 4

5 PTF Meeting
7 Spring Dance
8 Spring Band Concert
16 San Diego STEAM Expo
25 Memorial Day



2 PTF Meeting
1 School Olympics
3-4 Minimum Day, Staff PD
5 Minimum Day, Last Day of School, Spring Report Card 2
5 8th Grade Promotion at 4:00pm on campus

2020-21 MPS ACADEMIC CALENDAR
MSA-San Diego

Holidays & Breaks

Important Dates

Independence Day	4-Jul
First Day of Instruction	**18-Aug**
Labor Day	7-Sep
Staff P.D. Day (Pupil Free Day)	**16-Oct**
Veterans Day	11-Nov
Thanksgiving Break	11/23-11/27
Last Day of First Semester	**18-Dec**
Winter Break	12/23-1/3
First Day of Second Semester	**4-Jan**
M. L. King Day	18-Jan
Presidents' Day	17-Feb
Staff P.D. Day (Pupil Free Day)	**5-Mar**
Cesar Chavez Day	31-Mar
Spring Break	3/26-3/30
Memorial Day	31-May
Last Day of Instruction	**3-Jun**

# of Instructional Days:	180

Sample Daily Schedules

Students attend from 8:00 a.m. – 3:00 p.m. each day, with early release on Wednesday at 2:00 p.m. on Wednesday for teachers to attend an hour and forty-five-minute professional development and collaborative planning session.

Monday, Tuesday, Thursday and Friday, Regular Day Sample Schedule

			6	7	8	Instructional Minutes
Advisory	8:15 AM	8:27 AM	ADVISORY	ADVISORY	ADVISORY	12
1ST Period	8:27 AM	9:18 AM	MATH 6	MATH 7	PHYSICAL EDUCATION	51
2nd Period	9:21 AM	10:12 AM	ENGLISH LANGUAGE ARTS 6	PHYSICAL EDUCATION	HISTORY-SOCIAL SCIENCE 8	51
Nutrition Break	10:12 AM	10:22 AM				0
3rd Period	10:25 AM	11:16 PM	INTRODUCTION TO ROBOTICS/ ENGINEERING	HISTORY-SOCIAL SCIENCE 7	INTEGRATED SCIENCE 8	51
4th Period	11:19 AM	12:10 PM	HISTORY-SOCIAL SCIENCE 6	BAND	ENGLISH LANGUAGE ARTS 8	51
5th Period	12:10 PM	12:40 PM	SSR/ELD	SSR/ELD	SSR/ELD	30

Lunch	12:42 PM	1:12 PM				0
6th Period	1:15 PM	2:06 PM	INTEGRATED SCIENCE 6	ENGLISH LANGUAGE ARTS 7	FUNDAMENTALS OF ART	51
7th Period	2:09 PM	3:00 PM	PHYSICAL EDUCATION	INTEGRATED SCIENCE 7	MATH 8	51
Clubs/ After School	3:15 PM	4:00 PM				0
Total Instructional Minutes (with passing periods):						365

Wednesday, Early Release Day Sample Schedule

			6	7	8	Instructional Minutes
Advisory	8:15 AM	8:27 AM	ADVISORY	ADVISORY	ADVISORY	12
1ST Period	8:27 AM	9:08 AM	MATH 6	MATH 7	PHYSICAL EDUCATION	51
2nd Period	9:11 AM	9:52 AM	ENGLISH LANGUAGE ARTS 6	PHYSICAL EDUCATION	HISTORY-SOCIAL SCIENCE 8	51
Nutrition Break	9:52 AM	10:02 AM				0
3rd Period	10:05 AM	10:46 PM	INTRODUCTION TO ROBOTICS/ ENGINEERING	HISTORY-SOCIAL SCIENCE 7	INTEGRATED SCIENCE 8	51
4th Period	10:49 PM	11:30 PM	HISTORY-SOCIAL SCIENCE 6	BAND	ENGLISH LANGUAGE ARTS 8	51
5th Period	11:30 PM	12:00 PM	SSR/ELD	SSR/ELD	SSR/ELD	30
Lunch	12:02 PM	12:32 PM				0
6th Period	12:35 PM	1:16 PM	INTEGRATED SCIENCE 6	ENGLISH LANGUAGE ARTS 7	FUNDAMENTALS OF ART	51
7th Period	1:19 PM	2:00 PM	PHYSICAL EDUCATION	INTEGRATED SCIENCE 7	MATH 8	51
Total Instructional Minutes (with passing periods):						365

PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

The Principal establishes a hiring committee that may consist of the Principal, Dean of Academics, Dean of Students, Dean of Culture, and a teacher of the relevant grade or subject from MSA-San Diego. The Home Office staff joins the school-level hiring committee as needed. If applicable, the interview process includes, but is not limited to, a sample lesson through which prospective teachers' classroom management skills and subject competency are observed. In addition, teachers' technology and computer skills are tested and MSA-San Diego's years-of-success in hiring qualified teachers has proven this process to be very effective. The following schedule is used in the hiring process:

- In order to recruit new teachers, the Principal with the support of Human Resources starts advertising on frequently visited websites such as edjoin.org, teachers-teachers.com, MPS Careers website and in local newspapers by the beginning of February. Referrals from MSA-San Diego's staff and parents will also be taken into consideration.
- The hiring committee conducts interviews during the months of February through August to hire the teachers. The hiring committee considers the Charter School's mission and the target student population in selecting the most qualified teachers for the positions available. (Detailed job descriptions are included in Element 5.)

Professional Development

Professional development occurs at the MPS organizational level and within each school. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-San Diego provides all staff with multiple opportunities to grow professionally. MSA-San Diego assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with ongoing improvement planning (i.e., the annual LCAP update), MSA-San Diego determines common staff development days, and tailors staff development to individual staff needs.

Professional Learning Communities ("PLCs")

MSA-San Diego is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plans in our Single Plan for student Achievement, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-San Diego, all staff read educational literature and make informed recommendations for school and system-wide improvement. The staff produce

an annual reading list recommended by the PLCs. The following literature are required on MSA-San Diego's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How To Differentiate Instruction In Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

School-wide Meetings and Professional Development Activities

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASSP/CAA, CAST, ELPAC, online blended learning data, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, MTSS, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Instructional field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-San Diego staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention

programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in–service program.

Summer In-Service Programs
MSA-San Diego holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter School's operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August with two days of intensive training, after which teachers continue their training and collaboration at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations
MPS believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations
All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MPS' formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluations.

Walkthroughs
MPS administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

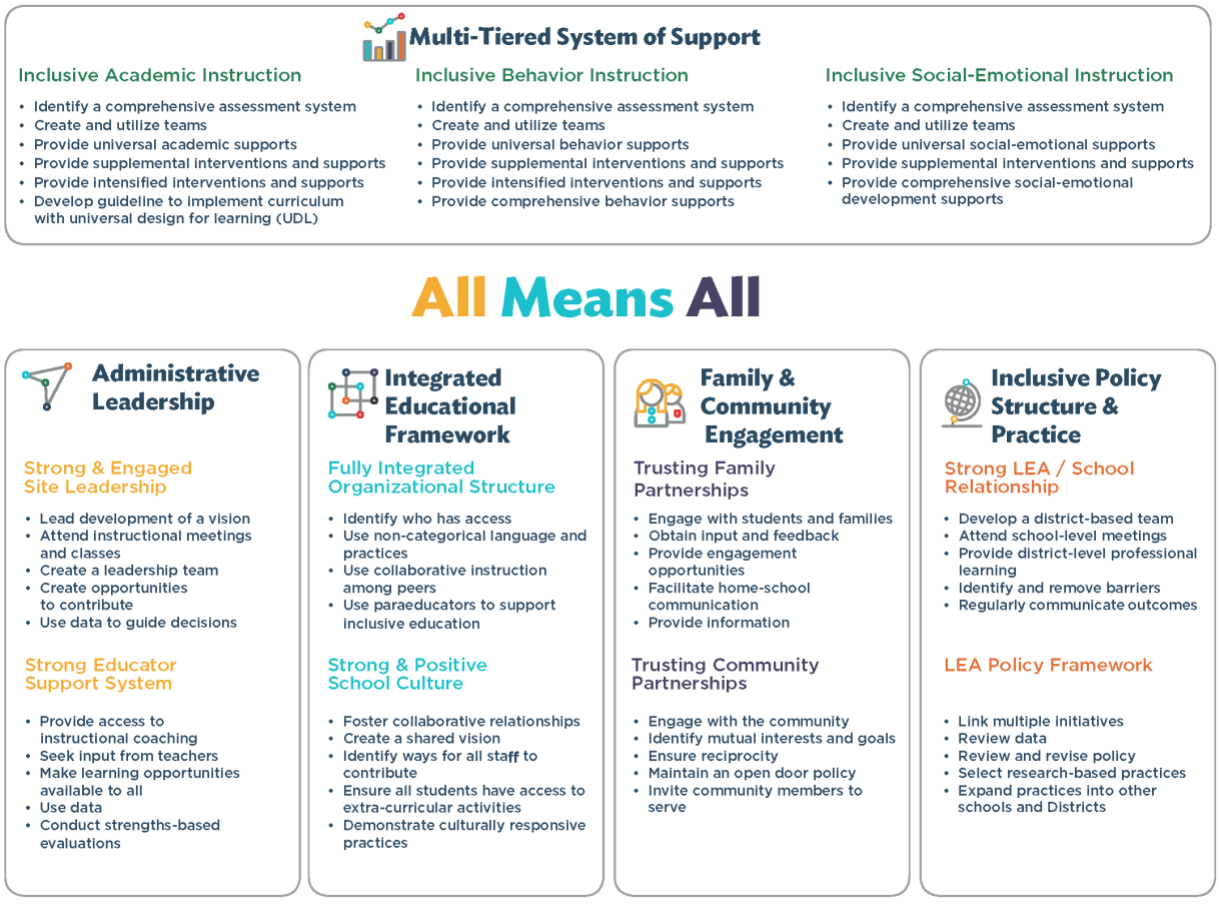
Beginning Teacher Support and Assessment Program ("BTSA")
MPS provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Ongoing Professional Development Program for Special Education
MSA-San Diego conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-San Diego's Education Specialists (SpEd Teachers) train the staff on the IEP documentation and how to implement accommodations and modifications in a general

education classroom. Our Education Specialists attend workshops and trainings provided by the District/County and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-San Diego conducts quarterly training sessions about special education. Education Specialists and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

MEETING THE NEEDS OF ALL STUDENTS

With grants from CA SUMS MTSS Initiative, MSA-San Diego is moving forward with the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.



Adapted with permission from: SWIFT Education Center. (2016). *MTSS Placemat*. Lawrence, KS. swiftschools.org

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-SD recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-SD implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. School site Deans and upper level academic coaches lay a foundation to engage students and enhance learning. With the support of this grant initiative, our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-San Diego has ability to quickly identifying low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-San Diego utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods, and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-San Diego program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-San Diego's principle approach is that the school intentionally builds consistent math and ELA intervention time into the entire school schedule.

Various implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, Curriculum Associates' Ready Common Core program, Khan Academy, Accelerated Reader and Accelerated Math program allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-San Diego has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

As MSA-San Diego migrates from a Response to Intervention (RTI) to MTSS model, the intervention process will continue to use the following to inform, monitor, and implement support strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

High- quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

Across MSA-San Diego, support and intervention begins with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, schools establish a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Behavioral and socio-emotional supports are centered around School-Wide PBIS, led by Deans of Student. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

As the first stage of intervention/support student may receive the following supports:

- Adaptive programming in McGraw Hill's StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON

- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time with these interventions may vary, but generally do not exceed 8 weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Exams, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are provided new, targeted interventions. A student success team is gathered to determine intensive support.

Targeted Interventions

Targeted interventions are utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and Study Skills classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers and Education Specialists. In small groups and within the general classroom setting, students may access:

- Study Skills (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR (see Course Description above)

Pull out supports are utilized to support students who require additional academic support.

Students receiving targeted interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into a more intensive stage of intervention.

Intensive Interventions and Evaluation

Our schools have both push-in and pull-out services with specialists to ensure students with the most significant needs are properly supported. Using of our Special Academic Instruction program, and instructional aides we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-

emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.
Students may receive individualized, intensive interventions that target specific skill deficiencies that include:

- All interventions listed above
- *Push-in and Pull-out support:* Education Specialists provide push- in and pull- out support in core classes. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- *Study Skills classes:* Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- *Instructional aides in the classroom:* Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- *Saturday School:* Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- *Learning Center:* The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and other staff. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum

MSA-San Diego utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-San Diego supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-San Diego fosters an inclusive model of education. As such, professional development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education

teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Education Specialists and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or MTSS Coordinator, MSA-San Diego contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-San Diego deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

English Learners

MSA-San Diego will comply with all federal and state mandates regarding English Learner education and re-designation of EL students. MSA-San Diego will meet all requirements of federal and state law regarding equal access to the curriculum for EL students. MSA-San Diego will ensure English Learners (including those who are reclassified) have equal access to instructional materials and supports in order to achieve grade-level CCSS mastery and English-language proficiency.

MSA-San Diego endeavors to meet and exceed the needs of all learners, and is committed to closing the achievement gap that may affect those students who are not fully proficient in English. We hope to accomplish this by facilitating the acquisition and mastery of the English language as quickly as possible, while providing English Learners (ELs) with access to the core content through specialized and targeted instruction, a research-based and state-approved curriculum, and carefully differentiated instructional strategies. MSA-San Diego also promotes an equitable educational experience for our ELs and their families by providing supplemental counseling services, additional tutoring and literacy services, bilingual support, access to technology, and focused workshops where available and as needed.

MSA-San Diego provides students with a vigorous English Language Development (ELD) program that is based on recent language acquisition research (<10 years), as well as the six key principles for teaching ELs established by the *Understanding Language District Engagement Subcommittee* at Stanford University. These principles and research are the foundation of our program and guide our professional development. They are outlined as follows:

Source	Year	Summary
The Understanding Language District Engagement Subcommittee at Stanford University	*2012*	1. *Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem.* 2. *Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.* 3. *Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.* 4. *Instruction moves ELs forward by taking into account their English proficiency levels and prior schooling experiences.* 5. *Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.* 6. *Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.*
Research to Guide English Language Development Instruction by Saunders & Goldenberg	*2010*	1. *Providing ELD instruction is better than not providing it.* 2. *ELD instruction should include interactive activities, but they must be carefully planned and carried out.* 3. *A separate block of time should be devoted daily to ELD instruction.* 4. *ELD instruction should emphasize listening and speaking although it can incorporate reading and writing.*

		5. *ELD instruction should explicitly teach elements of English (for example, vocabulary, syntax, grammar, functions, and conventions).* 6. *ELD instruction should integrate meaning and communication to support explicit teaching of language.* 7. *ELD instruction should provide students with corrective feedback and form.* 8. *Use of English should be maximized during ELD instruction; the primary language should be used strategically.* 9. *Teachers should attend to communication and language learning strategies and incorporate them into ELD instruction.* 10. *ELD instruction should emphasize academic language as well as conversational language.* 11. *ELD instruction should continue until students reach Level 5.*
Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners	*2010*	*Basic design principles for providing LTELs with equitable access to the core curriculum and improving proficiency outcomes:* • *An LTEL program must emphasize urgency, acceleration, and focus.* • *School must address the distinct needs of LTELs.* • *LTELs need both language development and literacy development.* • *Language development and academic gaps must be addressed across the curriculum.* • *An LTEL program should support home language development.* • *LTELs need a rigorous curriculum.* • *LTELs need invitation, support, and insistence that they become active participants in their own education.* • *An LTEL program should recognize the importance of positive relationships between the students and school staff.*

		• *An LTEL program should encourage full integration with other students and with the school.*

MSA-San Diego follows all federal and state laws in providing equal educational opportunities for ELs. MSA-San Diego implements the MPS-wide English Learner Master Plan that outlines the following components of a strong program:

A. Identification of English Learners
B. Assessment of English Learners
C. Parent Notification
D. Placement of English Learners
E. Newcomers and Long-Term English Learners
F. Monitoring English Learner Progress
G. Reclassification of English Learners
H. Staff Qualifications and Professional Development
I. Evaluating Program Effectiveness

Identification of English Learners

When a student enrolls at MSA-San Diego, the school will request information regarding the primary language spoken at home through a Home Language Survey (HLS), as mandated by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Before completing this survey, parents will receive an explanation of its purpose, and be informed of the possibility that their child may be given an assessment to measure their English Language Proficiency (ELP). The student's cumulative file and CALPADS records will also be checked by office staff to determine the student's ELP status.

The HLS is made up of the following four questions:

1. What language did your child learn when he or she first began to talk?
2. What language does your child most frequently use at home?
3. What language do you (parent/guardian) most frequently use when speaking with your child?
4. Which language is most often spoken by the adults in the home?

The State Board of Education's approved guidelines for the HLS responses are as follows:

- If the answer to all four questions is "English" then the child is classified as "English Only" (EO) and will not be assessed for language proficiency.
- If the answer to any of the first three questions is a language other than English, then the student will be given an English language proficiency exam.
- If the answer to the fourth question is a language other than English, the student may be tested for ELP at the school's discretion.

Parent rights regarding the HLS are as follows:

- The parent may amend the HLS anytime. If the amendment is made before the student has taken the initial English Language Proficiency Assessments for California (ELPAC), the student's classification will be adjusted to reflect the amendment. However, if the student has already taken the ELPAC, then the amendment will not affect the student's classification subsequently determined by the results of the ELPAC. An initial student who takes the ELPAC for ELP is classified as "To Be Determined" (TBD) until the official results are received.

The first HLS on file for a student supersedes all HLS forms completed at a later time. The answers on this initial HLS must be documented in the Student Information System (SIS). If the school has a reasonable doubt of a student's ELP, then that student may be tested to establish and provide evidence of proficiency. In these cases, a certificated staff member must document the reasons for ELPAC administration on the HLS. This annotation must be signed and dated by the Principal. Parents will then be informed by a certificated staff member of the student's assessment results and program placement.

Assessment of English Learners

***Initial Assessment ("IA")*:** Students whose ELP is "To Be Determined" according to their HLS (and with no other documentation of their English language designation available) will be tested in the Fall using the ELPAC.

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

Based on the initial student's performance on the ELPAC, he/she may be classified as an EL or an Initial Fluent English Proficient ("IFEP") student. If a student is classified as an IFEP student, he/she will not be eligible to receive EL services, and will receive instruction in a program designed for fluent English speakers. If a student is classified as an EL, he/she will receive both integrated and designated English Language Development. An EL student must also be assessed annually (with the ELPAC) until he/she meets the reclassification criteria established by MSA-San Diego according to state law.

Annual Assessment of Students: Students who are classified as ELs will be tested annually using the ELPAC Summative Assessment ("SA"). This ELP test will be administered during the Spring test administration window.

Assessment of Students with an IEP/504 Plan: EL students on an IEP or Section 504 plan will be assessed using the accommodations, modifications, or alternative assessments for the current ELP exam as specified in their plan.

Parent Notification

Parents of students who are administered the initial and annual ELPAC will receive notification of the following, within 30 calendar days of test administration:

- A description of initial or annual ELP levels, and how they are determined
- Current language classification
- Program placement
- Instructional Program Options
- Reclassification Criteria
- For ELs with an IEP: A description of how the program placement will contribute to meeting the objectives of the IEP
- Graduation Rate for ELs

All parent notification letters are certified by office staff and school leaders. This includes a list of notification recipients attached to each certification. Copies of notification letters are filed in each student's cumulative folder and the certification is filed in the Title III/EL Compliance folder maintained by the MSA-San Diego EL Coordinator (the Dean of Academics).

Prior to English proficiency testing, parents will also be informed of when their child will be tested, and how the test will be used to determine placement and reclassification.

Parents of ELs are always given the option to meet with a school administrator if they have questions regarding their child's assessment results, placement, or classification.

Placement of English Learners - Structured English Immersion Program

All MSA-San Diego EL students participate in a Structured English Immersion (SEI) program. The U.S. Department of Education describes the goal of this program as "acquisition of English language skills so that the EL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English." Within this SEI program, ELs are provided with daily designated and integrated English Language Development. Integrated ELD is provided to all ELs across all disciplines utilizing the frameworks and strategies outlined below. Designated ELD is also provided to all ELs, however instructional placement and support vary according to the students' ELD level. All curriculum used within the SEI program has ELD components/resources that facilitate language acquisition. Additionally, Newcomers and Long-Term English Learners receive supplemental services in the program as outlined below.

Designated English Language Development

Designated ELD is defined by the California ELD Framework as "a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English." Depending on the EL student's ELD level, he/she will be placed in either a designated ELD class, or will receive designated ELD in his/her core classes. The following program description is the minimum we provide at MSA-San Diego. Depending on the student's ELD level we provide additional support

to our English Learners, as long as it does not interfere with the student's overall academic enrichment, or require additional work and/or time (for example, a mandatory tutoring session outside of regular school hours).

Eligible Students	***Program Description***
ELD Levels 1-2 *ELs with "minimally" or "somewhat developed" proficiency in English*	• EL students who are ELD Levels 1-2 receive one period of designated ELD. • This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. • Teacher differentiates language instruction based on ELD levels and proficiency descriptors. • Primary curriculum used is the designated component of McGraw Hill's ELA and Math curriculum, used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge.
ELD Levels 3-4 *ELs with "moderately" or "well developed" proficiency in English*	• EL students who are ELD Levels 3-4 receive designated ELD in their core classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. • This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner. • Teacher differentiates language instruction based on ELD levels and proficiency descriptors. • Core teachers work with the site-level EL Coordinator/ Dean of Academics to determine which domains each student should focus on in order to reclassify. • Primary curriculum used is the designated component of McGraw Hill's ELA and Math curriculum, used in conjunction with supplemental programs such as No Red Ink.

Integrated English Language Development

Integrated ELD is defined by the California ELD Framework as "ELD instruction provided throughout the day and across the disciplines. Teachers with English Learners use the ELD standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English Learners."

At MSA-San Diego, teachers use SDAIE strategies (Specially Designed Academic Instruction in English), and the CHATS framework (see explanation of acronym below), to support integrated ELD across all content areas. Teachers are provided with professional development on how to provide integrated ELD to their students, how to apply the CA ELD standards, and how to use SDAIE strategies and the CHATS framework. This training is ongoing and provided by both MPS staff and third-party vendors. Additionally, MSA-San Diego EL Coordinator/Dean of Academics provides regular training to teachers of ELs, which includes showcasing specific strategies for differentiating and integrating ELD into the content area classroom.

About the CHATS Framework: Teachers will receive training on a research-based, field-tested framework for supporting EL growth in content and language. This framework was developed by Dr. Persida Himmele and Dr. William Himmele, two educators who have extensive and successful experience with ELs. Their framework is carefully broken down in the book *The Language Rich Classroom* and is "meant to empower teachers who haven't been formally trained in ESL with planning tools that make content comprehensible to their English language learners," while "providing ELs with opportunities to build up their academic language" in the content classroom. All MSA-San Diego teachers have access to this book and are consistently trained to use CHATS strategies. Although CHATS was developed for ELs, it is beneficial to all learners. The framework is made up of components that are broken up into five areas around the acronym:

- C – Content Reading Strategies
- H – Higher Order Thinking Skills
- A – Assessment
- T – Total Participation Techniques
- S – Scaffolding Strategies

This framework is designed to work in mixed, multilingual classrooms and the book provides resources and examples of how teachers can use each component in their planning.

Newcomers and Long-Term English Learners

Newcomers: A newcomer is defined as a child or youth (ages 3-21) who was not born in any state and has not attended school in any state for more than three full academic years. At MSA-San Diego, newcomers are identified upon enrollment in our Student Information System, and are carefully monitored by school leaders, coordinators, and teachers. Depending on the student's English language proficiency, he/she may be placed in a designated ELD class, where he/she will have an opportunity to build on foundational English language skills, as well as practice vocabulary and key concepts learned in his/her core classes. In addition to using the designated component of the McGraw Hill curriculum, a newcomer student will have access to language learning programs such as DuoLingo and Rosetta Stone, as well as BrainPOP ESL, No Red Ink, and NewsELA. When possible, MSA-San Diego will strive to obtain tutors that speak the student's native language to help build on prior knowledge, and provide additional clarification and support. Newcomers at MSA-San Diego will have access to additional academic support through optional morning and after-school tutoring, Saturday school, and summer school.

Newcomers are expected to make progress in their ELP of one level per year at MSA-San Diego. Newcomers are carefully monitored for growth by the MSA-San Diego EL Coordinator/Dean of Academics. Newcomers are assessed at the beginning of the school year for ELP and also for proficiency in their native language via a writing sample and through interview questions. If it is determined that additional academic or instructional support is needed, the site-level EL Coordinator/Dean of Academics will work with school leaders and the MPS Coordinator to determine which programs, curriculum, or supports may be needed.

Newcomer students also receive targeted social-emotional support at MSA-San Diego. Newcomer students and their parents are provided with a more personalized orientation (in their native language if possible) regarding school routines, school attendance, school schedule, the role of school personnel, uniform policy, using the library, emergency drills, and other topics determined by MSA-San Diego staff. Some other social-emotional supports that are provided to newcomers at MSA-San Diego are: class cohorts and linguistic partners (being paired up with a peer that speaks their language when possible) for in-class support and clarification, a safe space for the student to recess and eat lunch (for example, a classroom, the office, etc. if the student feels overwhelmed or stressed), frequent check-ins from teachers and school leaders to ensure that the student is adjusting and feels comfortable in his/her new environment, immediate response by school staff to bullying or discrimination, informal support activities that provide newcomer students with opportunities to speak informally in his/her native language, and encouraging newcomer students to participate in after-school clubs and sports. Newcomer families will also be invited to attend our Parent College Program, and will be provided with resources for helping their child improve literacy at home in their native language.

Long-Term English Learners: A Long-Term English Learner (LTEL) is defined as an EL student who has been enrolled in a U.S. school for more than six years yet has not been reclassified. MSA-San Diego is committed to providing these students with the support that they need to reclassify by thoroughly assessing their academic data and providing structured and targeted ELD instruction based on their needs and areas of growth.

All LTELs at MSA-San Diego are placed in rigorous courses designed to meet their college readiness requirements. They receive grade-level instruction that is taught using differentiated strategies and are placed with English proficient students in core and elective courses.

At the beginning of the school year, the MSA-San Deigo EL Coordinator/Dean of Academics and other school leaders will determine who the LTEL students are and mark them in the student information system. They will review redesignation data and determine what has prevented the student from reclassifying (MAP score, ELP exam score, ELA grade, etc.). Domains of growth will be noted in their ELD portfolios. This information is then shared with teachers and a plan of action is created to facilitate each student's growth and proficiency. If the student has an IEP, language goals and objectives will be carefully reviewed and incorporated into the plan.

LTELs (who are Levels 3 and 4; Levels 1 and 2 are enrolled in a separate designated ELD class) will be placed in a specialized Study Skills course for one semester (may be provided in a pull-out model). This class does not replace designated or integrated ELD. This class will provide an additional focus on oral and academic language development and English literacy. It will also provide students with an opportunity to practice skills in preparation for the ELPAC. At the end of the semester, each student's progress will be assessed (ELA grades, summative assessments, MAP scores, and writing samples) to see if adjustments or additional supports are needed.

Data will be reviewed and the student will work with the coordinator to create a plan of action and next steps, in order to facilitate and expedite their reclassification. If the student also has an IEP, the on-site special education professional will work with the coordinator to review language and ELD goals, and determine appropriate instructional modifications and supports.

In addition to the above-mentioned supports, MSA-San Diego will focus on the following universal strategies for improving academic outcomes for LTEL students:

- Ensure that students understand the reclassification process and are provided with counseling about their individual data.
- Provide additional tutoring to help students understand their assignments, clarify notes, review concepts taught in class, and prepare for tests.
- Emphasize a school-wide focus on study skills and academic vocabulary (for example, universal note-taking strategies, Word of the Week, etc.).
- Provide frequent "check-ins" with students to ensure that they do not have questions or concerns.
- Incorporate relevant texts that affirm and allow students to make connections to their diverse cultures.
- Encourage participation in school clubs, sports, and events.
- Ensure that students have a safe space to relax, study, and speak with caring adults.

Pathways for Newcomers and LTELs will be evaluated by the MSA-San Diego EL Coordinator/Dean of Academics every semester to determine whether or not adjustments need to be made and to ensure that both groups are making adequate progress.

Monitoring English Learner Progress

English Learners at MSA-San Diego are monitored through ELD portfolios, which are maintained by the classroom teacher and monitored monthly by the EL Coordinator/Dean of Academics. ELD portfolios will contain the following documents:

- Copy of the most recent ELP exam scores
- Copy of the most recent MAP & SBAC scores
- Record of the most recent semester grade in ELA, and any notes/observations from the teacher
- Interim assessment scores
- Progress Monitoring Chart
- Writing work samples (for example, copies of reports, essays, journals, etc.)

- "My Road to Reclassification" document (allows students to independently track their progress)
- Action plans and goals

Supplemental templates and monitoring documents are available to all Charter School coordinators in a shared secure, password protected, online folder. Additional monitoring forms and evidence may be added as needed to improve monitoring and outcomes.

Schedule for progress monitoring:

Weekly/Bi-weekly	***Monthly***	***Annually***
• Core teachers review current class grades and notify parents of ELs if their child is failing. • School staff reviews and discusses relevant student data (during staff meetings, department meetings, etc.)	• Portfolio maintenance: Relevant scores, assessments, and work samples are collected and updated in each EL student's ELD portfolio. • Teachers and EL coordinator notify parents of EL students who are not making adequate progress towards proficiency.	• January/February: Data for reclassified students is reviewed and updated in a spreadsheet maintained by the EL coordinator/ Dean of Academics.

Reclassification of English Learners

MSA-San Diego uses the four criteria in state law as guidelines in determining whether or not an English Learner should be reclassified as fluent English proficient: English language proficiency assessment, comparison of performance in basic skills, teacher evaluation, and input from parents. All reclassification criteria must be met and maintained within the current academic year. The established criteria for reclassification are as follows:

	Grades 6-8
English Language Proficiency Assessment	ELPAC: Overall score of 4 with a minimum score of 3 in each domain.

<table>
<tr><td rowspan="3">Basic Skills Assessment</td><td>NWEA Map: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score of:</td></tr>
<tr><td>
<table>
<tr><td></td><td>Fall</td><td>Winter</td><td>Spring</td></tr>
<tr><td>Gr. 6</td><td>200</td><td>204</td><td>206</td></tr>
<tr><td>Gr. 7</td><td>205</td><td>208</td><td>210</td></tr>
<tr><td>Gr. 8</td><td>208</td><td>211</td><td>212</td></tr>
</table>
</td></tr>
<tr><td>~OR~</td></tr>
<tr><td>Teacher Evaluation</td><td>C: ELA/Literacy score of 2 (Nearly Met) or above</td></tr>
<tr><td>Student achieves a grade of C (70%) or above in English Language Arts (ELA). Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.</td></tr>
<tr><td>Parent Consultation</td><td>Parent/Guardian agrees with the recommendation to reclassify. Each school will send home a notification informing parents of their child’s eligibility to reclassify. If a parent contests reclassification, they will have 14 days to respond to the school using a form provided by the school site.

The date of this letter will be the official date of reclassification used for the SELA report and CALPADS reporting.</td></tr>
</table>

Reclassified students are monitored for a period of four years by our EL Coordinator/Dean of Academics. This is done to ensure that they have not been re-designated too early, and that they are successfully participating in the academic program without incurring deficits. The EL Coordinator/Dean of Academics also monitors reclassified students’ academic progress annually by reviewing benchmark scores, MAP and CAASPP scores, and ELA grades. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring, counseling, and enrichment classes. The MPS EL Coordinator will follow up with MSA-San Diego to ensure that monitoring is taking place, and will assist the school with action planning for those students who are not making adequate progress.

Staff Qualifications and Professional Development Plan

The teachers and staff at MSA-San Diego understand that all stakeholders need to work collaboratively to help improve learning outcomes and academic achievement for ELs. They also understand that ELs need access to challenging academic content through appropriately differentiated and scaffolded instruction. In order to facilitate rigorous ELD instruction, the

following staff qualifications and plans for professional development are in place at MSA-San Diego:

Staff Qualifications: All MSA-San Diego teachers providing academic instruction to EL students will hold a CLAD/BCLAD credential or other approvable CCTC certification authorizing them to teach English Learners. Outlined below are the duties of teachers, MSA-San Diego EL Coordinator/Dean of Academics, and the MPS EL Coordinator.

MSA-San Diego teachers:

- Consistently implement with fidelity the ELD program and curriculum as outlined in the English Learner Master Plan.
- Provide daily integrated ELD instruction during core classes, aligned with the state ELD standards and using research-based strategies to ensure students are able to access grade level instruction and do not incur academic deficits.
- Provide daily designated ELD instruction during a protected block of time during the school day, aligned with the state ELD standards and using research-based strategies to ensure students are able to access grade level instruction and do not incur academic deficits.
- Attend all professional development and professional learning community sessions.
- Consistently monitor student progress on a weekly basis to ensure that EL students are making adequate progress towards proficiency and follow appropriate protocol if a student is falling behind.
- Maintain contact with the students' families and keep them updated on their child's progress.
- Work collaboratively with other staff members to encourage ELs and ensure that they have the tools and resources needed to be successful.

MSA-San Diego ELD Teachers (who also teach other classes) do all of the above and:

- Consistently implement with fidelity the ELD program and curriculum as outlined in the English Learner Master Plan.
- Provide a safe, enriching learning environment for ELs, with ample opportunities to practice language acquisition.
- Use the prescribed, standards-based, state-approved curriculum to instruct ELs.
- Differentiate instruction based on ELD level and grade level.
- Provide opportunities for ELs to practice all four domains in each class period.
- Utilize supplemental resources to provide additional support.
- Create structured and predictable classroom routines.
- Create weekly lesson plans aligned to the ELD standards.

MSA-San Diego EL Coordinator/Dean of Academic's responsibilities include:

- Conduct classroom observations on a weekly basis to ensure integrated and designated ELD is occurring in all classrooms with ELs.
- Present an ELD strategy to teachers during weekly staff meetings.

- Monitor the creation and maintenance of an ELD portfolio for each EL student to monitor and showcase progress.
- Regularly communicate with staff regarding the progress of ELs.
- Communicate on a regular basis with the MPS EL Coordinator and implement all updates and compliance requests in a timely manner.
- Participate in monthly meetings with school leadership regarding the needs of ELs (for example, plan strategies for professional development, provide insight from classroom observations, discuss data, and recommend resources).
- Attend professional development relevant to ELs and share strategies and resources with teachers.

The MPS EL Coordinator's responsibilities include:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on effective ELD strategies, and model push-in support).
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students, and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- Lead and train EL Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.
- Oversee the adoption and implementation of the ELD curriculum.
- Oversee the Title III improvement plan, and any other Title III requirements.
- Attend EL-related professional development and share resources with teachers and school leaders.

Professional Development Plan: Professional development for teachers of English Learners will be extensive and ongoing at MSA-San Diego. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs. Effective professional development will include:

- ELD workshops for teachers at the MPS Summer In-Service.
- Overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all MPS schools.
- Sessions dedicated to English Language Development (ELD) training for teachers at each MPS Teacher Symposium (Winter and Spring).
- ELD training and shared best practices at least once per month at the school-site level staff meetings.

- All core teachers will attend at least one third-party ELD training per year (this may be done off or on site...for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders.
- When possible, site-level EL Coordinators will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators per year. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Evaluating Program Effectiveness

The Charter School will use ELPAC results, along with scores on Smarter Balanced ELA/Literacy tests, MAP tests, teacher evaluations, and parent consultations to evaluate the success and effectiveness of the EL Programs and growth of ELs. School admin team will analyze the data at the school level. The Chief Academic Officer (CAO) at the Magnolia Public Schools Home Office (Home Office) will evaluate the assessment data for all MPS schools. MSA-San Diego admin team will be required to:

- Supervise classroom instruction for content and pedagogy to ensure the delivery of ELD and Access to the Core through CHATS/SIOP/SDAIE/GLAD and/or primary language instruction or support
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs
- Conduct regular classroom walkthroughs to ensure that ELD and CHATS/SIOP/SDAIE/GLAD instruction or support are being delivered in the manner outlined in the master plan
- Identify, design, and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement
- Utilize multiple sources of data to monitor EL program implementation
- Review placement of ELs in ELD instruction prior to the beginning of each semester and correct any inconsistencies with the Master Plan
- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD and CHATS/SIOP/SDAIE/GLAD and/or primary language instruction or support

- Ensure that interventions are designed and delivered consistent with the English Learners Master Plan
- Provide a welcoming environment for parents of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional program options and placement, EL progress monitoring

Additionally, the MPS EL Coordinator will work with teachers and the leadership team to monitor program effectiveness. The MPS EL Coordinator will support implementation of the MPS EL Master Plan and program, as well as ensure that all appropriate EL services are being delivered at MSA-San Diego, maintain and update this master plan as needed, attend relevant trainings, and provide ELD resources to all MSA-San Diego teachers and staff.

Gifted and Talented Students and Students Achieving Above Grade Level

MSA-San Diego is committed to supporting gifted and highly capable students in a safe, caring environment that promotes a college preparatory, STEAM education. Within all classes, teachers differentiate curriculum by making adjustments of content through depth, complexity, and pacing as appropriate to the needs of each learner. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MPS GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group. School site academic administrators monitor student progress through our SIS system.

MSA-San Diego's identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research- based. MPS understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-San Diego includes teacher and/or administrator recommendations as well as work samples in its identification process.

In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups. Data may include the following:

- School, class, and individual pupil records
- State and benchmark examinations
- Student portfolios or work products
- Interviews and questionnaires (teacher, parent, and others related school personnel)

Teachers, parents, and school administrators may submit referrals. Additionally, students at the middle and high school levels may refer themselves.

To identify students who are gifted, MSA-San Diego administers the *Otis- Lennon School Ability Test (OLSAT)*. Students are assessed for GATE in 6th grade. The OLSAT is a multiple-choice test that is comprised of both verbal and nonverbal questions, used to measure a child's critical thinking and reasoning skills. Students will need to perform well in the following areas:

- Following directions
- Detect similarities and differences
- Recall of words and numbers
- Classification of items
- Establishing sequences
- Solving arithmetic problems
- Completing analogies

GATE teams, comprised of the GATE coordinator or Education Specialist, Academic Dean, and General Education teacher, review all pieces of data and then make a determination of eligibility. All students will be monitored by our school site academic administrators through our SIS system.

Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. In secondary grades, students who demonstrate high achievement, interest and/or ability are provided the opportunity to collaborate with a team of teachers and peers of similar ability within a rigorous, interdisciplinary learning environment. Curriculum and instruction are designed to extend and enrich student learning through best practices. Classes are intended to engage and challenge learners to investigate, use problem-based learning, and research.

In addition, enrichment activities supplement learning for our advanced students both within and outside the regular classroom and expose students to STEAM programs early on in their educational careers. Activities may include but are not limited to:

- Math: Mathematics Competitions and International Mathematics Olympiad
- Science: Science Fairs, Lego® Robot Design, Intel International Science and Engineering Fair
- Computer and Technology Related: Lego® Robot Design, FIRST Robotics Competition, VEX Robotics

Students Achieving Below Grade Level

MSA-San Diego identifies low-achieving students in the first days of the academic year, and implements early intervention where indicated, pursuant to the MTSS model of tiered interventions detailed above. As detailed throughout this petition, MSA-San Diego teachers meet regularly to work in departments and grade levels. The highlight of these meetings is evaluating student data to inform instruction. All available student data (MAP, CAASPP, School/teacher assessments) is disaggregated and subject teachers work on the data. The assessment results are interpreted; students' strengths and weaknesses in specific subjects are

identified and analyzed. Student progress is monitored by teachers who utilize the data and make appropriate changes in their curriculum maps, lesson plans and instructional strategies to address the needs of our students. Teachers differentiate instruction per their students' cognitive and social needs.

Targeted English and Math Study Skills intervention classes are offered during elective periods to students who are not achieving at grade level. On an as-needed basis, an Academic Success Plan (ASP) is prepared with the involvement of the recommending teacher, the Dean of Academics, and the student's parents. Such ASP's include subject-related readings, additional homework, and recommended after-school tutoring.

The subject teachers and the Dean of Academics monitor each student's academic progress. Parents remain informed of their student's academic progress during this process via parent-student-teacher meetings and parent access to student grades and progress reports through the online school information system.

Socio-Economically Disadvantaged/Low Income Students

The instructional design of MSA-San Diego addresses the needs of low-income and socio-economically disadvantaged students. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-San Diego's data cycle.

Students with Disabilities

MSA-San Diego is committed to meeting the needs of all of our students with disabilities, and pledges to work in cooperation with the San Diego County Office of Education ("SDCOE") and the El Dorado County Charter Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. MSA-San Diego will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the

Americans with Disabilities Act ("ADA"), and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, MSA-San Diego will comply with SDCOE and SELPA guidelines and all California laws pertaining to students with disabilities.

MSA-San Diego has the overarching goal of creating classrooms that reflect the natural diversity present in the surrounding community with respect to ability, socioeconomic status, language, and culture. No admission decision for MSA-San Diego will in any way be based upon a student's disability or special education status. Information about a student's disabilities, including special education or Section 504 status, will not be included on any enrollment applications, and will not be taken into account in determining whether a student will be admitted to MSA-San Diego. There are no quotas or admission spots reserved for students with or without disabilities; rather, MSA-San Diego supports all students attending the school according to their particular learning needs and in full accordance with the IDEA, Section 504, the ADA, and any other state or federal civil rights law.

The following description regarding how special education and related services are provided and funded is provided for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b).

SELPA Affiliation

MSA-San Diego is an independent Local Education Agency (LEA) member in the El Dorado Charter SELPA for purposes of special education pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall require a material revision of this charter.

As an independent local educational agency (LEA) pursuant to Education Code Section 47641(a), MSA-San Diego will assume full responsibility for providing special education and related services to eligible charter school students, in accordance with state and federal law.

MSA-San Diego will follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. MSA-San Diego agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student records.

Child Find

MSA-San Diego understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. No assessment or evaluation will be used for admission purposes.

As noted above, MSA-San Diego will implement an MTSS framework, prior to referring a child for an evaluation under IDEA. However, MSA-San Diego shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or MSA-San Diego staff member may request

an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an RTI framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. If the Student Success Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. MSA-San Diego may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

MSA-San Diego shall be solely responsible for compliance with state and federal Child Find requirements. MSA-San Diego shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

Referral for Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. MSA-San Diego's internal method for referral for assessment will be the Student Success Team (SST). Parents/guardians will be informed that special education and related services are provided at no cost to them.

In the event that MSA-San Diego receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. MSA-San Diego shall respond to a written request for assessment within 15 days.

If MSA-San Diego concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

Assessment

MSA-San Diego shall be solely responsible for conducting special education assessments deemed necessary and appropriate by MSA-San Diego and as agreed to by the parent in the Assessment Plan. The Principal will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;

- Review of school records, reports, and work samples; and
- Parent input.

MSA-San Diego will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. MSA-San Diego will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

MSA-San Diego shall be solely responsible for ensuring that all aspects of the IEP are provided. MSA-San Diego will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment ("LRE").

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education

programs and services to be provided to a student with a disability are to be made by the IEP team.
The IEP team will include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- The Principal;
- At least one Education Specialist (SpEd Teacher);
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A SELPA Representative, if appropriate;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
- Others familiar with the student may be invited as needed.

MSA-San Diego will provide an interpreter if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by MSA-San Diego. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances. The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b).
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age;
- When MSA-San Diego seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

MSA-San Diego shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed three times per year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, MSA-San Diego will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Special Education Strategies for Instruction and Services

MSA-San Diego will offer a comprehensive program that includes differentiated instruction for all learners, and the myriad other programmatic aspects detailed above that are designed to support diverse learners' needs, including the needs of students with disabilities. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's

needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, MSA-San Diego will to provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New Charter School Students

MSA-San Diego shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year.

MSA-San Diego shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to the MSA-San Diego from another school within the same SELPA, MSA-San Diego, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and MSA-San Diego agree to develop and implement a new IEP.

For students transferring to the MSA-San Diego from another school within a different SELPA, MSA-San Diego, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time MSA-San Diego shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to MSA-San Diego from a school outside of California, MSA-San Diego shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until MSA-San Diego conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by MSA-San Diego, and develops a new IEP, if appropriate, in accordance with federal and state law.

Staffing

MSA-San Diego will assume responsibility for special education staffing and service delivery. MSA-San Diego will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. MSA-San Diego shall ensure that all special education staff hired or contracted by MSA-San Diego is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

MSA-San Diego currently employs three Education Specialists (SpEd Teachers) with specialization in mild/moderate disabilities and also specialization in moderate/severe disabilities. In partnership with the Principal, these teachers will ensure the implementation of IEPs and compliance with all special education policy, monitoring, and compliance procedures. MSA-San Diego will continue to employ an appropriate mix of mild/moderate and

moderate/severe ss as appropriate for the student population it serves as dictated by the needs indicated on student IEPs.

It will be the duty of the Principal to oversee and ensure the following:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education)

All teaching staff at MSA-San Diego will also be involved in assuring that all IEPs and 504 plans are properly implemented.

Professional Development for Charter School Staff

MSA-San Diego administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the SELPA.

MSA-San Diego shall seek professional development opportunities for its staff through potential trainings facilitated by the District, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Reporting

MSA-San Diego, in collaboration with the District or SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;

- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from MSA-San Diego of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Principal. The Principal will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal will oversee access to these records and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEP's at MSA-San Diego must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. MSA-San Diego will utilize the Notice of Procedural Safeguards used by the SDUSD or SELPA in which it is a member.

Concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. MSA-San Diego work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Dispute Resolution

MSA-San Diego acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of MSA-San Diego's alleged failure to provide FAPE to students enrolled in the charter school. MSA-San Diego may also initiate a due process hearing or request for mediation with respect to a student enrolled in MSA-San Diego if it determines such action is legally necessary or advisable.

Complaint Procedures

Parents or guardians also have the right to file a complaint with SDUSD and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 of the Rehabilitation Act

MSA-San Diego recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of MSA-San Diego. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

MSA-San Diego shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the MSA-San Diego shall be accessible for all students with disabilities in accordance with the ADA.

MSA-San Diego will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the Principal or Principal-designated 504 Coordinator and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Students in Other Subgroups

Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs are all cared for in our supportive school community. These students are identified through teacher/family/staff referral. Our Student Success Team process ensures these students receive any additional supports or interventions they may need, including referrals to outside agencies that may assist them or their families. We track the progress of these students carefully through the use of MSA-San Diego's data cycle and ensure our school supports them in achieving success and realizing better futures for themselves and their families.

Education for Foster Youth

MSA-San Diego recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, MSA-San Diego shall provide them with full access to our educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in our LCAP.

As detailed in our "Education for Foster Youth Policy," in order to help facilitate the enrollment, placement, and transfer of foster youth to MSA-San Diego, we have designated the Principal as the Foster Youth Liaison. The Foster Youth Liaison, in consultation and agreement with the foster youth and the individual assigned educational rights, shall make educational and placement decisions in the "best interests" of the foster youth.

Best interests mean that consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and that the foster youth has equitable access to the academic resources, student services related to counseling and health, supplemental instruction, and extracurricular and enrichment activities that are available to all MSA-San Diego students. MPS will make appropriate referrals to ensure that eligible students in foster care receive necessary special education services and services under Section 504 of the Federal Rehabilitation Act of 1973. Additionally, it will collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies. MPS will develop protocols and procedures for creating awareness for its staff, including but not limited to, the Principal, teachers, attendance clerks, and office staff, of the requirements for proper enrollment, placement, transfer and support of foster youth.

Education for Homeless Youth

MSA-San Diego refers to "homeless youth" as individuals who lack a fixed, regular and adequate night-time residence due to economic hardship. It includes children and youth who (42 USC 11434 (a)):

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Have a primary night-time residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Runaway children or children who are abandoned; and
- Migratory children and unaccompanied youth may be considered homeless if they meet the above definition of "homeless."

The Principal of MSA-San Diego serves as the Homeless Liaison for homeless students ((42 USC 22432 (g)(1)(J) & (e)(3)(c).)

The Principal who serves as the Homeless Liaison shall ensure that:

- Homeless students are identified by Charter School personnel and through coordination activities with other entities and agencies
- Homeless students enroll in, and have full and equal opportunity to succeed at MSA-San Diego
- Homeless students and families receive educational services for which they are eligible
- Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Homeless children and youth shall be provided services comparable to those received by other students in the Charter School, including transportation services, educational programs, services provided under Title 1, programs for students with disabilities, programs for students with Limited English Proficiency ("LEP"), vocational and technical programs, gifted and talented programs, and school nutrition programs.
- The Principal or designee will monitor Homeless students' progress.

"A TYPICAL DAY"

If prospective sixth grade students spent a day visiting MSA-San Diego, they would notice students on campus before school began, from about 7:30 a.m. to 8:10 a.m., some having breakfast (as part of the federal meals program) and visiting with friends, others having breakfast and working on an assignment, perhaps with the help of an older student or an adult tutor. As it nears time for class to begin (8:15 a.m.), they would see students heading toward their classrooms.

These prospective students would observe enthusiasm in both the teachers and students. Visitors would see students in a math lesson (or any other class) where the teacher is working with half the students while the rest are working online utilizing the Summit Learning Platform. In a science class, the teacher leads a class discussion to develop theories based on a specific inquiry for the upcoming lab. In the Advanced Math class, students are tackling math brain teasers in groups. Another class is conducting an electrolysis experiment and observing the production of hydrogen gas from water. Students are using STEAM and writing skills in hands-on projects that reinforce their learning. They would see sixth graders singing about the life cycle of a frog, and other sixth graders describing the ecosystem of the desert to their peers, some in Spanish. Visitors would see students were having fun and were engaged as they learned.

The prospective sixth graders would be intrigued by how the teachers used fun technology to explain things. One teacher would be seen introducing a poem about a pond through a PowerPoint with pictures of the pond, pond creatures and even a picture of the author when he was a kid and playing in a pond. Then she would use a smart board to show her students information on the web about the author, with the class continuing to research links on the web and read more about the author and his other poems. The student might even hear a rhythm coming from the hallways and leading to a class where the band class is taking place. The prospective student would walk in and see the students learning how to play certain instruments from guitar to piano as well as see students learning the history of musical compositions.

What the prospective student visitors might see but not been able to put into words is that teachers were using the inquiry-based method:

- Open-ended question or demonstration (as opposed to beginning a lesson with definitions and explanations)
- Student responses and questions
- Student collaboration designing experiments or methods of inquiry
- Team experiments "data" gathering
- Student presentations of findings (oral presentation, a poster presentation or an evaluative write-up.)

At lunch, they would observe all students practicing proper manners and good dining skills, and conversations taking place at an appropriate volume. A balanced lunch is provided, through the federal meals program, and students are encouraged to drink plenty of water. Visitors might see one of our frequent guest presenters during the lunch hour.

The after-school program is similarly appealing to visitors. The prospective new students would see students staying after school from 3:00 p.m. and 4:00 p.m. to participate in clubs, prepare for local, national and/or international competitions, and access free tutoring by teachers, volunteers and advanced students. By the time the visiting students leave for home, teachers would be engaged in discussion with parents/guardians regarding the progress of their children and cooperative strategies and action plans.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

"The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes,' for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." Ed. Code § 47605(b)(5)(B).

MSA-San Diego will meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605. MSA-San Diego will comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(II)

As a California charter school, MSA-San Diego assumes an increased level of accountability for all aspects of its programs and for achieving the goals described within the vision and mission of the school. MSA-SD will pursue the following school-wide and student group outcome goals, based on the state priorities detailed in California Education Code § 52060(d)(2)-(8). Student performance and achievement of school-wide, student group and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the CCSS) and reflect proficiency measures required by the new CAASPP, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school's goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code Section 47605(b)(5)(A)(ii), 52052, for each of the state priorities identified in California Education Code § 52060(d)(2)-(8), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, MSA-SD's stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan ("LCAP") as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions MSA-SD anticipates at this point in time.

LCFF STATE PRIORITIES
GOAL #1

All students will pursue academic excellence and be college/career ready.	Related State Priorities: ☒ 1 ☒ 4 ☐ 7 ☒ 2 ☐ 5 ☒ 8 ☐ 3 ☐ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

- Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.
- Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.
- Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.
- Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.). Teachers will be provided with instructional guidance and feedback through classroom visits.
- Charter School will provide services to ELs by proficiency level and provide integrated and designated ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and designated small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs.
- Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
- Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

Expected Annual Measurable Outcomes

Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.

Metric/Method for Measuring: Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide and all subgroups)	100%	100%	100%	100%	100%	100%

Outcome #2: Students will have sufficient access to standards-aligned instructional materials.

Metric/Method for Measuring: Percentage of students who will have sufficient access to standards-aligned instructional materials

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide and all subgroups)	100%	100%	100%	100%	100%	100%

Outcome #3: Items on facility inspection checklists will be in compliance/good standing.

Metric/Method for Measuring: Percentage of items on facility inspection checklists in compliance/good standing

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide)	90%	≥90%	≥90%	≥90%	≥90%	≥90%

Outcome #4: Charter School will provide implementation of state standards for all students.

Metric/Method for Measuring: Percentage of state standards implementation for all students

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #5: All student groups will meet or exceed their proficiency targets on the CAASPP-ELA/Literacy assessments.

Metric/Method for Measuring: Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 6-8)

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide)	61.08%	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year
English Learners	5.56%	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year
Socioecon. Disadv./Low Income Students	40.91%	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year
Students with Disabilities	21.95%	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year

Homeless Students	*	*	*	*	*	*
Latino Students	46.61%	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year
White Students	67.55%	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year
Two or More Races	69.23%	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year

Outcome #6: All student groups will show growth on the CAASPP-ELA/Literacy assessments.

Metric/Method for Measuring: Change in Average Distance from Standard on CASSPP-ELA/Literacy assessments (Grades 6-8)

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide)	22.4 points above standard	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year
English Learners	12.7 points below standard	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year
Socioecon. Disadv./Low Income Students	10.7 points below standard	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year
Students with Disabilities	52.8 points below standard	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year
Homeless Students	*	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year
Latino Students	0.7 points below standard	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year
White Students	32.2 points above standard	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year

Two or More Races	39.7 points above standard	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year

Outcome #7: All student groups will meet their growth targets on the Reading section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.

Metric/Method for Measuring: Percentage of students meeting their growth targets on the MAP-Reading assessment

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide)	60%	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year
English Learners	33%	5 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Socioecon. Disadv./Low Income Students	54%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Students with Disabilities	50%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Latino Students	58%	2 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year
White Students	56%	2 percentage points up from the prior year	2 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year

Outcome #8: All student groups will meet or exceed their proficiency targets on the CAASPP-Mathematics assessments.

Metric/Method for Measuring: Percentage of students performing proficient on the CAASPP-Mathematics assessments

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25

All Students (Schoolwide)	51.55%	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
English Learners	11.11%	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Socioecon. Disadv./Low Income Students	30.00%	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Students with Disabilities	26.83%	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Homeless Students	*	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Latino Students	42.71%	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
White Students	57.45%	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Two or More Races	53.84	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year

Outcome #9: All student groups will show growth on the CAASPP-Mathematics assessments.

Metric/Method for Measuring: Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 6-8)

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide)	8.5 points above standard	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
English Learners	24.6 points below standard	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Socioecon. Disadv./Low Income Students	35.7 points below standard	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Students with Disabilities	61.0 points below standard	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Homeless Students	*	*	*	*	*	*

Latino Students	17.9 points below standard	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
White Students	31.1 points below level 3	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Two or More Races	35.3 points above standard	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year

Outcome #10: All student groups will meet their growth targets on the Mathematics section of our internal, common-core aligned MAP assessment.

Metric/Method for Measuring: Percentage of students meeting their growth targets on the MAP-Mathematics assessment

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide)	31%	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year
English Learners	17%	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year
Socioecon. Disadv./Low Income Students	26%	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year
Students with Disabilities	7%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year
Latino Students	22%	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year
White Students	55%	1 percentage points up	1 percentage points up	1 percentage points up	1 percentage points up from	1 percentage points up

		from the prior year	from the prior year	from the prior year	the prior year	from the prior year

Outcome #11: EL students will make annual progress in learning English as measured by the ELPAC.

Metric/Method for Measuring: Percentage of EL students making annual progress in learning English as measured by the ELPAC

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
English Learners	84.6%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year

Outcome #12: EL students will be reclassified annually.

Metric/Method for Measuring: Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
English Learners	22%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Outcome #13: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.

Metric/Method for Measuring: Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide and all subgroups)	90%	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year

GOAL #2

All students will become independent, innovative scholars.

Related State Priorities:
☐ 1 ☐ 4 ☒ 7
☐ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

- Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.
- Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.
- Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.
- Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.
- Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

Expected Annual Measurable Outcomes

Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

Metric/Method for Measuring: Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide and all subgroups)	100%	100%	100%	100%	100%	100%

Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.

Metric/Method for Measuring: Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide and all subgroups)	100%	100%	100%	100%	100%	100%

Outcome #3: Students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club.

Metric/Method for Measuring: Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math club

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide and all subgroups)	10%	10%	10%	10%	10%	10%

Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.

Metric/Method for Measuring: Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25

All Students (Schoolwide and all subgroups)	100%	100%	100%	100%	100%	100%

Outcome #5: Students will create or demonstrate a STEAM focused project, experiment, model or demo.

Metric/Method for Measuring: Percentage of who have created or demonstrate a STEAM focused project, experiment, model or demo

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide and all subgroups)	90%	>90%	>90%	>90%	>90%	>90%

GOAL #3

All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

Related State Priorities:

☐ 1 ☐ 4 ☐ 7
☐ 2 ☒ 5 ☐ 8
☒ 3 ☒ 6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

- Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.
- Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.
- Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.
- Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.
- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.
- Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
- Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.
- Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
- Charter School will annually administer school experience surveys to students, parents, and staff.

Expected Annual Measurable Outcomes

Outcome #1: Charter School will hold quarterly SSC meetings.

Metric/Method for Measuring: Number of SSC meetings per year

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide and all subgroups)	4	≥4	≥4	≥4	≥4	≥4

Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.

Metric/Method for Measuring: Number of ELAC meetings per year

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
English Learners	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #3: Charter School will hold quarterly Parent Task Force (PTF) meetings.

Metric/Method for Measuring: Number of PTF meetings per year

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide and all subgroups)	4	≥4	≥4	≥4	≥4	≥4

Outcome #4: Charter School will hold activities/events for parent involvement.

Metric/Method for Measuring: Number of activities/events for parent involvement per year

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide and all subgroups)	8	≥5	≥5	≥5	≥5	≥5

Outcome #5: Teachers will update SIS records daily/weekly.

Metric/Method for Measuring: Frequency of SIS record updates

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide)	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly

Outcome #6: Charter School will send a minimum of 4 progress reports to parents.

Metric/Method for Measuring: Number of progress reports sent to parents per year

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide)	4	4	4	4	4	4

Outcome #7: Charter School's students will be home-visited by the teachers.

Metric/Method for Measuring: Percentage of students who have been home-visited by the teachers per year

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide)	17%	≥17%	≥17%	≥17%	≥18%	≥19%

Outcome #8: Charter School will maintain a high ADA.

Metric/Method for Measuring: ADA rate

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide)	96%	≥96.5%	≥96.5%	≥96.5%	≥97%	≥97%

Outcome #9: Charter School will maintain a low chronic absenteeism rate.

Metric/Method for Measuring: Chronic Absenteeism Rate

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide)	7.3%	≤6%	≤6%	≤6%	≤6%	≤6%

Outcome #10: Charter School will maintain a low middle school dropout rate.

Metric/Method for Measuring: Middle School Dropout rate

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%

Outcome #11: Charter School will maintain a low student suspension rate.

Metric/Method for Measuring: Student suspension rate

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide)	2.3%	≤2%	≤2%	≤1%	≤1%	≤1%

Outcome #12: Charter School will maintain a low student expulsion rate.

Metric/Method for Measuring: Student expulsion rate

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%

Outcome #13: Charter School will maintain high participation rates in the school experience surveys of students, parents, and staff.

Metric/Method for Measuring: School experience survey participation rates

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide)	Students: 89.2%	≥85%	≥85%	≥85%	≥85%	≥85%
	Parents: 55.4%	≥55%	≥55%	≥55%	≥55%	≥55%
	Staff: 88.2%	≥85%	≥85%	≥85%	≥85%	≥85%

Outcome #14: Charter School will maintain high approval rates in the school experience surveys of students, parents, and staff.

Metric/Method for Measuring: School experience survey average approval rates

Applicable Student Groups	Baseline (2018)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25

All Students (Schoolwide)	Students: 53% Parents: 95% Staff: 85%	≥60% ≥80% ≥80%	≥60% ≥80% ≥80%	≥60% ≥80% ≥80%	≥60% ≥80% ≥80%	≥60% ≥80% ≥80%

Full implementation of the educational program and frequent monitoring of student and school outcomes ensures that MSA-San Diego is an academic success and is achieving all of its overarching goals.

The CEO, Chief Academic Officer and other central office management staff, along with the Principal and school-site faculty are accountable for meeting MSA-San Diego's defined goals and objectives and achieving the school's mission and vision. The Principal is responsible for meeting target goals, and held accountable by the Chief Academic Officer, who in turn is held accountable by the CEO. The CEO reports directly to the MPS Board of Directors, which monitors student academic achievement and other stated goals included in the LCAP and individual position performance goals. The Principal is accountable for meeting applicable state accountability measures under the California State Dashboard, and any applicable federal accountability measures as may be developed.

In addition to the specific academic achievement goals detailed above, additional goals over the charter term include:

- MSA-San Diego will realize a high teacher retention rate and high teacher satisfaction rate (>80%) as measured on annual surveys.
- The Board of Directors will carry out its responsibilities with the utmost degree of good faith, honesty, integrity, loyalty and undivided service to the school as demonstrated by the actions of the Board and adherence to legal requirements.
- Financial planning and annual budgets will reflect the appropriate allocation of resources to ensure achievement of the school's vision and mission as demonstrated by balanced budgets that address the school's priorities and successful external audits.

These goals and our progress toward goals communicated regularly with our entire school community via our website, meetings and newsletters sent home.

ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(b)(5)(C).)**

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE AND SUMMATIVE ASSESSMENTS

As detailed in the LCFF tables presented in Element 2, MSA-San Diego implements numerous formative and summative assessment tools to measure pupil outcomes aligned with the state priorities; the information gathered and reported to stakeholders (see below) is consistent with the way information is reported in the Charter School's annual School Accountability Report Card (SARC). Measurable outcomes and assessment tools in each of the academic areas of the curriculum are important to tracking performance progress and provide key data about the efficacy of MSA-San Diego's academic program. This data is used to drive decisions about overall program development, as well as informing ongoing curriculum modifications and allocation of resources. The Principal, staff, and teachers of MSA-San Diego are held accountable by the MPS Board of Directors for meeting student outcome goals.

The measures that are used to assess student progress include all state-mandated standardized tests such as the CAASPP/CAA and CAST. MSA-San Diego also uses the Smarter Balanced Interim Benchmark Assessments and Block Assessments approximately five times a year that are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. The Smarter Balanced Interim Assessments[22] are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-San Diego administers both the Interim Comprehensive Assessments ("ICAs") and Interim Assessment Blocks ("IABs") to assess student learning and inform instruction.

Computer adapted NWEA MAP testing is utilized to measure student progress three times a year. As explained above in Element 1, students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample Smarter Balanced questions (as provided by the CDE's website), curriculum based assessments, and teacher-designed tests. For students achieving substantially below grade level, we use

[22] http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp

educational materials that provide review and re-teach programs. McGraw Hill's publisher's resources, Curriculum Associates' Ready Common Core program[23] programs allow teachers to monitor the progress of students who are achieving below grade level and provides software generated tests and personalized instructional materials based on CCSS/frameworks which have not been achieved. All formative assessments are given through McGraw-Hill publishers teachers can access them online as well as their Teacher Manuals. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics. Individual and team projects are evaluated using rubrics, and students are required to demonstrate research and critical thinking skills.

Assessment	Purpose/Performance Expectations	Grade	Timeline
Internally-Created Tests and Performance Tasks (presentations, papers, experiments, etc.)	Measure standards mastery across all courses/subjects.	6-8	Daily and/or weekly
Publisher-Designed Assessments	Assess mastery of unit/lesson content.	6-8	End of unit/end of semester or year.
CAASPP/California Alternate Assessments (CAA)	State Criterion-Based Assessment in ELA and Math	6-8	In May
California Science Test (CAST)	State Criterion-Based Assessment in Science	8	In May
NWEA MAPs	National Normed-Referenced assessments in ELA and Math	6-8	September, December (optional), and June
ELPAC	Measure language acquisition	6-8	Initial: within 30 days of enrollment Annual: February to May
SBAC /Interim Assessment Blocks	To support teaching and learning throughout the year	6-8	Throughout the year
SBAC Interim Comprehensive Assessment Block	Designed to provide meaningful information for	6-8	February

[23] The Charter School reserves the right to utilize alternate [resources/curriculum/vendors/providers/etc.] as long as consistent with applicable law and the needs of the Charter School, and as adopted by the Charter School administration and/or MSA Board of Directors, as applicable.

	gauging student progress		
PFT/FITNESSGRAM	To assist students in establishing lifetime habits of regular physical activity	7	February to May

DATA ANALYSIS AND REPORTING

As discussed extensively in Element 1, teachers use standards-aligned formative assessments to continually monitor student progress and to make adjustments on the curriculum and instructions when such is necessary and appropriate. MSA-San Diego utilizes diverse assessments that are aligned with the curriculum and instructional program, compliant with state priorities. Assessments are aligned to the Charter School's mission, exit outcomes and the curriculum. Results of these assessments are used to facilitate continuous improvement of the programs offered at the school site, direction of executive leadership, and short and long-range planning of the Board of Directors.

The Charter School's staff, led by the Dean of Academics, department chairs, and intervention/enrichment coordinator, collects, analyzes and reviews the results of school-wide assessments and recommend modifications, if they are needed, to the Charter School's curriculum and other programs at the end of every semester. Stakeholders are engaged in reviewing this data as part of the annual strategic planning and reporting processes, including annual LCAP updates, goal setting and resource allocations.

All parents are apprised of their students' progress through quarterly report cards issued for all grade levels. The Charter School records grades, attendance, homework, and student progress reports online and provide regular access to parents. For those parents without access to a computer, MSA-San Diego has computers on campus available for parent use.

ILLUMINATE: MSA-SAN DIEGO'S SCHOOL INFORMATION SYSTEM

MSA-San Diego uses Illuminate or equivalent for its internal school information system. Aside from providing a very effective online communication tool for teachers, students and parents (for course material, homework assignments, projects, course grade statistics and records of student grades), the system enables MSA-San Diego administrators to create and print any reports within seconds. The system can produce more than 100 pre-designed reports including CA State Average Daily Attendance and CalPADS reports as well as empowering administrators to easily design reports customized to their needs. Illuminate or equivalent is a great asset to MPS such that:

- Illuminate or equivalent empowers Home Office staff to supervise schools easily from anywhere. Home Office staff can take a snapshot of MSA-San Diego at any time in any aspect, including past data.

- This custom-made system is highly adjustable according to the charter schools' needs and is continuously being developed to meet specific demands as they arise.
- Longitudinal studies can be performed using Illuminate or equivalent.

Illuminate Education is built for educators, by educators. Illuminate's mission is to create tools to promote educator and student success. They focus on student achievement and provide the teacher a tool to do it all. Assessments, report cards, gradebooks, data analysis and parent communication will no longer be in multiple places but be entered in one system. District and site-level educators can analyze trends, instructional leaders can shape curriculum, and teachers can make improvements and provide differentiated instruction.

Illuminate helps free our data. No matter where the data lives you can now see it all in one place. Therefore, we can make real-time, data-informed decisions. We can get a holistic view of the students. From groups to individuals, we can visualize the data based on academics, demographics, attendance, social-emotional, and quantitative ways.

Once we have the students' data, we can analyze it through 23 pre-built assessment reports or custom reports based on what we need. We can start intervention sooner to use it as an early warning system that helps identify at-risk students based on factors you determine. Students can feel empowered to take ownership of their learning by viewing assessment results and teacher feedback to see opportunities for growth.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

The primary purpose for grading is to provide feedback to students and parents on the achievement of learning goals. At least two progress reports and two report cards are mailed home per year. Progress reports are not final and indicate a student's performance to-date in the semester. Report cards are issued at the conclusion of each semester. Report cards are mailed home and include final grades that are reflected on a student's transcript.

At MSA-San Diego course report card grades are represented in letter-grade equivalent to the percentage earned in each course. Course report card grades are based on in-class performance tasks (assessments, projects, assignments, and classroom participation), homework, responsibility, and in some instances, additional discretionary components. Each department works with the Department Chair in conjunction with the Charter School's Dean of Academics to develop specific and consistent weights for each component, to be shared with parents and students.

MSA-San Diego follows a standard scale to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses. A

Middle School Grade Promotion

In middle school, course grades are semester-based and credit is granted at the end of each semester. Students need to have an end-of-the-semester final grade of at least a “C” (=2.0) to earn credit for the course.

To be promoted to the next grade, a middle school student must have a 2.0 GPA and passing grades in all core courses by the end of the school year or by the end of the summer before the start of the next school year. Core courses are Math, Science, English Language Arts, and History/Social Science.

If the student has a failed core course or has a recalculated GPA less than 2.0 after the summer before the start of the next school year, the student will be recommended for retention in the current grade unless the Charter School administration determines that retention is not the appropriate intervention for the student’s academic deficiencies. In that case, promotion is contingent upon a detailed plan to correct deficiencies.

ELEMENT 4: GOVERNANCE

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." **(Ed. Code § 47605(b)(5)(D).)**

MSA-San Diego is a direct-funded independent charter school operated by MPS as a California non-profit public benefit corporation with 501(c)(3) designation by the IRS. MSA-San Diego is governed by the MPS Board of Directors ("Board") in accordance with the Charter Schools Act, California law, the MPS Bylaws, and the terms of this charter. MPS shall comply with the Brown Act and the Public Records Act. Copies of the MPS Articles of Incorporation, Bylaws and Conflict of Interest Code are in Appendices.

MSA-San Diego shall operate autonomously from the District, with the exception of supervisory oversight as required by statute and other contracted services as may be negotiated between the District and MSA-San Diego. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of MSA-San Diego, nor will the District be liable for claims arising from the performance of acts, errors, or omissions by MSA-San Diego as long as the District has complied with all oversight responsibilities required by law.

All of the MPS corporate officers shall serve in a volunteer capacity and shall not be compensated for their services as an officer. The MPS CEO shall serve as the President of the corporation, but no other MPS employees shall serve as corporate officers. All of the other officer positions may be filled either by members of the Board or other volunteers, with a preference for non-Board members in order to ensure that the Board has oversight over the officers. The roles and duties of the officers are as established in the Bylaws and in any resolutions adopted by the Board of Directors.

MPS and its Board of Directors shall comply with the Charter, the Articles of Incorporation, Bylaws and the California Corporations Code, and all laws controlling charter schools. MPS, its Board of Directors, administrators, managers and employees, and any other committees of the Board, shall comply with all applicable federal and state laws and nonprofit integrity standards regarding ethics and conflicts of interest, including the Public Records Act (Government Code section 6250 *et seq*.), the Political Reform Act of 1974 (Gov. Code Section 81000 *et seq*.), the Brown Act (Government Code sections 54950 *et seq*.), and the requirements described at Government Code Section 1090 *et seq*. , along with the Charter Schools Act (Education Code Section 47604.1, effective January 1, 2020), and any attendant regulations as they may be amended from time to time, and any other applicable conflict of interest prohibitions. MPS shall not have any employees on its Board of Directors.

MPS has adopted a Conflict of Interest Code, pursuant to California Code of Regulations, title 2, Section 18730, including the formal designation of reporters and reporting categories and the forms to be filed thereunder. MPS shall review, revise and maintain that Code as current throughout the term of the Charter, and shall require all affected MPS officers, employees, representatives, consultants, and governing board members to comply therewith.

MSA-San Diego shall comply with the provisions of Education Code Section 52176(b) for the establishment and operation of an English Language Advisory Committee (ELAC), as applicable to the Charter School.

In the case of a conflict between the requirements of this Charter and provisions of the Articles of Incorporation and/or Bylaws, action taken in accordance with such Articles or Bylaws which conflicts with or is inconsistent with the requirements of the Charter shall be deemed a violation of this Charter. Should the provisions of the Charter conflict with the policies, practices, or terms of any collective bargaining agreement or other agreement of MPS, the provisions of the Charter shall prevail.

GOVERNANCE STRUCTURE

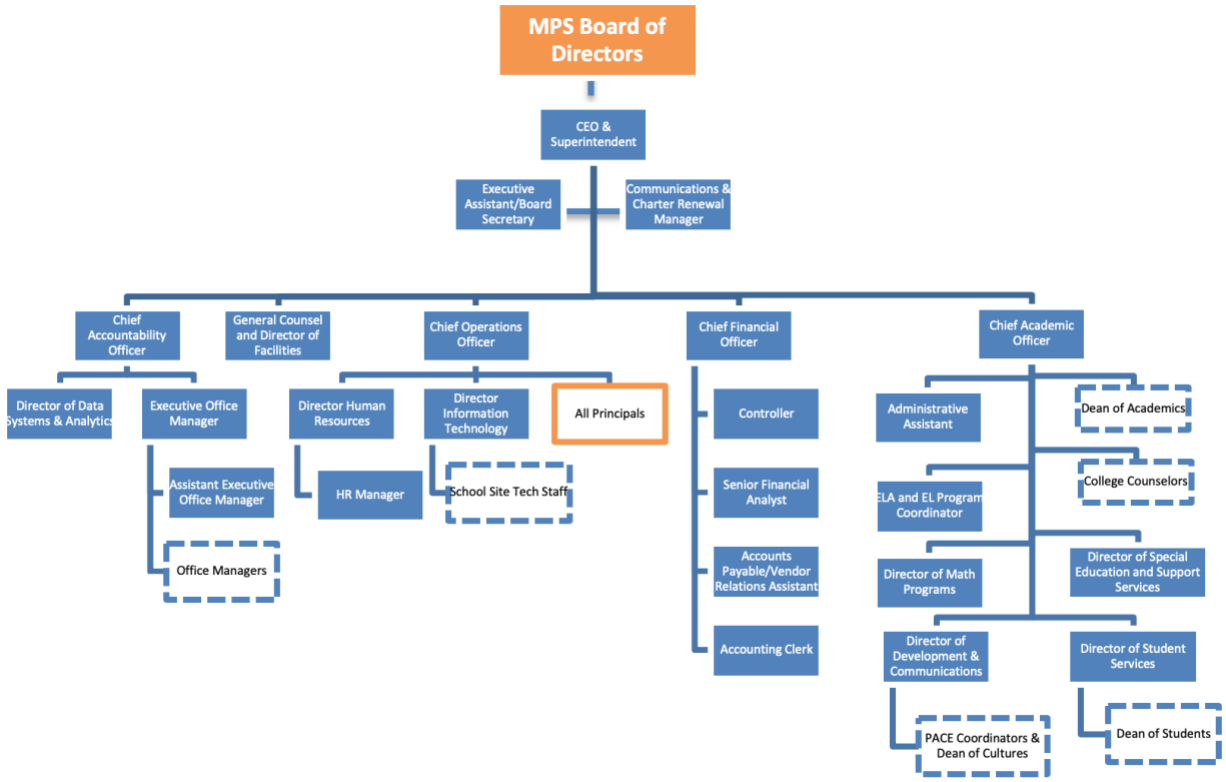
NONPROFIT PUBLIC BENEFIT CORPORATION

MSA-San Diego is a direct funded independent charter school operated by the Magnolia Education and Research Foundation, doing business as Magnolia Public Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law. The MPS Board of Directors is responsible for the oversight of MSA-San Diego. The Board delegates all school management decisions, such as hiring teachers and school staff, day-to-day school management and adherence to Charter School policy, to the Chief Executive Officer/Superintendent of MPS and lead school site staff.

ORGANIZATIONAL CHARTS

The following briefly details the roles of the Home Office lead staff, followed by an Organizational Chart for the school site.

MPS Organizational Chart:



(A school site organizational chart is included below.)

MPS is structured as a single 501(c)(3) nonprofit organization which includes both the Home Office and the ten Charter Schools. Charter School personnel report to the Charter School Principal who, in turn, reports to the Home Office Chief Operations Officer. The Chief Operations Officer ensures that the Charter School receives effective operational, academic, and financial support from the Home Office staff on a shared basis with the rest of the Magnolia charter schools. The leadership and Board receive financial reports broken out by each Charter school and the Home Office, and annual independent Charter School audits, as well as a consolidated audit, conducted by outside auditors (in addition to all required reviews).

Board of Directors

The MPS Board of Directors ("Board") is responsible for overseeing MSA-San Diego's operation and governance. The Board is responsible for hiring and supervising the CEO. (See below for further details about the Board's role and operation.)

Magnolia Public Schools Home Office ("Home Office")

The MPS Home Office executes the decisions and policies set by the Board. Through the Home Office, MPS establishes its educational mission in all MPS schools. The Home Office provides

services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to:

- Academics
    - Academic standards, assessment, compliance and evaluation
    - Curriculum
    - Professional development and coaching
    - Special Education support
    - English Learner support
    - Gifted and Talented and special programs support
    - Science and blended learning advisory
- Operations
    - Governance support
    - Finance and accounting
    - Purchasing and contract compliance
    - Policies and procedures management
    - Legal
    - Facilities
    - Risk management
    - Information technology and data management
    - Auditing and compliance
    - Regional school site operational support
- Talent
    - Human resources operations
    - Recruitment and hiring
    - Credentials and qualifications oversight
    - Leadership development and career path support
- External Relations
    - Family and community engagement
    - Facilitation of school site governance councils and LCAP management
    - Development
    - Communications

Chief Executive Officer/Superintendent (“CEO”)

The CEO embodies, advocates, and puts into operation the vision, mission, and strategic direction of MPS, and oversees all aspects of the organization, including financial, operational, educational operations, and strategic planning. The CEO is not a member of the Board, but will fulfill the role of the corporation’s general manager and will have general supervision, direction, and control over the corporation’s business and officers, subject to the control of the Board. The CEO hires, supervises, disciplines, and as needed, dismisses the Charter School’s Principal,

who, in collaboration with the CEO and the HR department at the MPS Home Office, hires, promotes, disciplines, and as needed, dismisses staff and teachers at the Charter School. The CEO also oversees hiring, supervision, professional development, evaluation and dismissal of all C-level positions at the Home Office. All the C-level positions report to the CEO.

The Board ensures that the CEO is evaluated formally at least once annually, and the CEO, in turn, evaluates the Home Office staff.

Chief Academic Officer ("CAO")

Reporting to the CEO, the CAO is responsible for both sustaining and improving the culture of high academic excellence in all Magnolia Public Schools. The school administrators at each charter school as well as the curriculum and instructional support staff report directly to the CAO, who has primary authority and accountability for the academic performance of all schools. The CAO provides leadership, vision, and strategic direction for MPS' curriculum, instruction, assessment and school improvement initiatives overseeing professional development for all school leaders and supervising academic management of the charter schools.

Chief Operations Officer ("COO")

The COO leads all internal operations and, working in partnership with the Magnolia's Home Office Executive Team, Board and other leaders, creates the strategic five-year plan and implement new processes and approaches to achieve it. The COO serves as the internal leader of MPS, coordinating the annual operations plan and leading the performance management process that measures and evaluates progress against goals for the MPS. The COO provides for all staff a strong day-to-day leadership presence; bridges all functions and supports an open-door policy among all staff; provides Board support; and leads the organization's Regional Directors and Principals. Additionally, the COO directs and manages the various core business, financial, process, and systems functions of the MPS centralized HR Department. Provides strategic and operational direction to assigned organizational components, and provides leadership to the institution in strategic human resources planning and policy, process, and systems development. Directs organizational structuring and staffing, and oversees the supervision of all managerial, professional, paraprofessional, and support staff in each organizational component. Facilities and Technology Departments report to the COO as well.

Chief Financial Officer ("CFO")

The CFO is responsible for the financial performance of MPS and each of its schools. The CFO provides effective leadership to ensure sustainability, growth, and expansion and advises the CEO and Board on strategic financial plan, financial analysis and business modeling. The CFO ensures ethical and responsible decision-making, and appropriate financial management and governance practices.

Chief Accountability Officer

The Chief Accountability Officer is responsible for overseeing all non-financial reporting and compliance functions, preparing and implementing the annual surveys, and ensuring that the

organization and staff use consistent, rigorous evaluation tools to maintain the efficacy of Magnolia programs.

General Counsel and Director of Facilities

The General Counsel and Director of Facilities is responsible for working with architects, developers and consultants on the acquisition, design and construction of new facilities; planning, budgeting and project managing capital and tenant improvements; negotiating and managing leases; and managing relationships with landlords. The General Counsel and Director of Facilities also reviews vendor contracts.

Director of Student Services

The Director of Student Services is responsible for the effective coordination, delivery, evaluation and refinement of student services throughout MPS schools, and for ensuring that all programs are aligned with the outcomes for student success. Student services programs include student health services, psychological services, social work services, guidance services, and other student services. The Director of Student Services coordinates the administration, implementation, and evaluation of the MTSS, Positive Behavioral Support Program, Restorative Justice Implementation and support Charter School Deans to create a positive school climate. The Director of Student Services work collaboratively with all stakeholders to plan and support the implementation of MSA-Bell's Discipline Policy to create a culture shift that utilizes a restorative framework.

Director of Informational Technology

The Director of Informational Technology develops instructional material, coordinates educational content, and incorporates current technology in specialized fields that provide guidelines to educators.

Director of Development and Communications

The Director of Development and Communications oversees initiatives to raise funds and strengthen the organization's relationships with its supporters. Working closely with the CAO and CEO, the Director of Development and Communications directs all areas of development and communications for MPS. This position is primarily responsible for developing and rolling out effective and efficient programs that identify, cultivate, track and solicit prospective government, and private and family foundation sources for gifts to fund the organization's identified priorities. Additionally, the Director of Development and Communications ensures that Magnolia's communication efforts complement strategic goals and priorities, particularly regarding development, and marketing and closely support the MPS mission of providing a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

Director of Human Resources

The Director of Human Resources is responsible for executing the direction of human resources operations and support across all employee types including faculty and non-faculty employees.

This includes interpretation of MPS HR policies, providing consultation and advice on HR issues and concerns, and implementing HR strategies and plans within the MERF.

Director of Special Education and Support Services

This position plans, organizes, directs, and manages the Special Education Division within MPS; formulates programs and policies; coordinates and oversees services provided by the Home Office to all MPS schools; directs the development and implementation of in-service training programs; provides interpretation and guidance of compliance to laws; coordinates special programs/services; and manages and coordinates related services. This position also makes decisions of critical consequence, impacting recommendations and development of new or revised policies, procedures, and program services; has responsibility for providing services and support to all MPS schools; most frequently meets with the CAO along with other administrators and internal staff for the purpose of planning and directing activities, implementing decisions, justifying and defending decisions, and negotiating or settling significant and/or controversial issues. Responsibilities include direct and indirect supervision of professional, technical, and clerical personnel and related service providers.

Director of Math Programs

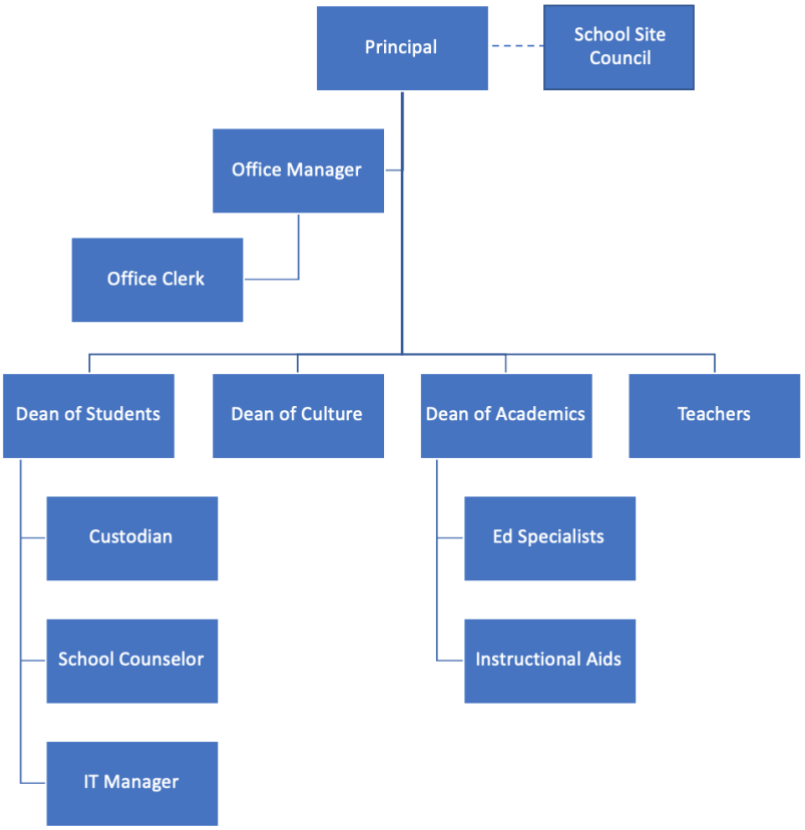
Reporting to the CAO, the Director of Math Programs supports all staff in the implementation of the MPS' math programs and curriculum at all school sites. The Director of Math Programs works directly with school administrators and teachers in Magnolia Public Schools providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The director focuses on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Director of Math Programs will also work with administrators, instructional coaches, and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.

Director of Data Systems & Analytics

The Director of Data Systems & Analytics oversees all academic and demographic data management at MPS; creates systems for data collection, storage, and analysis; oversees academic assessment systems; maintains and utilizes SIS and other academic software; assists with educational technology implementation and training. The Director of Data Systems & Analytics reports to the Chief Accountability Officer.

Current Organizational Chart of MSA-San Diego

School site personnel report to Principal who, in turn, reports to the Home Office COO. The COO ensures that the Charter School receives effective operational, academic, and financial support from the Home Office staff on a shared basis with the rest of the MPS Charter Schools.



While full job descriptions are provided as required in Element 5, the following briefly summarizes the leadership team roles at MSA-San Diego:

Principal

The Principal is the senior authority at the Charter School and is responsible for the day-to-day operation of the Charter School. The Principal is the educational and instructional leader of the Charter School, and collaborates with the Chief Academic Officer on school operations and management. The Principal also reports to the District as required.

Dean of Academics

The Dean of Academics coordinates all academic activities, leads professional development, and oversees curriculum, instruction, and assessment at the Charter School.

Dean of Students

The Dean of Students provides for enforcement of school rules, oversees appropriate and reasonable student discipline, and helps students develop positive behavior through a student discipline management system.

Dean of Culture

The Dean of Culture fosters a school climate that supports the Charter School's vision and mission and builds effective relationships among teachers, parents, and the community to improve the school culture.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The current Board consists of eight dedicated individuals. Each member of the Board has been carefully chosen for his/her passion and commitment to the MPS vision and mission, dedication to education, area of professional expertise, service to the community, and ability to support the vision and mission of MPS. No current employees may serve on the Board of Directors.

Each director shall hold office for five (5) years and until a successor director has been designated and qualified. Board terms are renewable upon mutual consent between the Board and the member. MPS's governance structure provides for staggered terms; this is accomplished through our Bylaws by appointing members of the Board at different times and for staggered terms.

In accordance with the Bylaws, all directors are designated by a vote of the existing Board of Directors. Any vacancy occurring on the Board of Directors shall be filled in accordance with the Bylaws. Any member of the community may refer a potential candidate to the Board. The Chairman of the Board of Directors will appoint a committee to designate qualified candidates for election to the Board of Directors. This Nominating Committee shall make its report and forward it to each board member with a list of all candidates nominated by the committee. The Board shall strive to include directors who have expertise in education, law, finance, non-profit management, community engagement and more. The Board is committed to maintaining community representation on the Board (e.g., persons who live within the communities where our schools reside), as well as a parent representative. Although not required, the Board will strive to create an odd number of Directors for voting purposes. The Board will strive to seat new Directors as promptly as possible upon any vacancy or change in the Board's designated number of directors.

Pursuant to California Education Code § 47604(b), the District reserves the right to appoint a representative to MPS' Board. If the District chooses to do so, MPS may choose to appoint an additional member to ensure that the Board is maintained with an odd number of directors.

GOVERNANCE PROCEDURES AND OPERATIONS

Board Meetings and Duties

All meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board shall meet annually for the purpose of

organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This annual meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board.

Regular meetings of the Board of Directors shall be held monthly at a date and time set by the Board (the second Thursday of the month, unless otherwise stated). Meetings will be held within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by MPS reside, and a two-way teleconference location shall be established at each schoolsite, in accordance with Education Code Section 47604.1(c)(4)(A)-(B). The schedule for regular Board meetings will be included in the Charter School's monthly calendar that will be distributed to all parents at the Charter School. Meeting notices and agendas will be made available and posted to the public prior to board meetings (both online posting as well as physical posting at the school site for public viewing on the school's bulletin board, front gate, and/or school entrance). For all regular meetings, an agenda will be posted 72 hours in advance. A book of minutes of all meetings, proceedings, and actions is kept at the MPS Home Office or such other place as the Board may direct according to its Bylaws. All of our approved minutes are accessible online through our Board on Track platform, which is linked on our website giving easy access to parents and stakeholders. In accordance with the Brown Act, special meetings of the Board may be held only after twenty-four (24) hours' notice is given to each director and to the public through the posting of an agenda.

To ensure public participation for all MPS stakeholders, MPS shall provide two-way teleconferencing access at each of its school site. This allows members of the public to watch and participate in Board meetings via two-way teleconferencing capabilities from each schoolsite, in addition to attending in person. Information about the participation procedure is included on the agenda and information web pages for the meetings. All participants/speakers have access to language translation services if requested in advance.

Members of the Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- At a minimum, a quorum consisting of a majority of the members of the Board shall participate in the teleconference meeting from locations within the boundaries of a school district in which at least one of the charter schools operated by MPS operates;
- All votes taken during a teleconference meeting shall be by roll call and in compliance with Brown Act;
- If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

- The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

MPS has adopted a Conflict of Interest Code and Policy that complies with Government Code Section 1090, the Political Reform Act, and Corporations Code. The Board of Directors attends an annual in-service for the purposes of training individual Board members on their responsibilities with topics including at minimum, Conflicts of Interest and the Brown Act.

The Board's responsibilities include, but are not limited to, the following:

- Exercises fiduciary role to ensure that the Charter School is properly managed;
- Maintains legal status; ensures the proper paperwork is submitted to governmental agencies;
- Reviews financial and business dealings and exercises proper judgment in avoiding conflicts of interest;
- Approves and monitors the annual budget and budget revisions;
- Reviews and approves periodic financial reports (balance sheet, income statement, changes in financial position);
- Determine the methods of raising revenue and approving all debts;
- Ensures that proper internal controls are in place and maintained;
- Establishes mission and strategic direction for the organization and approves goals and objectives designed to achieve those ends;
- Reviews strategic plan and progress;
- Assesses program evaluation plan;
- Assesses compliance/progress in achieving educational and other outcomes agreed to in the charter petition;
- Develop, adopt and periodically review written policies;
- Hires CEO and evaluates the CEO's performance;
- Assures long-range commitments of resources; establishes a fund development plan and participates in its implementation;
- Establishes and communicates clear expectations of Board membership;
- Assures effective participation of all directors;
- Defines, communicates and assures the role of the Board, committees, and CEO in making decisions;
- Promotes the organization to parents and the general public, including serving as an emissary of the organization to the broader community;
- Promotes cooperative action with other charter and traditional public schools, including activities and occasions when the Charter School should take part in coalitions, shared programs, and joint action;
- Approves awarding of contracts in excess of the delegated authority adopted. Our purchasing software has a control feature that limits approval authority per position as stated in the Fiscal Policy PUR101: up to $5,000 for Principals, up to $10,000 for Executive Team, up to $25,000 for CEO/Superintendent, over $25,000 for MPS Board of Directors. The Board reserves the right to update its fiscal policies, including approval authorities, from time to time in public meetings.

- Approves charter resolutions as necessary and submit requests for material revisions as necessary to the authorizer for consideration;
- Appoints an administrative panel or act as an appellate hearing body and take action on recommended student expulsions;
- Recruits and appoints new Board members and provide for orientation training;
- Maintains Board operations; and,
- Assesses its own performance.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with this charter or the purposes for which MPS and its schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of MPS any of those duties such as, but not limited to budget approval or revision, contract approval, approval of the fiscal audit and performance reports, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the MPS Site designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

BOARD COMMITTEES

The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the authorized number of directors. The Board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board's resolution, except that no committee may:

- Take any final action on any matter that, under the California Corporations Code, also requires approval of the members or approval of a majority of all members;
- Fill vacancies on the Board or any committee of the Board;
- Amend or repeal bylaws or adopt new bylaws;
- Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;
- Create any other committees of the Board or appoint the members of committees of the Board;

- Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- Approve any contract or transaction to which the corporation is a party unless delegated such authority by the full board.

Meetings and actions of committees of the Board shall be governed by the Brown Act. Minutes of each meeting shall be kept and shall be filed with the corporate records.

STAKEHOLDER INVOLVEMENT

All stakeholder groups within the school community play a vital role in advancing the vision and mission of MSA-San Diego and its programs. MPS is committed to ensuring that all stakeholder groups – staff, families, students and community members – have a voice in matters critical to the Charter School's success. MSA-San Diego strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA-San Diego. In addition to a parent representative on the Board of Directors, parents are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the Charter School, and reviewing parental and community concerns. The following are the primary mechanisms through which stakeholders as the school site impact decision-making:

SCHOOL SITE COUNCIL ("SSC")

The School Site Council is a body that works with the Principal to develop, review, and evaluate school programs. The SSC consists of:

- The Principal
- 4 teacher representatives selected by teachers at the Charter School
- 1 other school personnel selected by peers at the Charter School
- 3 parents of students attending the Charter School selected by such parents
- 3 students selected by students attending the Charter School

The SSC meets at least four times a year and makes recommendations and participates in a shared decision-making process regarding matters of interest to families and teachers, including the annual LCAP process, budget priorities, approval of Title I budget, resource allocation, school events/activities and fundraising at the local school level. The SSC also develops and approves Single Plan for Student Achievement (as applicable), recommends it to the Board for implementation, and evaluates its effectiveness annually.

The Charter School will use its website to update parents and stakeholders with the school calendar, meeting dates, accountability plans, upcoming events, and more.

The Principal is responsible for communicating the SSC's recommendations to the CEO and/or Board (though all parents/teachers are invited to attend any Board meeting per the Brown Act).

English Learner Advisory Committee ("ELAC")

State law mandates each school site with 21 or more students of Limited English Proficiency in attendance, regardless of language, to form a functioning English Learner Advisory Committee. The ELAC will be formed at MSA-San Diego when the site has 21 or more students of LEP. The ELAC membership will include: Parents of ELs (at least the same percentage of the ELAC membership as ELs constitute of the Charter School's total student population), Charter School staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained. The ELAC will advise the Principal and staff on programs and services for English Learners, and participate in annual goal setting and evaluation of EL achievement and needs (including the LCAP).

Parent Task Force ("PTF")

The PTF is the Parent/Guardian Club at MSA-San Diego, with a mission to contribute in building a rich supportive environment for students. The PTF works in partnership with the administration, teachers and parents of MSA-San Diego. All parents or guardians of students currently enrolled in MSA-San Diego are general members of the PTF, who elect leaders annually including a President, Vice President, Secretary, and Treasurer. The PTF holds monthly members' meetings during the school year.

The PTF facilitates students' success in the 21st century classroom and workforce by promoting and supporting high levels of academic performance, while fostering positive growth in social/emotional behaviors and attitudes. This will include, but is not limited to:

- Supporting the Charter School in its mission;
- Promoting communication and mutual respect among parents, faculty and administration;
- Supporting the educational and social objectives of the Charter School through PTF-sponsored programs;
- Providing direct financial support to the Charter School through organized fundraising events;
- Providing financial assistance to programs that directly impact teachers and students;
- Organizing community-building and civic engagement events.

There are various opportunities for parents to volunteer at MSA-San Diego. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor, assist with lunch distribution, and attend instructional field trips. All parents/guardians are encouraged – but not required – to contribute 10 hours per year to the Charter School. Parents are encouraged to volunteer at Back to School Nights, PTF meetings, newsletter and various other opportunities. Parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

Student-Teacher-Parent Portal

As noted above, MSA-San Diego uses Illuminate or equivalent, an online web portal, to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers are encouraged to come to the Charter School and use one of the available computer stations. Classes are held at the Charter School on how to use the portal as well as how to access it via computers, smartphones and free Internet access at public libraries.

The charter school will use its website to support stakeholder involvement by actively updating the school calendar with meetings and opportunities for parents in both English and Spanish. Feedback from parents is collected through our PTF meetings and our yearly stakeholder surveys. We also give parents the opportunity to be a part of the LCAP process during the School Site Council meetings.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(b)(5)(E).)**

Teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of federal law. All teachers at MSA-San Diego will be required to have credentials equivalent to those required by the District as applicable and required by law (as may be amended from time to time) for core and college-preparatory courses. MSA-San Diego's core and college preparatory classes are English Language Arts, math, science and history/social science.

MPS prohibits discrimination and harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

SCHOOL SITE EMPLOYEE POSITIONS AND QUALIFICATIONS

All personnel commit to the MPS mission and vision and abide by the MPS Employee Handbook. All employees' job descriptions and work schedules are reviewed and modified as needed to meet the needs of the Charter School and its students. The job descriptions are based on the job duties for each employee and determined as part of the individual employment agreement.

PRINCIPAL

The Principal will orchestrate program and service delivery to students through teaching and auxiliary staff. Deans will assist the Principal in instructional program administration and student activities and services.

Skills and Qualifications for the Principal:

- Bachelor's degree required (preferably in Education, or a STEAM related field)
- Administrative credential or related Master's Degree preferred
- Experience in teaching STEAM related subjects and administrative duties preferred
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Proven commitment to the values, mission and vision of Magnolia Public Schools

- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

Principal's Responsibilities and Duties:

- Monitor instructional and administrative processes to ensure that program activities are related to program outcomes and use findings to take corrective actions
- Report to and consult with the Home Office
- In collaboration with the CEO and Human Resources Department, hire, supervise, and evaluate the faculty and Charter School staff
- Hire, supervise, and evaluate the faculty and charter school site staff
- Comply with local, state and federal laws and regulations affecting the Charter School
- Compile, maintain, and file all physical and computerized reports, records, and other documents required by law and MPS policy, including accurate and timely reports of maximum attendance to requisition textbook
- Manage use of school facilities and supervise maintenance of facilities to ensure a clean, orderly and safe campus
- Direct and manage instructional extracurricular and intramural programs
- Oversee the Special Education program as described in Element 1
- Work with faculty and students to implement a student discipline management system that encourages positive student behavior and enhances the school climate
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the Student/Parent Handbook
- Conduct conferences about student and school issues with parents, students, and teachers
- Demonstrate awareness of school and community needs and initiate activities to meet those needs
- Use appropriate and effective techniques to encourage community and parent involvement
- Communicate with the chartering agency and attend necessary meetings
- Communicate with the District when required

Dean of Academics

The Dean of Academics coordinates all academic activities, leads professional development, serves as the school site EL Coordinator and oversees curriculum, instruction, and assessment at the Charter School.

Skills and Qualifications:

- Bachelor's degree required (preferably in Education, or a STEAM related field)
- Administrative credential or related Master's Degree preferred
- Experience in teaching STEAM related subjects and administrative duties preferred

- Bilingual (Spanish) preferred
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

Responsibilities and Duties:

Academic Program

- Assist with curriculum development and improvement
- Supervise textbook review and textbook ordering
- Oversee the development of curriculum, lesson plans and instruction in the classroom
- Update course descriptions and offerings to school manual and school website
- Coordinate teacher and student involvement of after school program
- Responsible for developing and changing of daily class schedule
- Coordinate all academic activities with the Department Chairs
- Oversee all instructional fieldtrip planning
- Coordinate failing letters and summer school/preparation
- Bring academic and event calendar to weekly administrative meetings
- Serve as school's EL Coordinator and:
    - Conduct classroom observations on a weekly basis to ensure integrated and designated ELD is occurring in all classrooms with ELs
    - Present an ELD strategy to teachers during weekly staff meetings
    - Monitor the creation and maintenance of an ELD portfolio for each EL student to monitor and showcase progress.
    - Regularly communicate with staff regarding the progress of ELs
    - Communicate on a regular basis with the MPS EL Coordinator and implement all updates and compliance requests in a timely manner
    - Participate in monthly meetings with school leadership regarding the needs of ELs (for example, plan strategies for professional development, provide insight from classroom observations, discuss data, and recommend resources)
    - Attend professional development relevant to ELs and share strategies and resources with teachers

Student Performance

- Conference with students/parents on academic issues
- Responsible for scheduling and coordination of the tutorial program and instructional after school/Saturday school activities
- Assess grade reports and mid-quarter reports before they go home to families

- Prepare standardized testing schedules, and inventory for standardized testing in a combined effort with the administrative assistant
- Oversee homework, class work, projects, tests, for teachers in Illuminate or equivalent
- Report weekly at administration meeting any teachers who are not using Illuminate or equivalent properly
- Review student progress at the end of each quarter and notify parents of students on academic probation
- Maintain list of high honor/honor students

School Improvement

- Assist in organization of school improvement plan (if applicable), LCAP and other plans with staff, parents and community members

Personnel Management

- Hold teacher evaluation conferences based on records of performance evaluation
- Administration and Fiscal/Facilities Management
- Oversee school operations in Principal's absence
- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules
- Oversee student attendance records and assist the office manager on truancy issues
- Aid in safety drill practices and inspections.

Staff Development

- Hold teacher orientation and in-service training throughout the year
- Regularly prepare items for staff development for weekly faculty meetings and attend weekly administrative meetings
- Conference with teachers on academic issues in the classroom
- Conduct formal and informal teacher observations

Dean of Students

The Dean of Students provides for enforcement of school rules, oversees appropriate and reasonable student discipline, and helps students develop positive behavior through a student discipline management system.

Skills and Qualifications for the Dean of Students:

- Bachelor's degree required (preferably in Education, or a STEAM related field)
- Administrative and/or teaching credential preferred
- Experience in teaching and administrative duties preferred
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills
- Must pass Live Scan (criminal background check via fingerprinting)

- Tuberculosis risk assessment

Dean of Students' Responsibilities and Duties:

Student Management

- Provide for supervision of students during non-instructional hours
- Help students develop positive behavior through a student discipline management system
- Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline
- Hold parent/teacher/student conferences regarding student and school issues
- Demonstrate use of productive and efficient skills to raise community and parent involvement

Supervision

- Supervise teachers with their before/after school and lunch duties
- Supervise at transition periods, lunch, before and after school

Discipline

- Oversee discipline issues for teachers in Illuminate or equivalent
- Coordinate and chair the Charter School's Restorative Justice Committee

Support Services

- Supervise safety and welfare of students
- Manage support services including transportation (as needed), custodial and cafeteria

Dean of Culture

The Dean of Culture fosters a school climate that supports the Charter School's vision and mission and builds effective relationships among teachers, parents, and the community to improve the school culture.

Skills and Qualifications for the Dean of Students:

- Bachelor's degree required (preferably in Education, or a STEAM related field)
- Administrative and/or teaching credential preferred
- Experience in teaching and administrative duties preferred
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

Dean of Culture's Responsibilities and Duties:

- Establish and maintain a positive, safe, and college-going school culture;

- Supervise the consistent and fair administration of school policies regarding student conduct and discipline during instructional time;
- Support teachers to create and sustain classroom management systems that ensure a focus on learning and student success;
- Oversee the development and implementation of student supports and interventions;
- Maintain systems for collecting and tracking data on school culture metrics, including discipline and attendance;
- Serve as a liaison to parents and facilitate parent education and involvement in support of school culture policies;
- In working with the Family and Community Liaison, play an active role in coordinating school partnerships;
- Create and present formal reports on school culture and safety;
- Facilitate faculty and staff professional development related to school culture and consistent enforcement of student discipline; and
- Organize school events that encourage community connection to and investment in the school culture and student success.
- Other job related duties and schedules assigned by supervisor

TEACHERS

The primary role and purpose of a teacher is to provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Teachers will help students develop the skills necessary to be productive members of society.

Skills and Qualifications:

- B.A. or B.S. (as appropriate) degree
- CLAD/BCLAD credential or other certificate, permit or other documentation required by laws and regulations as they apply to charter schools
- Understanding of subjects assigned
- Knowledge of curriculum and instruction
- Capability of instructing students and managing their behavior
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication and interpersonal skills
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

Teacher's Responsibilities and Duties:

Instructional Strategies

- Design, write and use lesson plans that conform to the charter's curriculum; ensure written plans are available for review by the Dean of Academics
- Ensure lesson plans show modifications for differences in student learning styles

- Teach instructional subjects according to guidelines established by California Department of Education, charter polices and administrative regulations
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs
- Design instructional activities by using data from student learning style assessments
- Collaborate with Education Specialist (SpEd Teacher)s on student Individualized Education Programs to ensure all modifications are met
- Collaborate with staff to determine charter requirements for the instructional goals, objective and methods
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process

Growth and Development

- Help students assess and enhance their study methods and habits
- Produce formal and informal testing to evaluate student success
- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the Principal
- Serve as an example for students, support mission of the charter

Classroom Management and Organization

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students
- Manage student behavior in agreement with the Student/Parent Handbook
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities
- Provide input on book, equipment and material selection

Communication

- Establish communication rapport with parents, students, Principal, Deans and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills

Other

- Enrich job skills through professional development activities
- Keep up to date on and abide by state and charter regulations and policies for classroom teachers
- Gather, manage and file all reports, records and other documents required
- Be active in faculty meetings and assist in staff committees as necessary

EDUCATION SPECIALISTS (SPED TEACHER)

The primary role and responsibility of an Education Specialist is to provide services to special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. The Education Specialist develops student ability level instructional materials through modified curriculum and prepared lesson plans. The Education Specialist conducts work in self-contained, team,

departmental or itinerant capacity as necessary. Education Specialists and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute, prior to placement in the classroom.

Skills and Qualifications:

- B.A. or B.S. degree
- Master's degree preferred
- California Commission on Teacher Credentialing certificate, permit or other documentation equivalent to what a special education teacher in other public schools would be required to hold
- Knowledge of special needs of students in assigned area
- Knowledge of IEP goal setting process and implementation
- Knowledge of curriculum and instruction
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

Education Specialist's Responsibilities and Duties:

- Work in conjunction with students, parents and other members of staff to develop IEPs
- Design, write and use instructional, therapeutic or skill development programs for assigned students and ensure written plan is available for review
- Ensure student needs and learning styles are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment
- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate
- Design instructional activities by using data from student learning style assessments
- Ensure IEP guidelines are met when presenting subject matter
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process
- Produce formal and informal testing to evaluate student success
- Oversee or ensure personal care, medical care and feeding of students as stated in IEP
- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the charter principal
- Serve as an example for students, support mission of the charter
- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students
- Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEPs.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEPs
- Collaborate with Charter School staff and outside resources regarding education, social, medical and personal needs of students

- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities
- Provide input on book, equipment and material selection
- Ensure good communication rapport with parents, students, principals and teachers through conferences
- Create and maintain a professional relationship with colleagues, students, parents and community members
- Present information accurately through clear communication skills
- Enrich job skills through professional development activities
- Keep up to date on and abide by state and charter regulations and policies for classroom teachers
- Gather, manage and file all reports, records and other documents required
- Be active in faculty meetings and assist in staff committees as necessary
- Provide scalable instructional program leadership to all school leaders with specific responsibility for planning, development, implementation, assessment and improvement across all schools.

Special Education Aide

The primary role and purpose of a Special Education Aide is to provide assistance to the Education Specialist for the physical and instructional needs of the charter students with disabilities in the special education program. The Special Education Aide helps implement educational programs, including self-help, behavior management and instructional programs for students. The Special Education Aide works under direct supervision of a certified teacher and indirect supervision of the Principal. Special education aides who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute, prior to placement in the classroom.

Skills and Qualifications:

- Capable of working with children with disabilities
- Capable of following verbal and written instructions
- Capable of communicating effectively
- Able to use general office equipment
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- High School Diploma
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

Special Education Aide's Responsibilities and Duties:
Instructional Support

- Prepare educational materials and displays for the classroom with the assistance of the classroom teacher

- Assist in keeping class neat and orderly
- Assist teacher in handling administrative records and reports
- Help substitute teachers with classroom layout, or other pertinent classroom management
- Assist with inventory, care and maintenance of equipment

Student Management

- Help physically disabled students according to their needs, including but not limited to transferring to and from wheelchairs, lifting, or positioning
- Help students with physical needs and personal care, including but not limited to feeding, bathroom needs, and personal hygiene
- Assist in student behavior management; this includes handling crisis situations and restraining disruptive or dangerous students as needed
- Take responsibility for learning and conforming to each student's special medical, physical, communicative and emotional needs
- Coordinate educational activities assigned by the teacher; help individual students or small groups
- Assist in overseeing students throughout school day, inside and outside classroom; this includes lunchroom, bus and playground duty
- Advise teacher on special needs or problems of individual students

Other

- Ensure confidentiality
- Enhance job skills by participating in staff development programs
- Be active in faculty meetings and special events as assigned

SCHOOL COUNSELOR

Skills and Qualifications:

- B.A. or B.S. degree
- Master's degree preferred
- California Commission on Teacher Credentialing certificate, permit or other documentation equivalent to what a special education teacher in other public schools would be required to hold
- Knowledge of special needs of students in assigned area
- Knowledge of IEP goal setting process and implementation
- Knowledge of curriculum and instruction
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

Responsibilities and Duties:

- One-on-one and group counseling
- Work with teachers and staff members to ensure that the needs of each special needs student are being met.

- Collaborate with teachers to develop more effective support services for the child working with teachers and staff members to develop a better understanding of the interventions in place to help the child succeed.
- Special education counselor works extensively with families.
- Understand school policies and procedures.

Substitute Teachers and Tutors

A pool of daily substitute teachers and tutors will be established for tutoring activities during weekdays and weekends under the flexible education program. All tutoring activities at MSA-San Diego are free of charge for all students.

IT Manager

The IT Manager is responsible for providing assistance to the school site in the area of Information Technology.

Skills and Qualifications:

- Proven experience as IT manager or similar role
- Experience in network management and help desk support is appreciated
- Solid knowledge of IT systems and applications
- Understanding of TCP/IP protocols and LAN/WAN configuration
- Ability to troubleshoot and repair issues
- Strong communication and interpersonal skills
- Great attention to detail
- Excellent organizational and coordination abilities
- BSc/BA in information technology or computer science is preferred
- Certification (CompTIA Network+, CompTIA Security+ etc.) is a plus
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

Responsibilities and Duties:

- Institute protocols for the use of IT across departments and projects
- Provide advice on the most suitable IT choices
- Provide technical support or training for systems and networks
- Act as link between end users and higher level support
- Install and configure software and hardware (printers, network cards etc.)
- Monitor system and network performance
- Perform troubleshooting, repairs and data restoration
- Performance maintenance activities (e.g. backups)
- Maintain licenses and upgrade schedules
- Collaborate with other professionals to maintain standards and functionality

Office Personnel/Manager

Clerical staff will be selected by the Principal on an applicant and interview basis. Selection will be based on experience and the ability to perform the job duties for that position.
Skills and Qualifications:

- Capable of working with students
- Capable of following verbal and written instructions
- Capable of communicating effectively
- Knowledge of office management
- Able to use general office equipment
- Up-to-date computer and technology knowledge
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills.
- Three years of experience in increasingly responsible role similar to office management
- HS Diploma supplemented by additional training in office
- Bilingual English/Spanish preferred but not required
- Excellent written and verbal communication skills
- Comfort with fast-paces environment
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

Responsibilities and Duties:

- Answering phones
- Filing reports
- Enrolling students
- Managing and monitoring office operations in collaboration with the Charter School administration
- Ordering and purchasing supplies and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other duties as assigned
- Bilingual translation and communication with parents

Custodian

Skills and Qualifications:

- Capable of working with students
- Capable of communicating effectively
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Bilingual English/Spanish preferred but not required
- Comfort with fast-paced environment

- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

Responsibilities and Duties:

- Clean building floors by sweeping, mopping, scrubbing, or vacuuming.
- Service, clean, or supply restrooms.
- Clean windows, glass partitions, or mirrors, using soapy water or other cleaners, sponges, or squeegees.
- Gather and empty trash.
- Notify Principal concerning the need for major repairs or additions to building operating systems.
- Follow procedures for the use of chemical cleaners and power equipment to prevent damage to floors and fixtures.
- Dust furniture, walls, machines, or equipment.
- Clean and polish furniture and fixtures.
- Requisition supplies or equipment needed for cleaning and maintenance duties.
- Mix water and detergents or acids in containers to prepare cleaning solutions, according to specifications.
- Move heavy furniture, equipment, or supplies, either manually or by using hand trucks.
- Set up, arrange, or remove decorations, tables, chairs, ladders, or scaffolding to prepare facilities for events, such as banquets or meetings.
- Drive vans, industrial trucks, or other vehicles required to travel to or to perform cleaning work.
- Clean laboratory equipment, such as glassware or metal instruments, using solvents, brushes, rags, or power cleaning equipment.
- Other job related duties and schedules assigned by supervisor

PARAPROFESSIONALS

Charter School shall comply with the Title I paraprofessional requirements[24] as defined by the ESEA:

Title I paraprofessionals whose duties include instructional support must have:

1. High school diploma or the equivalent, and
2. Two years of college (48 units), or
3. A. A. degree (or higher), or
4. Pass a local assessment of knowledge and skills in assisting in instruction. *(This is a locally approved assessment. Local education agencies may develop their own assessment or use an existing assessment so long as it measures the knowledge and skills in assisting in instruction. Many districts, and MPS, use the California Basic Educational Skills Test ["CBEST"] for this purpose).*

[24] http://www.cde.ca.gov/nclb/sr/tq/paraprofessionals.asp

Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions do not have to meet these requirements; however, all must demonstrate a proven commitment to the values, mission and vision of Magnolia Public Schools, as well as a belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education.

Appropriate records of credentials held by MSA-San Diego teachers and supporting documentation will be monitored and maintained by the Principal at the Charter School site and Human Resources at the MPS Home Office. Credentials will be monitored annually in compliance with state and federal law.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **Ed. Code § 47605(b)(5)(F).**

The health and safety of MSA-San Diego staff and students is the highest priority for the school. As such, MSA-San Diego has adopted and will continue to implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts.

SCHOOL SAFETY PLAN

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conductive to learning
- procedures for conducting tactical responses to criminal incidents.

HEALTH AND SAFETY POLICIES

The following is a summary of the Health and Safety Policies of MSA-San Diego:

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Prevention of Human Trafficking

By January 1, 2020, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Bullying Prevention

By December 31, 2019, the Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children. (See also, Element 10.)

Procedures for Background Checks

All employees of MPS, all volunteers who will be performing services that are not under the direct supervision of a credentialed Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, will be required to submit to criminal background checks and fingerprinting in accordance with Education Code Sections 44237 and 45125.1. All applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or non-certificated/classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Volunteers who will be outside the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering on campus. The Principal of MSA-San Diego shall monitor compliance with this policy (the Home Office Director of Human Resources shall monitor fingerprinting and background clearance of the Principal and MPS staff) and make quarterly reports to the Board. Charter School will maintain on file and available for inspection evidence that the school has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. MSA-San Diego shall also ensure that the Principal receives subsequent arrest notifications of all individuals subject to background checks from the Department of Justice to ensure the ongoing safety of its students.

Role of Staff as Mandated Child Abuse Reporters

In accordance with state law, all MPS employees will be mandated to report any suspected child abuse and will follow all applicable reporting laws. All mandated reporters shall receive training on child abuse detection and reporting within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, and sign a document verifying notification and understanding regarding this responsibility.

Blood-borne Pathogens

Charter School shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. Charter School will continue to maintain a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students, and staff should follow the latest medical protocol for disinfecting procedures.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

Charter School will adhere to all laws related to legally required immunizations for entering students as is required of non-charter public schools pursuant to Health and Safety Code §120325-120375, and Title 17, California Code of Regulations §6000-6075. This includes immunizations for polio, diphtheria, tetanus, pertussis, measles mumps, rubella, and hepatitis B as described in the Department of Health Services Document IMM-231. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Vision/Hearing/Scoliosis Screenings

MSA-San Diego shall adhere to Education Code §49450, *et seq.*, to provide screening of students' vision, hearing, and scoliosis to the same extent required of non-charter public schools.

Suicide Prevention Policy

The MPS Board of Directors recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this Suicide Prevention Policy has been developed in consultation with MPS and community stakeholders, MPS-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations. MPS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact for Charter School. This policy shall be reviewed and revised at least annually in conjunction with the previously mentioned community stakeholders.

Emergency Preparedness

Charter School shall adhere to an Emergency Preparedness Handbook containing procedures for safety, drafted specifically to the needs of the school facility. This handbook shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. All staff members will receive detailed training on emergency procedures. The handbook shall be kept on file for review.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Health Education

Health education will include discussion about drug and alcohol abuse, sexual health and suicide prevention at appropriate grade levels pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Drug Free/Alcohol Free/Smoke Free Environment

Charter School shall function as a drug, alcohol and smoke-free environment.

Facility Safety

Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The facilities are fully permitted and have legal occupancy for educational use. MSA-San Diego entered into a Ground License by and Between San Diego Unified School District and Magnolia Educational and Research Foundation on July 1, 2017 to occupy the facilities. The facilities comply with state building codes; federal American Disabilities Act (ADA) access requirements; and other applicable fire, health, structural safety requirements, and local building codes. The Charter School maintains records documenting such compliance. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

COMPREHENSIVE ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, immigration status, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. MSA-San Diego shall develop a comprehensive policy regarding discrimination or harassment (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be promptly addressed in accordance with MSA-San Diego's policies.

FERPA

MPS, its employees and officers, will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

STUDENT RECORDS

Charter School will continue to adhere to procedures related to confidentially and privacy of student records. Charter School will keep student records in a locked file cabinet to which only designated staff will have keys, in accordance with MPS policies. Student special education files will be kept in separate locked cabinets to which only staff designated to have access shall have keys. Electronic student information systems will use password protected accounts to ensure the same limits on access to student files. In the event that a student enters the school upon transfer from an existing district school, the student's records will be requested from the respective district.

CUSTODIAN OF RECORDS

In accordance with California Department of Justice requirements, the CEO shall serve as MSA-San Diego's Custodian of Records.

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

"The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." **Ed. Code § 47605(b)(5)(G*).***

MSA-San Diego will continue to actively recruit a diverse student population who value the school's mission, are committed to the school's instructional and operational philosophy, and who benefit from the school's design.

RECRUITMENT PLAN

MSA-San Diego pursues a wide variety of venues for the distribution of information about the Charter School, such as local events, community centers, parks and recreation activities, social service agencies, shopping centers, apartment complexes and other dwellings. The following recruitment plan lists sample activities that MSA-San Diego will undertake to ensure full enrollment of the school with a diverse student population.

Outreach efforts use English, Spanish, and any other language needed, based on the needs of the community. The MPS and MSA-San Diego website includes comprehensive information about our educational program under our Academics tab on the website. While open to all students, MSA-San Diego focuses outreach efforts within a 10-mile radius of the Charter School's location.

MSA-San Diego uses a variety of strategies to recruit a diverse population including:

- Direct mailing of postcards to the parents/guardians who have 5th and 6th grade children;
- Distributing flyers at key locations to reach socioeconomically disadvantaged members of the community. Key locations include community meeting points: libraries, religious gathering places, family centers, local grocery stores, playgrounds, recreation centers and/or sports clubs, and coffee establishments;
- Holding presentations at community meetings at the key locations listed above;
- Hosting Open Houses and providing tours of the Charter School on a regular basis; A Spanish-speaking representative will assist non-English speaking parents of prospective students. Should the need arise, other non-English languages will be similarly accommodated.
- Hosting individual/family meetings;
- Doing neighborhood walks in the community.

As needed, school staff and volunteers may go door-to-door, talk to families, and hand out applications, and use press and advertising campaigns in local Spanish and English media.

MSA-San Diego uses a variety of strategies to recruit a diverse population. With our current partnerships in the City of San Diego we are able to participate in community events. In addition to our outreach strategies in the community we also use media outlets such as Facebook, Twitter, and website as well as local ads on magazines/newspapers.

Anticipated Year-Round Recruitment Events

Date	Event/Update	Location
August	Outreach at Shop Local Market	Grossmont Center/Mall 5500 Grossmont Center Dr, La Mesa, CA 91942
September	MSA Barnes & Noble Book Fair	Grossmont Center/Mall 5500 Grossmont Center Dr Suite 331, La Mesa, CA 91942
September	Outreach at Shop Local Market	Grossmont Center/Mall 5500 Grossmont Center Dr, La Mesa, CA 91942
October	San Diego Maker Faire	Balboa Park
Early-November	Info Meeting 1	Magnolia Science Academy San Diego
Mid-November	Info Meeting 2	Magnolia Science Academy San Diego
Late-November	Info Meeting 3	Magnolia Science Academy San Diego
November	STEM in Your Backyard	Magnolia Science Academy San Diego
December	Info Meeting 4	Magnolia Science Academy San Diego
December	MSA's Holiday S.T.E.A.M. Expo	Grossmont Center/Mall 5500 Grossmont Center Dr La Mesa, CA 91942
January	Lottery	Magnolia Science Academy San Diego
February	Barnes & Noble STEAM Saturday	Barnes & Noble Mira Mesa Store
February	San Carlos Robotics Showcase Extravaganza	San Carlos Library
March	San Diego Festival of Science and Engineering	Petco Park 100 Park Blvd, San Diego, CA 92101
March	Info Meeting 5	Magnolia Science Academy San Diego
	Spring STEAM Expo	Grossmont Center/ Mall

April		5500 Grossmont Center Dr, La Mesa, CA 91942
April	Invite Prospective Families to the Annual MultiCultural Food Festival	Magnolia Science Academy San Diego
April	Info Meeting 6	Magnolia Science Academy San Diego
May	Info Meeting 7	Magnolia Science Academy San Diego
May	San Diego Steam Expo co-hosted by MSA & Grossmont College	Grossmont College 8800 Grossmont College Dr, El Cajon, CA 92020
May	Outreach at Shop Local Market	Grossmont Center/Mall 5500 Grossmont Center Dr, La Mesa, CA 91942
June	Outreach at Shop Local Market	Grossmont Center/Mall 5500 Grossmont Center Dr, La Mesa, CA 91942
Ongoing 2019-2020	• Presentations in local churches • Flyers (Spanish on the back) to mail distribution centers • Referral Program (T-shirt and free dress passes) • 12,000 postcards to new families • Pop up on website – now enrolling, new site, limited space • Website update on new site • Social media updates on new site • *Mission Times Courier* – Ad and Editorial	Online and local media outlets

Following the conclusion of the open enrollment/lottery application period each year (see Element 8), the CEO and Board will review data regarding the efficacy of our outreach efforts and any necessary changes to ensure an appropriate racial/ethnic balance of students.

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

"Admission policies and procedures consistent with [Education Code Section 47605] subdivision (d)."
Ed. Code § 47605(d)

In accordance with AB 699 enacted on October 4, 2017, the Charter School's non-discrimination provision shall include immigration status as a protected class.

ADMISSION REQUIREMENTS

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

MSA-San Diego strives to reflect the ethnic and racial balance of the general population residing within the territorial jurisdiction of SDUSD. In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, immigration status or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

An Application Form is required for each student. No other requirements (test scores, transcripts, behavior records, etc.) are required. If the number of students who wish to attend the Charter School exceeds the openings available, entrance shall be determined by a random public drawing (lottery) in accordance with Education Code Section 47605(d)(2) and as set forth below.

LOTTERY PREFERENCES AND PROCEDURES

An open application period will be publicly announced each year and communicated during outreach/recruiting efforts detailed in Element 7. The Charter School will include specific information in its outreach materials, on the Charter School website, at community meetings and open forums notifying parents of the Charter School's open application period and lottery dates. MSA-San Diego will ensure that all application materials will reference the application deadline and proposed lottery dates as well as provide complete information regarding application procedures, key dates, and enrollment preferences (in the case of a lottery) and requirements consistent with the approved charter.

In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Pursuant to Education Code Section 47605(d)(2)(B), if the number of pupils who wish to attend the Charter School exceeds the Charter School's capacity, enrollment, except for existing pupils of the Charter School, shall be determined by a public random drawing (lottery). In the event of a lottery, with the exception of existing students who are guaranteed enrollment in the following school year, enrollment preferences will be given. In accordance with Education Code, priority will be given in the following order (reasons for each preference included below):

- Siblings of students admitted to or attending the Charter School
- Children of Board members or employees of Magnolia Public Schools, not to exceed 10%,
- Students transferring from other Magnolia Public Schools charter schools
- Foster youth or homeless students[25]
- Students residing with the attendance boundaries of SDUSD, as determined by the parent/guardian's home address
- All other applicants.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

We provide preference for siblings of admitted students for the convenience of families. Children of Board members and employees are provided preference in deference to the work and commitment of these individuals to Magnolia and the instructional model. No more than 10% of students admitted through the lottery process annually will be drawn from this category. Students matriculating from other MPS schools are given preference to continue their education in a consistent model. Finally, we recognize that foster and homeless youth need a

[25] Disclosure of foster youth or homeless student status is not required at the time of application. However, families that would like their students to be granted a preference on that basis may apply using the preference, and MSA-San Diego will verify eligibility at the time of enrollment.

strong school to attend. As a school, we make sure that they can be accepted at our campus and receive a preference in the lottery.

Lottery Procedure

The public random drawing ("lottery") will take place within 30 days of the closing of the open application period. The Charter School will choose a date and time (preferably on the weekend or on a weekday evening) so that most interested parties will be able to attend. (Typically, the open application period starts on the first day of school and ends by mid-January, and if applicable, a lottery is held at least two weeks after the open application period ends.)

MSA-San Diego's office manager will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery through mail, e-mail, Charter School website, phone, and other available outlets prior to the lottery date. The lottery will be held at the Charter School site if the Charter School facility can accommodate all interested parties. Otherwise, the Charter School will secure a meeting room that is large enough to accommodate all parties and to allow them to observe the lottery. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

In the lottery, all names in the first preference group are drawn by the notary public and listed in order for each grade level. Names from the second and third preferences are drawn in the same way according to preference order if space is available. Once the grade level capacity is met, the remaining students' names will continue to be drawn randomly and placed in the order they are drawn on the waiting list. The students who apply after the open enrollment period will have their applications held in abeyance for a subsequent lottery, if needed.

MSA-San Diego will invite a SDUSD representative to serve as an official observer of the lottery to verify the lottery procedures are fairly executed. Application forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists will be readily available in the Charter School's main office for inspection upon request. Each application form will be kept on file for the academic year with the applicant's assigned lottery number in the Charter School database and on his or her enrollment application.

Notifications of Admission Status

Notifications of admission status will be mailed to all applicants within two weeks of the lottery. Enrollment packets will be sent to admitted students; students not admitted will be informed by the office manager of their waiting list priority number as determined by the admissions lottery or application order. If the enrollment packets are not returned to the Charter School, in person or by mail, complete within 10 business days from the date of postage, then admission for that student is forfeited, and an admission notice will be mailed to the next student on the

waiting list. The Charter School's office manager and/or office staff will be available to assist families in completing this paperwork if needed.

Enrollment packets for students who are admitted will submit the following:

- Completed student enrollment form
- Proof of immunization
- Home language survey
- Completed Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records[26]

Vacancies that occur during the school year will be filled according to the wait list order determined during the lottery drawing except that homeless and foster care students will be moved to the top of the waiting list to provide priority placement.

Foster youth and homeless students will be allowed to apply for enrollment in accordance with current MPS enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as proof of minimum age requirements, proof of residency, or other documentation. The Charter School main office shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the office shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. In the case of an unaccompanied youth, the Charter School main office shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the Charter School with the records normally required for enrollment, and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

When a space is open during the school year that is not filled by a homeless or foster care student, families will be contacted by the school site office manager and/or office staff through a call and email in the order of the wait list and will be given 48 hours to decide whether or not to accept a space at the Charter School. Families can respond via phone, in writing or by accepting the seat through the online enrollment system. In the event that there is no such wait list, enrollment will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until the end of the school year and does not "roll over"; applicants must reapply for the lottery annually if the Charter School is unable to offer them admission for the current year.

---

[26] The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." Ed. Code § 47605(b)(5)(I).

An annual independent financial audit of the books and records of MSA-San Diego shall be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of MSA-San Diego shall be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

MPS's Board of Directors shall select an independent auditor through a request for proposal format. The auditor shall have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of MSA-San Diego to verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and internal controls. The auditor shall be hired by the Board of Directors of the Charter School. The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of Charter Schools as published in the State Controller's K-12 Audit Guide. MPS's Board of Directors shall select an independent auditor through a request for proposal format. The auditor shall have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

Procedures:

- The Board of Directors will appoint an Audit Committee that includes two or more directors by January 1 of each year.

- The Audit Committee may not include any the staff of the Charter School, including the CEO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for identifying an audit firm from the State Controller's list of approved educational audit providers by March 1 of each year, unless the existing contract is a multi-year contract. The Board of Directors hires the audit firm after the Audit Committee performs a rigid search and interview process.
- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor, describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. MPS works with the oversight entity to establish action items for correction if needed. Implementation recommendations of procedures is monitored closely by executive staff.
- The Board of Directors will review and approve the audit no later than December 15.
- The CFO will be responsible for submitting the audit to all reporting agencies including the District, the San Diego County Superintendent of Schools, the State Controller, and to the CDE no later than December 15 of each year.
- Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.
- The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

"(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

"(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

"(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

"(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

***"(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)."* Ed. Code § 47605(b)(5)(J).**

DISCIPLINE FOUNDATION POLICY

The following Student Suspension and Expulsion Policy (Policy) has been established in order to promote learning and protect the safety and well-being of all students at MSA-San Diego. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating the Student Suspension and Expulsion Policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-Charter Schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq.

The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This Policy shall serve as MSA-San Diego's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements and are not material revisions. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed, distributed and discussed with students and families as part of the Student/Parent Handbook which is sent to each student at the beginning of the school year and signed by their guardian.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Positive Discipline

MSA-San Diego staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

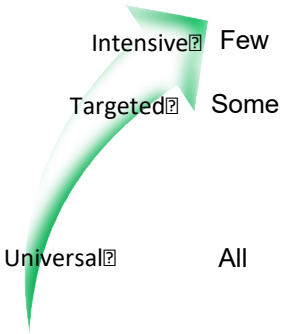
- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive/Encouraging contact with parent/guardian (certificate, post card, phone message)
- Special activities (instructional field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive points

Positive student behavior and improvements will be acknowledged and encouraged by the MSA-San Diego staff. Teachers will not only report discipline issues on the school information

system, Illuminate or equivalent, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at MSA-San Diego. This plan is published at the beginning of each school year in the Student/Parent Handbook. The Student/Parent Handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the Charter School and parents will develop a partnership to help students achieve high academic and behavioral standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. MSA-San Diego provides its staff with Professional Development in the area of restorative practices, alternatives to suspension, and positive behavior supports.



As part of its MTSS framework and RTI Programs, MSA-San Diego implements PBIS to address student discipline issues including suspension. This tiered approach lists intervention strategies and programs based on the level of fractions.

MSA-San Diego implements prevention strategies for each tier as presented below:

Tier	Prevention Description
I. Primary (Universal)	Preventing the development of new cases (incidence) of problem behaviors by implementing high quality learning environments for all students and staff and across all settings (i.e., school-wide, classroom, and non- classroom).
II. Secondary (Targeted)	Reducing the number of existing cases (prevalence) of problem behaviors that are presenting high risk behaviors and/or not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.
III. Tertiary (Intensive)	Reducing the intensity and/or complexity of existing cases (prevalence) of problem behavior that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.

MSA-San Diego believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative detention, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Principal/Dean of Academics), assigning volunteer work/community service, Saturday school, and in-school suspension.

INVOLUNTARY REMOVAL

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

GROUNDS FOR SUSPENSION

JURISDICTION

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MSA-San Diego; or (3) an MSA-San Diego sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

a) while on school grounds;
b) while going to or coming from school;
c) during the lunch period, whether on or off the school campus; or
d) during, going to, or coming from a school-sponsored activity.

ENUMERATED OFFENSES

Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in minor harm.

2. Willfully used force or violence upon the person of another, except self-defense resulting in minor injury.

3. Unlawfully possessed, used, or otherwise furnished nominal amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

4. Unlawfully was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

6. Committed or attempted to commit robbery or extortion.

7. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases, resulting in negligible loss.

8. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.

9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

10. Committed an obscene act or engaged in habitual profanity or vulgarity.

11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

12. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.

13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that

student from being a witness and/or retaliating against that student for being a witness.

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

16. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

17. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

18. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently offensive as to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

19. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

20. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or

student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.
        iii. Causing a reasonable student to experience interference with his or her academic performance.
        iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
        i. A message, text, sound, video, or image.
        ii. A post on a social network Internet Web site including, but not limited to:
            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
            (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
            (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a

profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

22. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to paragraphs 1 and 2 of this section.

23. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Mandatory Suspension Offenses

Students shall be suspended when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined in Section 921 of Title 18 of the United States Code.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq*.
4. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committing a sexual battery, as defined in Penal Code Section 243.4.

5. Possession of an explosive, as defined in Education Code Section 48915(h).

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

CONFERENCE

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended, by Principal or designee, without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School Principal or designee. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

MSA-San Diego assures that the process for investigating incidents and collecting evidence will be fair and thorough.

IN-SCHOOL SUSPENSION

As an alternative to out of school suspension, MSA-San Diego utilizes in-school suspension as a way to redirect student choices and provide an opportunity to reflect in a space that ensures students will also be responsible for completing assigned academic work. The in-school suspension for students will be held in a designated working area in the main office with access to a supervising administrator who holds a teaching credential. During in-school suspension, access to instructional materials will be coordinated by the Dean of Students. The Dean of Students will reach out to the students' teachers prior to the in-school suspension and the teachers will share the materials and assignments students will be working on while they are serving their in-school suspension. Since students have access to online platforms, students will be provided with a one to one device just like their peers to complete assignments. If the in-school suspension is related to a technology infraction, a hard copy of the assignments will be

provided as an alternative for having access to work and submitting assignments. Office staff will work alongside administrators to determine any accommodations students may need during their in-school suspension, such as scheduled breaks, as well as providing breakfast and lunch for the student. A restorative justice team consisting of teachers and the Dean of Students will meet to develop a positive behavioral plan to support the student during and after the in-school suspension. This plan is shared with the student's parent/guardian when informing them of the in-school suspension and parent/guardian feedback is also welcomed regarding follow up support for their child. In addition to the meeting, a form will be provided to families regarding the in-school suspension and the parent/guardian can sign giving their acknowledgment of the in-school suspension guidelines. A student may be suspended in-school for a maximum of five (5) school days per incident and a maximum of 20 school days per academic year.

During the in-school suspension, the Dean of Students will work directly with the student and together they will create a plan for how to re-enter the school environment following an incident. There will also be additional support added during this reflection time which may include speaking to a counselor. Every incident is unique and should there be an opportunity to restore the relationship and redirect the student's actions during the in-school suspension, this connection and established trust will be leveraged. In an effort to ensure the safety of all stakeholders, including all Charter School students, staff, and visitors, the following offenses may or may not result in in-school suspension:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.

The above-mentioned offenses are addressed in a serious manner and depending on the details may not be able to be rectified with an in-school suspension. The Charter School administrator will report the incident to the appropriate authorities under the direction of the local authorities who will assess the level of risk and will act in accordance with the recommendations. The authorities will determine whether or not the situation should be handled "administratively" or by the police. The administrative team will then move forward with the appropriate support. In order to comply with Ed Code Section 48900, the Charter School administrator will notify all stakeholders by the end of the school day.

NOTICE TO PARENTS/GUARDIANS

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing, by the Principal or Designee, of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may

return to school and will provide information about the appeal right and process. If Charter School administrators wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year for general education students and not more than 10 school days in any school year for special education students unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code Sections 48903, 48911, and 48912) The expulsion process shall not take longer than 30 days from the first day of the initial suspension.

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension notice. This appeal will be made, verbally or in writing, to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will be comprised of at least one school administrator, and at least two teachers, and may also include a non-certificated employee. Current teachers of the student are not eligible to participate as a member of the Reflection Committee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings. The Charter School administrators shall make arrangements to provide the student with classroom materials and assignments for the duration of student’s absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Sections 35253 and 49076 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference with Charter School administrators to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Principal or designee has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian or representative, unless the student and the student's parent/guardian or representative fail to attend the conference, at which time the Charter School shall proceed with the extension.

This determination will be made by the Principal or designee upon either of the following findings: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, the Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, the Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct, that are described below under the heading, "Discretionary Expellable Offences and Mandatory Expulsion Offenses," if the act is (1) related to school activity; (2) school attendance occurring at MSA-San Diego or at any other school; or (3) a MSA-San Diego sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

a) while on school grounds;
b) while going to or coming from school;
c) during the lunch period, whether on or off the school campus; or
d) during, going to, or coming from a school-sponsored activity.

The length of an expulsion is addressed above, under "Rehabilitation Plans."

Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.

2. Willfully used force or violence upon the person of another, except self-defense resulting in serious bodily injury.

3. Unlawfully possessed, used, or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

4. Unlawfully under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

6. Committed or attempted to commit robbery or extortion in excess of $1,000.

7. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases, in excess of $1,000.

8. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases, in excess of $1,000.

9. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

10. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

11. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

12. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body,

whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

13. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

14. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

15. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

16. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

17. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student

or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

ii. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.
    ii. A post on a social network Internet Web site including, but not limited to:
        i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
        ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
        iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
iii. An act of cyber sexual bullying.

i. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

ii. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

2. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

18. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to paragraphs 1 and 2 of this section.

19. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

Mandatory Expulsion Offenses

1. Possessing, selling, or furnishing a firearm, as defined in Section 921 of Title 18 of the United States Code.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq*.
4. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committing a sexual battery, as defined in Penal Code Section 243.4.
5. Possession of an explosive, as defined in Education Code 48915(h).

EXPULSION PROCEDURES

AUTHORITY TO EXPEL

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

If determined necessary upon the referral by the discipline committee; a student may be expelled by a neutral and impartial Administrative Panel following a hearing before it. The Administrative Panel will include three or more certificated persons, none of whom are members of the Board nor on the staff of the Charter School in which the student is enrolled. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. A member who served on the Reflection Committee may not serve on the Administrative Panel for the same student. The Administrative Panel may expel any student found to have committed an expellable offense.

A decision to expel a pupil for an expellable offense shall be based on a finding of one or both of the following:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
(2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The process for investigating incidents and collecting evidence will be fair and thorough.

EXPULSION HEARING

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal determines that the student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian by the Principal or Designee, at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. Information about obtaining reasonable accommodations and/or language support;
3. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
4. A copy of MSA-San Diego's disciplinary rules which relate to the alleged violation;
5. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
6. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
7. The right to inspect and obtain copies of all documents to be used at the hearing;
8. The opportunity to confront and question all witnesses who testify at the hearing;
9. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MSA-San Diego may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the complaining witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the complaining witness, shall be made available to the Panel.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. MSA-San Diego administrators must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the Administrative Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding Administrative Panel finds is disrupting the hearing. The Administrative Panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MSA-San Diego administrators must present evidence that the witness' presence is both desired by the witness and will be helpful to MSA-San Diego. The Administrative Panel presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding entity from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student under investigation, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Administrative Panel conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and

an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to expel, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice within 30 days of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MSA-San Diego

3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures
4. Information regarding rights to, how, timelines, and to whom a student/parent may appeal an expulsion decision, including information about obtaining reasonable accommodations and/or language support

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MSA-San Diego shall maintain records of all student suspensions and expulsions at MSA-San Diego. Such records shall be made available to the District upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of receiving the written notice of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student or his/her representative shall have the right to present evidence. The Board will consider the evidence and/or testimony presented to the Administrative Panel as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant at the conclusion of the hearing, in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

The Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students, including, but not limited to, programs within the County or their school district of residence.

The Charter School shall work with the students' district of residence for an interim placement at a community day school or other alternative program. Should the Charter School determine after the referral that the student will remain at the Charter School pending the expulsion hearing based on the best interest of the student, or if the Charter School secures another

alternative interim placement at another Charter School or school within its CMO, if appropriate and aligned with applicable charter petitions, the Charter School will notify the District of such determination.

Rehabilitation Plan

Pupils who are expelled from MSA-San Diego shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order. The rehabilitation plan includes improved behavior, attendance, and academic performance and shall include a date no later than one (1) year from the date of expulsion when the pupil may apply to MSA-San Diego for readmission.

Readmission/Reinstatement

MSA-San Diego shall mail written notification to parent/guardian within thirty (30) days prior to the end of the expulsion term. This notice will request the parent or guardian to submit written documentation to the Charter School showing that the student has met the conditions of the rehabilitation plan.

The decision to readmit a pupil previously expelled from MSA-San Diego shall be at the discretion of the Governing Board following a meeting with the Principal or designee, the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Principal or Designee will make a recommendation to the Board following the meeting regarding his/her recommendation. The Board shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting out any actions taken during closed session as required of the Brown Act. The pupil's readmission is also contingent upon MSA-San Diego's capacity at the time the student seeks readmission. These procedures will be made available to the pupil and his/her parent or guardian at the time the expulsion order is issued. If the student does not meet the requirements of the rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.

Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability for discipline reasons, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

1. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as

necessary, to address the behavior; and

3. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates the Charter School's disciplinary procedures.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

3. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

2. The parent has requested an evaluation of the child.

3. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ADDITIONAL PROVISIONS

BULLYING

Bullying is listed as an offense for which a student may be suspended or expelled. The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code Section 234 *et seq*. MPS' policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. MPS' process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process. As discussed above in Element 6, the Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make training available to Charter School employees.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." Ed. Code § 47605(b)(5)(K).

CERTIFICATED STAFF MEMBERS

All certificated staff members who are eligible, including, but not limited to, administrators, counselors, school psychologists, special education program administrators, and teaching employees will participate in, the California State Teachers' Retirement System ("STRS"). MERF acknowledges that the Charter School must continue such participation for the duration of the Charter School's existence under the same County-District-School ("CDS") code.

NON-CERTIFICATED STAFF MEMBERS

All full-time non-certificated staff members, including, but not limited to, office staff and instructional aides are eligible to participate in the Public Employees Retirement System ("PERS").

All part-time non-certificated employees hired to work six months or more become eligible to participate in PERS on the date of hire. Part-time employees become PERS members the first day of the next pay period after completion of 1,000 hours or 125 days in a fiscal year. MERF acknowledges that the Charter School must continue such participation for the duration of the Charter School's existence under the same CDS code.

All non-credentialed employees also contribute to Social Security.

OTHER STAFF MEMBERS

Home Office staff members may be eligible to participate in PERS, STRS or 401(k) Retirement Plan.

Charter School staff members who leave the Charter School to work for the MPS Home Office have the option of retaining their PERS or STRS status, if eligible.

OVERSIGHT OF BENEFITS

The Human Resources and Finance Departments at the MPS Home Office are responsible for monitoring the appropriate administration of benefits and ensuring appropriate arrangements for retirement coverage are made for all employees. The Charter School will make any contribution that is legally required of the employer, including STRS, PERS, Social Security, Workers Compensation, and other payroll obligations. All withholdings from employees and the Charter School will be forwarded to the STRS and PERS funds as required. Employees will

accumulate service credit years in the same manner as all other members of STRS and PERS. MERF will submit all retirement data and will comply with all policies and procedures for payroll reporting. The Charter School assures that it will provide retirement information in a format required by the District.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." Ed. Code § 47605(b)(5)(L).

MSA-San Diego is a school of choice and no students shall be required to attend. Students who reside within the District who choose not to attend MSA-San Diego may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies.

Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in MSA-San Diego, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." Ed. Code § 47605(b)(5)(M).

No public school district employee shall be required to work at MSA-San Diego. Employees of the District who choose to leave the employment of the District to work at MSA-San Diego will have no automatic rights of return to the District after employment by MSA-San Diego unless specifically granted by the District through a leave of absence or other agreement. MSA-San Diego employees shall have any right upon leaving the District to work in MSA-San Diego that the District may specify, any rights of return to employment in a school district after employment in MSA-San Diego that the school district may specify, and any other rights upon leaving employment to work in MSA-San Diego that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to MSA-San Diego. Employment by MSA-San Diego provides no rights of employment at any other entity, including any rights in the case of closure of MSA-San Diego.

ELEMENT 14: DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." Ed. Code § 47605(b)(5)(N).

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the District, and (3) ensure a fair and timely resolution to disputes.

In absence of district policies or protocols for charter school dispute resolution, this plan is being presented based on common charter school best practice. Should any section of this element pertaining to resolving disputes, be in conflict with San Diego Unified School District policies or desired protocols, then MSA-San Diego is amenable to altering said areas through an addendum, to be mutually agreed upon, and considered in addition to the original petition. Any such areas of conflict can also be resolved in the Memorandum of Understanding that will be drafted and agreed upon by SDUSD and MSA-San Diego.

PUBLIC COMMENTS

The staff and governing board members of MSA-San Diego and the District, agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

DISPUTES ARISING FROM WITHIN THE SCHOOL

Disputes arising from within MSA-San Diego, including all disputes among and between parents, scholars, staff, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by MSA-San Diego and in accordance with the law.

DISPUTES BETWEEN THE CHARTER SCHOOL AND THE DISTRICT

In the event of a dispute between MSA-San Diego and the District regarding the terms of this charter, both parties agree to apprise the other, in writing, of the specific disputed issue(s). In the event the District believes the dispute relates to an issue that could potentially lead to revocation of the charter, MSA-San Diego requests that this shall be specifically noted in the written dispute statement, although it recognizes that it cannot legally bind the District to do so. At the earliest mutually convenient date, an MSA-San Diego representative and a District representative shall informally meet and confer to attempt to resolve the dispute. If this meeting fails to resolve the dispute, two representatives from each organization shall meet again at the earliest mutually convenient date to attempt to resolve the dispute. If this meeting fails to resolve the dispute, a District representative and an MSA-San Diego representative shall

meet to identify a neutral third-party mediator to assist in dispute resolution. The format of the third-party mediation process shall be developed jointly by the representatives. The mediation shall be held at the earliest mutually convenient date.

The cost of the mediation and all other costs associated with dispute resolution shall be shared equally by MSA-San Diego and the District. Each party shall be solely responsible for its own attorneys' fees.

In the event that the third-party mediation process does not result in the resolution of the dispute, both parties agree to continue good faith negotiations. If the matter cannot be mutually resolved, MSA-San Diego shall be given a reasonable amount of time to correct the violation, unless the District indicates in writing the violation constitutes a severe and imminent threat to the health and safety of the MSA-San Diego's students. The District reserves the right to take any action it deems appropriate, and MSA-San Diego reserves the right to seek legal redress for any such actions under the law. In addition, the dispute is not required to be referred to mediation in those cases where the District determines the violation constitutes a severe and imminent threat to the health and safety of the MSA-San Diego students.

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." Ed. Code § 47605(b)(5)(O).

The following procedures shall constitute the "Closure Protocol" and shall apply in the event MSA-San Diego ceases to be a charter school or otherwise closes for any reason.

Any decision to close MSA-San Diego as a charter school operating pursuant to this Charter shall be documented by official action of the MPS Board ("Closure Action"), and will identify the person or entity responsible for all closure-related activities and actions. Each notice required as part of the closure procedure shall include information on the responsible person or entity and contact information for the person(s) to whom reasonable inquiries regarding the closure may be made. The action will identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur: the charter is revoked or non-renewed and MSA-San Diego has exhausted all appeal procedures to County and State Boards of Education, the MPS Board of Directors votes to close MSA-San Diego, or the charter lapses. In the event of a Closure Action, the following steps shall be implemented, which follow the procedures and requirements set forth in Education Code section 47605(b)(5)(O) and Title 5 California Code of Regulations sections 11962 and 11962.1.

MSA-San Diego governing body will notify the authorizer in writing of the determination of the Closure Action and of the effective date of the closure as a charter school within 72 hours of the Closure Action.

MSA-San Diego will provide written notification to the districts of residence of the list of enrolled students within 72 hours of the determination of the Closure Action.

MSA-San Diego will notify within 120 hours parents and students of MSA-San Diego, the San Diego Office of Education, MSA-San Diego's SELPA, the retirement systems in which MSA-San Diego's employees participate (e.g., STRS, PERS, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements, grade reports, discipline records, and immunization records.

MSA-San Diego will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable

alternative programs. This notice will be provided promptly following the Board's decision to close MSA-San Diego.

MSA-San Diego will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, MSA-San Diego will provide parents, students, the receiving school districts and the County with copies of all appropriate student records within seven calendar days from the determination of the Closure Action or within seven calendar days of the last student attendance day at MSA-San Diego if MSA-San Diego is to remain open as a charter school beyond the date a Closure Action is determined, and will otherwise assist students in transferring to other schools. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 USC §1232g. MSA-San Diego will ask the District to store as necessary original records of Charter School students. All student records of MSA-San Diego shall be transferred to the District upon school closure. If the District will not or cannot store the records, MSA-San Diego shall work with the San Diego Department of Education to determine a suitable alternative location for storage.

As soon as is reasonably practical, but no later than 60 days after the latter of the Closure Action or the effective date of the closure, MSA-San Diego will prepare final financial records. MSA-San Diego will also have an independent audit (which may also serve as the annual audit) completed by an independent auditor who meets the qualifications to perform MSA-San Diego's annual audits as soon as is reasonably practical, but in no case later than six months after closure and provide the audit report to the District within seven days of its completion. The audit shall comply with all of the requirements for Charter School's annual audit and must include at least the following (i) All information required in an annual audit; (ii) An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies; (iii) An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation; (iv) An assessment of the disposition of any restricted funds received by or due to MSA-San Diego, and (v) A delineation of the disposition of all assets and liabilities. In the case that MSA-San Diego either does not pay for or have an independent audit completed within the six-month timeline, the District may, at its option, pay for an audit to be completed and subtract such payment from any funds due to MSA-San Diego. Any costs for the audit incurred by the MSA-San Diego shall remain a liability of MSA-San Diego until repaid in full. Any liability or debt incurred by MSA-San Diego shall be the responsibility of MSA-San Diego and not the District. Any unused monies at the time of the audit will be returned to the appropriate funding source. The Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. MSA-San Diego understands and acknowledges that MSA-San Diego will cover the outstanding debts or liabilities of MSA-San Diego. Any unused special education related funds will be returned to the District or SELPA, as appropriate, and other categorical funds will be returned to the source of funds as required by applicable law.

Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of MSA-San Diego, all assets of MSA-San Diego – including but not limited to all leaseholds, personal property, intellectual property , and all ADA apportionments and other revenues generated by students attending the Charter School – which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to a California public school or school district. Any assets acquired from the District or District property will be promptly returned to the District upon MSA-San Diego's closure. The distribution shall include the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of MSA-San Diego will be liquidated and all creditors will be paid first.

On closure of MSA-San Diego, any remaining assets of MSA-San Diego not addressed in the preceding paragraph, including but not limited to all leaseholds, personal property, intellectual property, remain the sole property of the nonprofit public benefit corporation. Upon either closure of the Charter School or the winding up and dissolution of the corporation if the corporation is to be dissolved as a result of the closure of the Charter School, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted), any capital assets, including facilities or property, purchased in whole or part with public funds will be distributed to the District or another California public school, school district, or county office of education. Upon the winding up and dissolution of the corporation, any remaining assets of the corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

On closure, MSA-San Diego shall remain solely responsible for all liabilities arising from the operation of MSA-San Diego.

As MSA-San Diego is operated as a non-profit public benefit corporation, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

For a minimum of six calendar months from the date of the Closure Action or effective date of the closure, whichever comes first, sufficient staff will maintain employment to take care of all

necessary tasks and procedures required for smooth closing of MSA-San Diego and student transfers.

In addition to the final audit, MSA-San Diego shall also submit any required year-end financial reports to the California Department of Education and the San Diego County Superintendent of Schools, in the form and timeframe required, including, but not limited to, those required by Education Code Section 47604.33.

This Closure Protocol shall survive the revocation, expiration, termination, or cancellation of this Charter or any other agreement between the District and MSA-San Diego or any other act or event that would end MSA-San Diego's right to operate as a charter school pursuant to the Charter or cause MSA-San Diego to cease operation. MSA-San Diego and the District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should MSA-San Diego breach any obligation under its Closure Protocol. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under the Closure Protocol or any provision of the Closure Protocol or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court. MSA-San Diego's Ground Use License by and Between San Diego Unified School District and Magnolia Educational and Research Foundation, current use of district-owned facilities will be null and void in the event of closure.

MSA-San Diego shall use budget reserves normally maintained for contingencies and emergencies to fund closure proceedings.

In the event that the Charter School closes, the CEO will serve as the Charter School's closure agent.

ADDITIONAL PROVISIONS

FACILITIES

The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate." Education Code Section 47605(g).

After 10 years at 6365 Lake Atlin Avenue, owned by SDUSD, MSA-San Diego was required to vacate the premises after SDUSD sold the site to a private developer.

SDUSD initially offered MSA-San Diego a site 11 miles away from the Cleveland Elementary site. A search was then conducted for private facilities but we were unable to locate a suitable facility in time for the 2017-18 school year. Eventually, SDUSD and MSA-San Diego entered into a multi-year lease agreement for space at 6525 Estrella Avenue, which is 5.4 miles away from the original campus.

During the time of the transition, MSA-San Diego had to lease space from a church while its campus was being constructed as extensive site improvements were needed. Modular buildings were purchased for the administration offices, multipurpose room and classrooms. As a result of the construction, MSA-San Diego did not occupy the site until October 2017. The completed facility occupies 18 buildings filled with classrooms.

MSA-San Diego's new facility was made possible through the Ground Use License by and Between San Diego Unified School District and Magnolia Educational and Research Foundation.

The term of this License ("Term") shall commence on July 1, 2017 provided that Magnolia has paid for and obtained Division of State Architect ("DSA") certification of its improvements prior to its occupancy of the Premises ("Commencement Date"), and will end on June 30, 2020, which runs concurrently with Magnolia's charter, contingent upon Magnolia's "in good standing" status with the District and Magnolia's operation of a public charter school in the District's geographical boundaries, consistent with its charter approved by the District; otherwise, this License is null and void. The foregoing notwithstanding, upon any extension or renewal of Magnolia's charter to run co-terminus, this License, if requested by Magnolia and if approved by the District Board of Education, will be extended for the period of time for which the charter was extended or renewed, subject to the terms of this License. The District Board of Education agrees to favorably consider extending this License provided the MSA San Diego charter petition is extended or renewed, as aforesaid, and that Magnolia has faithfully and diligently complied with its obligations and duties under this License.

The fully executed agreement is included under Appendix 2J.

Administrative Services

"The manner in which administrative services of the charter school are to be provided." Education Code Section 47605(g).

The details of the relationship between the District and MSA-San Diego are delineated in a Memorandum of Understanding ("MOU"). MSA-San Diego shall retain the right to separately purchase administrative or other services from the District or any other agency. The specific terms and costs for these services shall be the subject of a mutually agreed upon Memorandum of Understanding. MSA-San Diego understands that current law mandates that the District provide oversight as required by California Education Code section 47604.32.

Civil Liability Impact

"Potential civil liability effects, if any, upon the charter school and upon the school district." Education Code Section 47605(g).

MSA-San Diego is and shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. MSA-San Diego shall work diligently to assist the District in meeting any and all oversight obligations under the law, including meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of MSA-San Diego.

Further, MSA-San Diego intends to enter into a memorandum of understanding with the District, wherein MSA-San Diego shall indemnify the District for the actions of MSA-San Diego under this Charter and MSA-San Diego shall comply with the indemnification, defense and hold harmless provisions set forth in this Charter.

The corporate bylaws of MSA-San Diego shall provide for indemnification of the MSA-San Diego Board, officers, agents, and employees, and MSA-San Diego purchases general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

MSA-San Diego retains general liability insurance, auto liability, errors and omissions, sexual misconduct, workers compensation, Board Members and Officers insurance, and fidelity bonding to secure against financial risks. Insurance amounts will be in compliance with District

requirements as stated in the annual Operations Agreement. The District shall be named an additional insured on the general liability insurance.

The MSA-San Diego Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Financial Planning, Reporting And Accountability

Attached in the appendices, please find the five-year projected budget with monthly cash flow projections.

MSA-San Diego shall provide reports to the District and the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, the County Superintendent of Schools, State Controller, and California Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

MSA-San Diego shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP.

MSA-San Diego agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, MSA-San Diego shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from

the District. MSA-San Diego agrees to permit the District to inspect and receive copies of all records relating to the operation of MSA-San Diego. MSA-San Diego is subject to the California Public Records Act, however, the District's right to inspect and receive records is not based on the Public Records Act, but rather on the District's oversight role.

RESOLUTION OF THE
BOARD OF DIRECTORS OF
MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

Approval of Revisions to Charter Petition (San Diego)
(CalSTRS Dissolution Compliance)

WHEREAS, Magnolia Educational & Research Foundation (the "Corporation") operates Magnolia Science Academy – San Diego (the "Charter School"), whose eligible employees participate in the California State Teachers' Retirement System ("CalSTRS");

WHEREAS, to obtain CalSTRS certification on Form 0765, the Corporation's governing documents, including the charter petitions, must provide that, upon dissolution or final liquidation, net assets be distributed only to a public school that meets the requirements of IRS Notice 2015-07 § III.A, or to the State of California or a political subdivision, agency, or instrumentality of the State, as required by Form 0765 subdivision (f);

WHEREAS, the charter petition for Magnolia Science Academy – San Diego does not presently conform to that requirement, and revisions to the dissolution and asset-distribution provisions of the petition (the "Charter Revisions") have been prepared to conform; and

WHEREAS, the Board of Directors (the "Board") has reviewed the Charter Revisions, which are limited to the dissolution and asset-distribution provisions of the petition and are made to comply with the CalSTRS certification requirements;

NOW, THEREFORE, BE IT RESOLVED, that the Charter Revisions to the Magnolia Science Academy – San Diego charter petition, in the form presented to the Board, are approved and adopted to conform the dissolution and asset-distribution provisions of the petition to the CalSTRS certification requirements; and

RESOLVED FURTHER, that the staff and officers of the Corporation are authorized and directed to submit the Charter Revisions to the Charter School's chartering authority to the extent required, and to take any and all further steps and to execute and deliver any and all documents as they deem necessary or appropriate to carry out the intent of this resolution.

Ayes: _____
Noes: _____
Abstentions: _____
Absent: _____

_____
Name: _____
Title: Secretary, Magnolia Educational & Research Foundation

Coversheet

Approval of Board Resolution Regarding Amendment to Magnolia Science Academy – Santa Ana Charter

Section: VII. Action Items
Item: F. Approval of Board Resolution Regarding Amendment to Magnolia Science Academy – Santa Ana Charter
Purpose: Vote
Submitted by:
Related Material:
VII.F - Board Resolution Regarding Amendment to Magnolia Science Academy – Santa Ana Charter_FInal.pdf

Agenda Item:	VII.F - Action Item
Date:	June 17th, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer Andrew Zarnich, Director of Charter Petitions and Reporting
RE:	Board Resolution Regarding Amendment to Magnolia Science Academy – Santa Ana Charter

Action Proposed:

Staff recommends and moves that the Board approve the Board Resolution Regarding Amendment to Magnolia Science Academy – Santa Ana Charter, which approves revisions to the Magnolia Science Academy – Santa Ana charter petition to conform the charter's dissolution and asset-distribution provisions to the CalSTRS Certification requirements.

Purpose:

The purpose of this item is to approve targeted revisions to the Magnolia Science Academy – Santa Ana charter petition to ensure that the charter's dissolution and asset-distribution provisions comply with the requirements of CalSTRS Certification Form 0765 and IRS Notice 2015-07.

These revisions are intended to support continued CalSTRS participation for eligible employees of Magnolia Science Academy – Santa Ana by ensuring that the school's governing documents provide that, upon dissolution or final liquidation, net assets will be distributed only to a qualifying public school, the State of California, a political subdivision of the State, or another qualifying governmental agency or instrumentality.

Background:

Magnolia Educational & Research Foundation operates Magnolia Science Academy – Santa Ana, whose eligible employees participate in CalSTRS. CalSTRS Certification Form 0765 requires nonprofit public benefit corporations and charter schools offering CalSTRS to certify that applicable governing documents satisfy the dissolution and asset-distribution requirements of IRS Notice 2015-07.

The Resolution presented to the Board states that the Magnolia Science Academy – Santa Ana charter petition does not presently conform to the CalSTRS dissolution and asset-distribution requirement. Revisions to the relevant provisions of the charter petition have therefore been prepared to conform the petition to the Certification requirements.

Analysis:
Approval of this Resolution would approve revisions to the Magnolia Science Academy – Santa Ana charter petition that are limited to the dissolution and asset-distribution provisions. The revisions are compliance-focused and are intended to align the charter petition with the requirements of CalSTRS Certification Form 0765.

The Resolution authorizes staff and officers to submit the Charter Revisions to the school's chartering authority to the extent required and to take any further actions necessary or appropriate to carry out the intent of the Resolution.

These revisions are not intended to change the educational program, grade levels served, instructional model, student services, governance structure, or day-to-day operations of Magnolia Science Academy – Santa Ana. Rather, the revisions are intended to update the charter petition's dissolution language so that it is consistent with CalSTRS Certification requirements and related amendments to MPS's other governing documents.

Impact:
Approval of this item supports continued CalSTRS access for eligible Magnolia Science Academy – Santa Ana employees and helps align the school's charter petition with CalSTRS Certification requirements.

The proposed action is not expected to affect school programming, student services, staffing structures, or day-to-day operations. The impact is primarily governance and compliance-related.

Budget Implications: N/A

Exhibits:
- Board Resolution Regarding Amendment to Magnolia Science Academy – Santa Ana Charter
- Revised Charter Petition Revisions for Magnolia Science Academy – Santa Ana

MAGNOLIA SCIENCE ACADEMY-SANTA ANA

CHARTER SCHOOL RENEWAL PETITION FOR
A FIVE-YEAR TERM (JULY 1, 2019 – JUNE 30, 2024)

SUBMITTED TO THE
SANTA ANA UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
AUGUST 2, 2018

APPROVED ON APPEAL BY THE STATE BOARD OF EDUCATION
MARCH 14, 2019

by

MAGNOLIA PUBLIC SCHOOLS
250 E. 1st Street Suite 1500
Los Angeles, CA 90012
Office: (213) 628-3634
Fax: (714) 362-9588

TABLE OF CONTENTS

Table of Contents 2

Affirmations and Declaration 7

Interpretation of Terms 9

ELEMENT 1: THE EDUCATIONAL PROGRAM 10

General Information 10

Magnolia Public Schools 11

MSA-Santa Ana's Performance During the Current Charter Term Meets Renewal Criteria 14

Smarter Balanced Assessment Consortium ("SBAC")/California Assessment of Student Performance and Progress ("CAASPP") Results 17

Student Population to be served 34

Target Population 34

Enrollment Plan 36

Goals and philosophy 36

Mission and Vision 36

AN EDUCATED PERSON IN THE 21ST CENTURY 38

HOW LEARNING BEST OCCURS 39

THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(ii) 41

GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS 55

INSTRUCTIONAL DESIGN 57

Curricular and Instructional Design of the Educational Program: Key Educational Theories and Research 57

Instructional Design Components: Excellence (Scientific Thinkers) 58

STEAM Focus 58

Effectively Integrating Technology into Teaching and Learning 58

Public Displays of Excellence in STEAM 59

Life-Long Learning 60

Instructional Design Components: Innovation (Intrinsically Driven and Self-Motivated) 60

Data-Driven Instruction 60

Periodic Benchmark Tests 61

After-School Tutoring 61

College Pathways Program 62

Community (Socially Responsible Global Citizens) 62

Community Service 63

Life Skills Program 63

Instructional Field Trips and Guest Speakers for Motivation 63

Home Visits 63

CURRICULUM AND INSTRUCTION 64

TK-8 Curriculum 64

Mathematics 64

Science 68

English Language Arts 69

History/Social Science....71
Intervention Courses....73
Language Other Than English....73
Visual & Performing Arts....74
Health and Physical Education....75
Life Skills Program....75
Computers & Technology....76

High School Curriculum....77
Mathematics....77
Laboratory Science....80
English Language Arts....81
History/Social Science....83
Language Other Than English....85
Computers & Technology....86
Visual & Performing Arts....88
Health and Physical Education....89
Advisory....89
Engineering....90

Curricular and Instructional Materials....92

Comprehensive Course List....92

Instructional Methods and Strategies....93
Graduation Requirements....94
Credit Recovery Opportunities....95
Ensuring Transfer Students Can Meet Graduation and College Entrance Requirements....95
Western Association of Schools and Colleges ("WASC")....95
Informing Parents, Including Parents with Limited English, About Course Transferability and College Entrance Requirements....96

Transitional Kindergarten....96

Academic Calendar and Schedules....96
Academic Calendar....96
Sample Daily Schedules....98
INSTRUCTIONAL DAYS AND MINUTES....101

PROFESSIONAL DEVELOPMENT....102
Teacher Recruitment....102
Professional Development....102
Department Level Staff Meetings....103
Grade Level Staff Meetings....103
Wrap Up Meetings....104
Summer In-Service Programs....104
Peer Observations....104
Formal Observations/Evaluations....104
Walkthroughs....104
Beginning Teacher Support and Assessment Program ("BTSA")....104
Ongoing Professional Development Program for Special Education....104

MEETING THE NEEDS OF ALL STUDENTS....105
Gifted and Talented Students and Students Achieving Above Grade Level....125
Students Achieving Below Grade Level....126
Socio-Economically Disadvantaged/Low Income Students....127
Students with Disabilities....127
Students in Other Subgroups....136

"A TYPICAL DAY" 137

ELEMENT 2: MEASURABLE PUPIL OUTCOMES 140

ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED 142

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENTS 142

DATA ANALYSIS AND REPORTING 143

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION 145

ELEMENT 4: GOVERNANCe 148

GOVERNANCE STRUCTURE 149

Nonprofit Public Benefit Corporation 149

ORGANIZATIONAL CHARTS 149

MPS Organizational Chart: 150

Board of Directors 150

Magnolia Public Schools Home Office ("Home Office") 150

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION 155

GOVERNANCE PROCEDURES AND OPERATIONS 155

Board Meetings and Duties 155

Board Committees 158

STAKEHOLDER INVOLVEMENT 158

School Site Council ("SSC") 159

ELEMENT 5: EMPLOYEE QUALIFICATIONS 161

SCHOOL SITE EMPLOYEE POSITIONS AND QUALIFICATIONS 161

Principal 161

Dean of Academics 162

Dean of Students 163

Teachers 164

Special Education Teacher 165

College Counselor 167

After School Coordinator 168

IT Manager 168

Language & Literacy Coach 169

EL Intervention Teacher 170

School Psychologist 170

Special Education Aide 171

Substitute Teachers and Tutors 172

Office Personnel/Manager 172

ELEMENT 6: HEALTH AND SAFETY PROCEDURES 174

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE 179

element 8: ADMISSION POLICIES AND PROCEDURES 182

ADMISSION REQUIREMENTS 182

LOTTERY PREFERENCES AND PROCEDURES 182

ELEMENT 9: ANNUAL FINANCIAL AUDITS 185

ANNUAL AUDIT PROCEDURES **185**

ELEMENT 10: SUSPENSION AND EXPULSION procedures ***187***

DISCIPLINE FOUNDATION POLICY **187**

Grounds for Suspension **189**

Enumerated Offenses 190

Suspension Procedures **193**

Grounds for EXPULSION **195**

Discretionary Expellable Offenses 196

Mandatory Expulsion Offenses 199

Expulsion Procedures **199**

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses 200

Expulsion Appeals 203

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities **204**

ADDITIONAL PROVISIONS **207**

ELEMENT 11: employee RETIREMENT systems ***208***

CERTIFICATED STAFF MEMBERS **208**

CLASSIFIED STAFF MEMBERS **208**

OVERSIGHT OF BENEFITS **208**

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES ***209***

ELEMENT 13: RIGHTS of district employees ***210***

ELEMENT 14: DISPUTE RESOLUTION ***211***

Disputes Between the Charter School and the SBE **211**

Internal Disputes **212**

ELEMENT 15: charter SCHOOL CLOSURE procedures ***213***

ADDITIONAL PROVISIONS ***217***

Facilities 217

Administrative Services 217

Civil Liability Impact 217

Financial Planning, Reporting And Accountability 218

Insurance 219

Indemnification **219**

Transportation **220**

Business and Operations Management 221

Free Schools 221

Supervisorial Oversight Fee 222

Other Services Fees 222

Enrollment 222

Reporting to Public Agencies 222

Notification to SBE Regarding Governing Body Composition 223

School Calendar and Schedules 223

Performance Assessments 223
Cash Flow and Reserve 223
Banking Arrangements 223
Property Inventory 223
Payroll 224
Business Services 224
Litigation 224
School Name 224
Term, Renewal and Material Revision 224
Debts and Obligations 226
Independent Entity 226
Compliance with Laws 226
Notifications 227
ATTACHMENTS, EXHIBITS, AND APPENDICES 227

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Alfredo Rubalcava, hereby certify that the information in this renewal petition for a California public charter school named Magnolia Science Academy-Santa Ana ("MSA-Santa Ana" or the "Charter School"); operated by Magnolia Educational & Research Foundation ("MERF"), doing business as Magnolia Public Schools ("MPS"); and located within the boundaries of the Santa Ana Unified School District ("SAUSD") is true to the best of my knowledge and belief; I also certify that this renewal petition does not constitute the conversion of a private school to the status of a public charter school; and further, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- MPS declares that it shall be deemed the exclusive public school employer of the employees of Magnolia Science Academy-Santa Ana for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]

- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall admit all students who wish to attend the Charter School; unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing. Except as required by Education Code section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)].

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]

- The Charter School shall at all items maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the Public Records Act.

- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Alfredo Rubalcava

9/9/2019

Alfredo Rubalcava
CEO & Superintendent
Magnolia Public Schools

Date

INTERPRETATION OF TERMS

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any and all references to the Magnolia Science Academy-Santa Ana and/or Magnolia Public Schools and/or MSA-Santa Ana and/or the Charter School and/or the School, by any name or designation, shall apply with full force and effect to the Charter School itself and the nonprofit corporation, and for all purposes related to this Charter or the operations of the Charter School, both the Charter School and the corporate entity shall be fully obligated to comply with the provisions of this Charter and any attachments, exhibits and/or appendices thereto, without regard to what entity or name is referenced or specifically listed or identified therein and whether the Charter School and corporation are at any time or for any reason deemed or treated as separate entities. MSA-Santa Ana complies with AB 406 and understands that it prohibits a petitioner that submits an establishment or renewal charter petition or material revision application from operating as or by a for-profit corporation, for-profit educational management organization, or for-profit charter management organization.

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any time that MSA-Santa Ana indicates that it will follow the requirements of a particular Section of the Education Code or other law that does not explicitly apply to charter schools, it means that MSA-Santa Ana will comply with these laws in the same manner as required for California non-charter public schools, except where otherwise specified.

ELEMENT 1: THE EDUCATIONAL PROGRAM

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." **(Ed. Code § 47605(b)(5)(A)(i).)**

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." **(Ed. Code § 47605(b)(5)(A)(ii).)**

"If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements." **(Ed. Code § 47605(b)(5)(A)(iii).)**

GENERAL INFORMATION

▪ The contact person for Charter School is:	CEO & Superintendent, Alfredo Rubalcava
▪ The contact address for Charter School is:	250 E. 1st Street Suite 1500 Los Angeles, CA 90012
▪ The contact phone number for Charter School is:	(714) 479-0115
▪ The proposed address, or target community by Zip Code, of Charter School is:	2840 W 1st St., Santa Ana, CA 92703
▪ The grade configuration of Charter School is:	TK-12
▪ The number of students in the first year will be:	796
▪ The grade level(s) of the students in the first year will be:	TK-12
▪ Charter School's scheduled first day of instruction in 2019-2020 is:	August 20, 2019
▪ The enrollment capacity is: (Enrollment capacity is defined as the total number of students who are enrolled in Charter School regardless of student residency.)	895
▪ The type of instructional calendar will be:	Traditional

▪ The regular day bell schedule for Charter School will be:	8:30 am to 1:15 pm for TK-K 8:20 am to 2:35 pm for 1-5 8:00 am to 3:01 pm for 6-12
▪ The term of this Charter shall be from:	July 1, 2019 to June 30, 2024

Magnolia Science Academy-Santa Ana ("MSA-Santa Ana" or "MSA-SA"), is a classroom-based charter school serving students in grades TK–12 with a curriculum emphasis on science, technology, engineering, arts and math ("STEAM"). MSA-Santa Ana's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-Santa Ana is supplemented by tutoring, after-school programs, and school-to-university links.

MAGNOLIA PUBLIC SCHOOLS

MSA-Santa Ana is operated by Magnolia Educational & Research Foundation ("MERF"), *dba* Magnolia Public Schools ("MPS"),[1] a non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. The vision of MPS is to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. MPS' educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula.[2] MPS addresses the shortage by inspiring and preparing students to choose career paths in science and technology.

MPS was first established in August 1997 to organize volunteer science, technology, engineering, and math ("STEM") based tutors for middle and high schools in Los Angeles, and later partnered with Culver City Unified School District to provide tutoring for students all around Los Angeles District. MPS also started a free tutoring program in the Sherman Oaks/Van Nuys Area of Los Angeles. These successful programs led MPS to establish its first charter school, Magnolia Science Academy-1, and go on to successfully replicate our educational program and philosophy at nine other charter schools throughout California. Today we have a total of five charter schools authorized by the Los Angeles Unified School District ("LAUSD"), three authorized by the Los Angeles County Office of Education ("LACOE"), one authorized by the San Diego Unified School District ("SDUSD"), and MSA-Santa Ana, which originally was authorized by the State Board of Education ("SBE"). Combined, MPS charter schools now serve almost 4,000 students in grades TK-12.

---

[1] For more information on Magnolia Public Schools visit www.magnoliapublicschools.org.

[2] Z. Zacharia and A. C. Barton, "Urban Middle-School Students' Attitudes Toward a Defined Science," *Science Education*, vol. 88, no. 2, pp. 197-222, Mar. 2004.

For the past four years, MSA-Santa Ana has had a clear STEM focus. MPS Leadership and its Board of Directors ("Board") are now committed to expanding on this success and during the 2016-17 school year, began to make the shift towards a strong STEAM focused organization. The most developed areas have been Math and Science, with the understanding that Engineering and Technology offered great growth potential. As the arts are more widely embraced, we believe that authentic connections and through lines between multiple disciplines will be made visible, and strategies will emerge to support authentic integration.

The MPS program aims to improve students' performance in reading, writing, and math, reduce dropout rates, achieve high student attendance rates, and increase the number of students who pursue careers in STEAM fields.

SCHOOL HIGHLIGHTS

Relocation to New Campus and Significant Expansion
MSA-Santa Ana originally opened in 2009 in Orange County, serving grades 6-12. As of 2015-16, MSA-SA had 144 students in grades 6-12, located at a temporary facility in Costa Mesa. To fulfill our charter and promises to the students, families and community, for the 2016-17 school year the school moved to a brand-new campus at 2840 West 1st Street, Santa Ana. Funded by the Charter School Facilities Program, the new campus includes a two-story facility totaling 48,353 square feet with 34 classrooms with state-of-the-art science and computer labs, library and learning centers on a lot of 2.68 acres. Current Phase II construction (with an expected completion prior to school starting in 2018-19) covers a-6,509 square feet gym with cafeteria, shade structures and a playground. In 2017 and 2018 we purchased 310 new additional Chromebooks to ensure a 1:1 ratio and greater efficiency and technology access across the school to provide greater access to the academic program.

With the expanded facilities, MSA-SA added grades TK-5 and grew to 635 students in 2016-2017, and 736 students in TK-12 in 2017-18.

Change in the Demographics of Students Served
As a result of the relocation and expansion, MSA-SA's student demographics considerably changed as we added more than 500 new students. In 2015-16, the Charter School's 144 students were 13% English Learners (ELs) and 60% Socioeconomically Disadvantaged (SED), with 7.6% Homeless. In 2016-17 the expanded and younger student population included almost three times as many ELs (35%), 80% SED and a jump to 18% Homeless/Foster Youth. As of 2017-18, our enrollment of 736 students was:

- 86% SED
- 20% Homeless/Foster Youth (predominantly Homeless)
- 24% ELs
- 16% Students with Disabilities (SpEd; many of these students have moderate/severe disabilities)
- 87% Hispanic/Latino, 8% White, 3% Asian/Filipino/Pacific Islander and 1% African American.

The shift in demographics necessitated more support and wrap around services. For the past two years, MSA-SA and MPS have been implementing programs and providing assistance including Multi-Tiered System and Support (MTSS) to address the challenges that came with the rapid growth and expansion and specific needs of our students and their families, as detailed more fully below.

MSA-Santa Ana's recent achievements include the following highlights, detailed more extensively below:

- 100% graduation rate from 2015-17 and a 92.86% graduation rate in 2018 (13 out of 14 students) with 100% of our graduates in two of the last four years (including 2018) meeting A-G requirements for admission to the University of California/California State University (UC/CSU) system. This compares to SAUSD's district-wide graduation rate of 89% and A-G completion rate of 47% in 2017 (the most recent year with publicly available data).[3] Our graduates have garnered admission to "top tier" highly selective schools including UCI, UC Berkeley, UCLA and others. One of our 2018 graduating seniors received $40,000 Edison Scholarship. This scholarship was awarded to only 30 students in the country.[4]
- MSA-Santa Ana received full WASC accreditation renewal for the next six years until 2024 without any conditions.[5]
- In 2016, MSA-Santa Ana received the California Honor Roll School award.
- Our CyberPatriots team qualified for the State competition in Cyber Security. Even though this was all the team members' first time in such a competition, they qualified to be in Gold division.[6]
- 2016-2018 Our students placed with medals and plaques in the Academic Pentathlon sponsored by the Orange County Department of Education (OCDE).
- Students from various grades participated in the Academic Decathlon and placed in the competition sponsored by the Orange County Department of Education ("OCDE") in 2018.
- Throughout 2016-2018, an MSA-Santa Ana student had the opportunity to participate in the Nationals for History Bee in Atlanta, Georgia.
- Our Lego Robotics team received Team Spirit award in their 2017 competition.
- One of the programs at MSA-Santa Ana is the Congressional Award Program; students who participate and complete this program receive a medal and certificate. On a special occasion, one of our 2017 seniors was awarded the Congressional Medal Leadership Program Gold Certificate, Bronze Medal, and Silver Medal by Congressman Ed Royce; two of our seniors in 2018 were awarded Congressional Medal Leadership Program medal by Congressman Ed Royce.
- MSA-Santa Ana was awarded the California Scale-Up Multi-Tiered System of Supports Cohort 3 Grant Award.
- 2017-2018 our Community Partnership with "Official No One Left Behind" was featured on local news station, KTLA.[7]
- In recognition of the commitment to student learning in the arts the LA County Arts Commission has awarded Magnolia Public Schools a matching grant of $16,400 through the Advancement Grant program. This grant offers financial support to help school districts advance the quality, quantity and equitable distribution of arts instruction in schools. MSA-Santa Ana art teacher Sunny Jung, co-led the effort in developing the MPS arts strategic plan which was the bases for the grant request.

---

[3] http://dq.cde.ca.gov/dataquest/

[4] Edison Scholarship Press Release - https://newsroom.edison.com/releases/edison-international-awards-30-high-school-seniors-1-2-million-in-scholarships

[5] http://directory.acswasc.org/directory-searchdetail.php

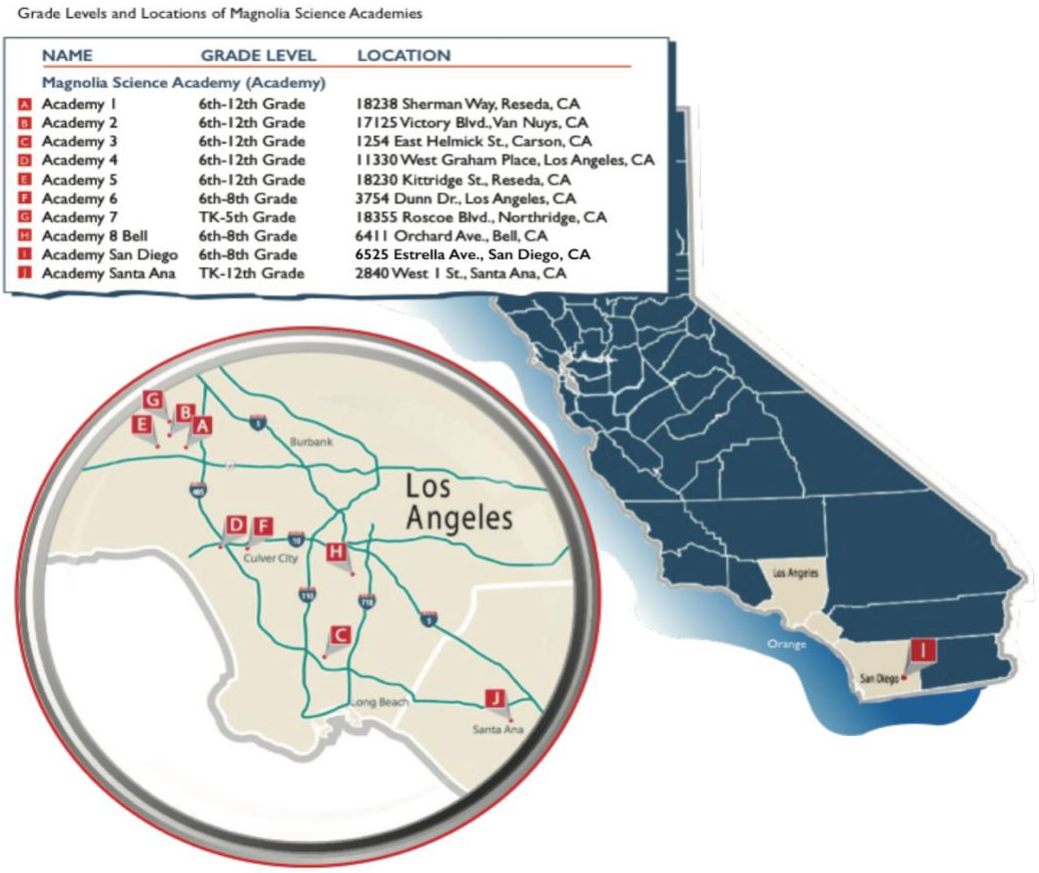
[6] CyberPatriots media story from Univision – https://www.univision.com/los-angeles/kmex/noticias/seguridad-online/escuela-en-santa-ana-educa-a-estudiantes-sobre-la-prevencion-de-ataques-ciberneticos-video
and KPCC – https://www.scpr.org/programs/take-two/2018/01/19/61292/high-school-cybersecurity-team-cracks-code-for-com/

[7] http://ktla.com/2018/03/12/bad-behavior-good-deeds/

We are quite proud of these numerous accomplishments and look forward to continuing to celebrate our students' success.

Current Locations and Grade Levels of MPS Sites

MPS currently operates 10 charter schools in California. The figure below shows the current locations and grade levels of these sites.



MSA-SANTA ANA'S PERFORMANCE DURING THE CURRENT CHARTER TERM MEETS RENEWAL CRITERIA

Based on its historical and current record of performance, MSA-Santa Ana has and will continue to meet the needs of the community it serves.

Academic Performance Data and Other Absolute and Comparative Performance Indicators

Pursuant to Education Code Section 47607(b), MSA-Santa Ana must meet at least one criterion of academic success prior to receiving a charter renewal. As detailed below, MSA-Santa Ana has fulfilled this requirement by demonstrating that the Charter School's "academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have

been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school." (Education Code Section 47606(b)(4)(A)).

"The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school." (Cal. Ed. Code § 47607(b)(4)(B).)

MSA-Santa Ana is located in close proximity to the intersection of the 405 and 5 freeways in Santa Ana. MSA-Santa Ana draws enrollment from across Santa Ana, with our 736 students residing in 47 different zip codes. Not surprisingly, the majority of students live in close proximity to our campus. Based on an analysis of the students' residence addresses, the following table lists the top district schools our students would otherwise be required to attend – twenty elementary schools, nine middle schools and seven high schools:

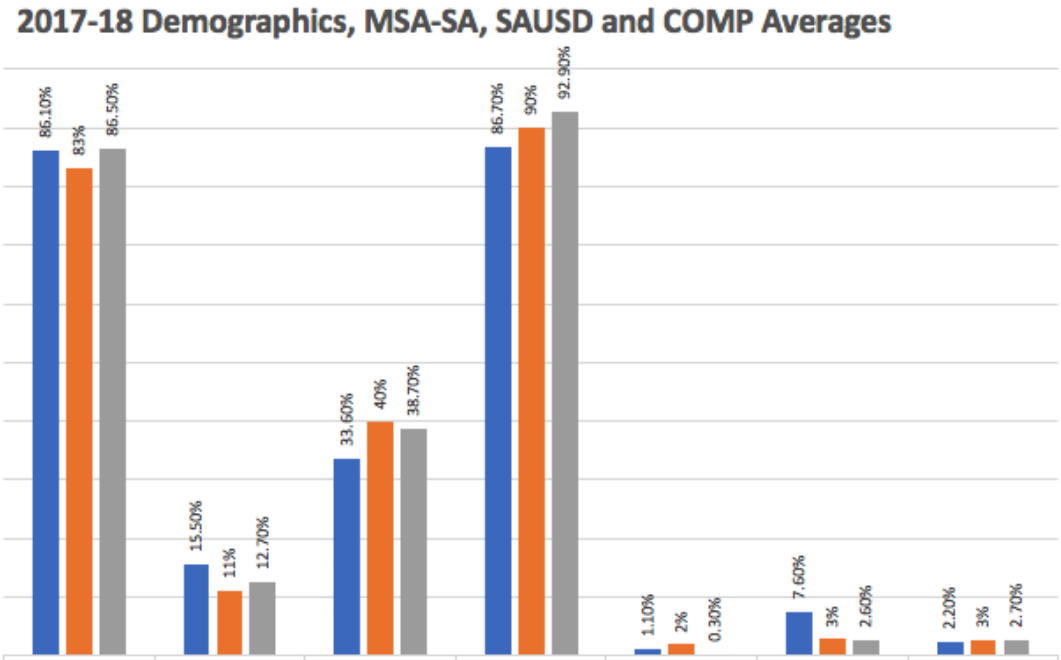
School	Grade Level	# of Student	% FRL	% SPED	% EL s	% Hisp	% AA	% White	% Asian
MSA SA - Overall	TK thru 12	736	86.1	15.5	33.6	86.7	1.1	7.6	2.2
Resident Sch - Elementary									
Jim Thorpe Elem	K thru 5	1,001	65.3	8.8	26.8	88.9	0.4	1.4	7.3
Greenvillle Fundamental Sch	K thru 5	1,052	63.5	10.1	25.3	85.9	0.2	2.3	7.8
Santiago Elem	K thru 8	1,178	67.6	12	31.3	91.3	0.4	4.3	2
Pio Pico Elem	K thru 5	542	93.4	9.2	76.4	99.3	0	0	0.6
Jefferson Elem	K thru 5	717	79.5	14.5	52.4	90.4	0.7	2.4	3.9
Diamond Elem	K thru 5	521	92.7	9.8	61.2	96.7	0.6	0.2	1.9
Wilson Elem	K thru 5	614	95.1	13.5	67.9	98.9	0	0.2	0.8
Martin R. Heninger Elem	K thru 8	1,198	94.2	13.9	57	98.7	0	0.3	0.2
Andrew Jackson Elem	K thru 5	814	91	14	65.8	93.9	0.1	1	3.9
Carl Harvey Elem	K thru 5	420	92.9	19	53.6	98.3	0.2	0.2	0.7
Heroes Elem	K thru 5	595	96	12.1	63.4	98.5	0	0.7	0.2
Jose Andres Sepulveda Elem	K thru 5	388	91.5	14.9	57.7	99	0	0	0.5
Russell Elem	K thru 6	524	95.6	9.5	74.2	96.4	0.2	0.6	2.5
Lowell Elem	K thru 5	779	92.6	14.8	74.3	99.1	0.3	0.3	0.1
Martin Luther King Jr. Elem	K thru 5	690	94.3	10.4	72.3	98.7	0.7	0.3	0.3
Manuel Esqueda Elem	K thru 8	1,158	91	10	54.3	99.1	0	0.3	0.2
Wallace R Davis Elem	K thru 5	610	97.7	12.5	73.1	99.7	0	0	0
Abraham Lincoln Elem	K thru 5	855	94.7	14.6	66.8	97.2	0.1	0.9	1.3
Monte Vista Elem	K thru 5	529	97	16.8	68.6	97.9	0.6	0.8	0.2
Fremont Elem	K thru 5	580	93.4	13.6	66	97.8	0.3	0.2	1.2
Weighted Avg - Resident Sch			90	13	59	96	0.3	1	2
MSA SA - Elementary									
Resident Sch - Middle									
OCSA*	7 thru 12	2,166	13.3	4.3	0.6	21.7	0.9	42.5	18.9
Santiago Elem	K thru 8	1,178	67.6	12	31.3	91.3	0.4	4.3	2
Santa Ana HS	9 thru 12	2,963	93	13.4	24.6	98.6	0.1	0.3	0.3
Martin R. Heninger Elem	K thru 8	1,198	94.2	13.9	57	98.7	0	0.3	0.2
Manuel Esqueda Elem	K thru 8	1,158	91	10	54.3	99.1	0	0.3	0.2
Vista Heritage Charter MS	6 thru 8	266	99.6	9.4	29.3	98.9	0	0.8	0
Willard Intermadiate Sch	6 thru 8	740	95.8	19.6	43.2	97.8	0.4	0.5	0.5
Spurgeon Intermediate Sch	6 thru 8	868	94.2	16.2	44.9	95.7	0.5	0.7	2
Theodore Roosevelt Elem	K thru 5	639	95	20.5	74.3	97.8	0	0.5	0.9
Weighted Avg - Resident Sch			82	13	38	88	0.2	3	2
MSA SA - Middle									
Resident Sch - High									
OCSA*	7 thru 12	2,166	13.3	4.3	0.6	21.7	0.9	42.5	18.9
Middle College HS	9 thru 12	348	81.6	1.1	0.6	96.3	0	1.1	2.3
Hector G Godinez	9 thru 12	2540	89	5.9	9.9	97.8	0.1	0.5	1.2
Segerstrom HS	9 thru 12	2,452	70.3	7	7.5	89.5	0.5	1.3	6.6
Valley HS	9 thru 12	2,113	91.5	11.7	30.9	96.8	0.3	0.5	1.9
Cesar E Chavez HS	9 thru 12	347	96.8	4.9	37.8	99.4	0	0.3	0
Lorin Griset Aca	9 thru 12	367	93.5	12.5	37.6	98.4	0.3	0.8	0.3
Weighted Avg - Resident Sch			75	6	15	84	0.3	5	4
MSA SA - High									

(http://dq.cde.ca.gov/dataquest/)

It is important to note that some of these schools include, or are entirely, selective schools or schools of choice within SBE. For example, Orange County School of the Arts (grades 7-12) has a selective admissions process that includes both academic minimums as well as an audition/portfolio review for its highly recognized arts programs. Middle College HS (9-12) similarly selects students based on academic minimum criteria. (http://echoices.SBE.net/).

The demographics of the schools MSA-Santa Ana students would otherwise attend (collectively, "Comps" or "Comp Schools") are similar to the MSA-SA's demographics, yet, as detailed below, MSA-Santa Ana is achieving better academic outcomes for our students than most of these schools. As a

quick snapshot, here is where MSA-Santa Ana compares to the demographics of schools our students would otherwise attend:

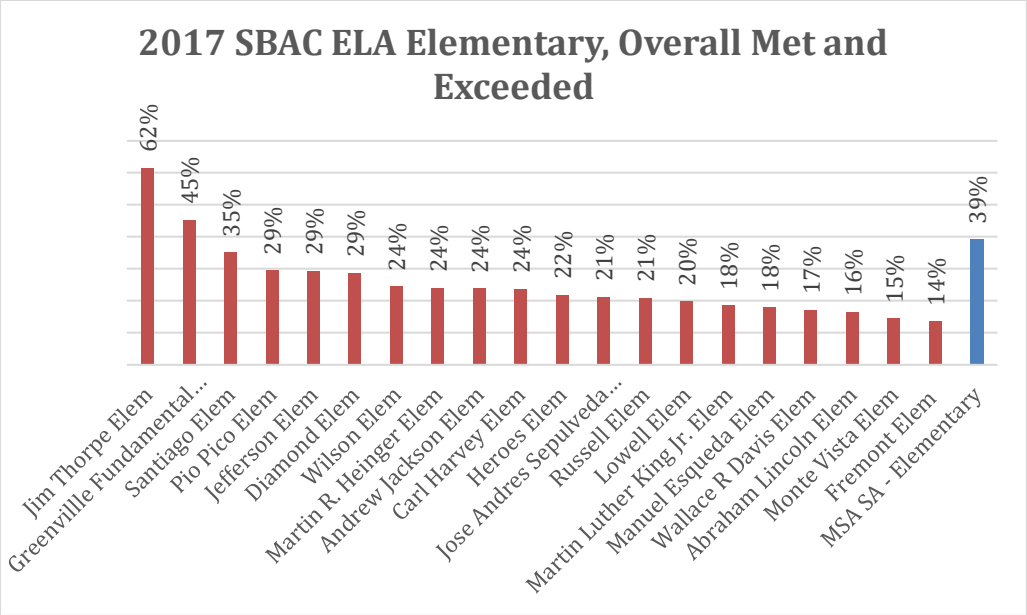


	FRL	SPED	ELs	Hisp	AA	White	Asian
MSA Santa Ana	86.10%	15.50%	33.60%	86.70%	1.10%	7.60%	2.20%
Comp Average	83%	11%	40%	90%	2%	3%	3%
SAUSD	86.50%	12.70%	38.70%	92.90%	0.30%	2.60%	2.70%

(http://dq.cde.ca.gov/dataquest/)

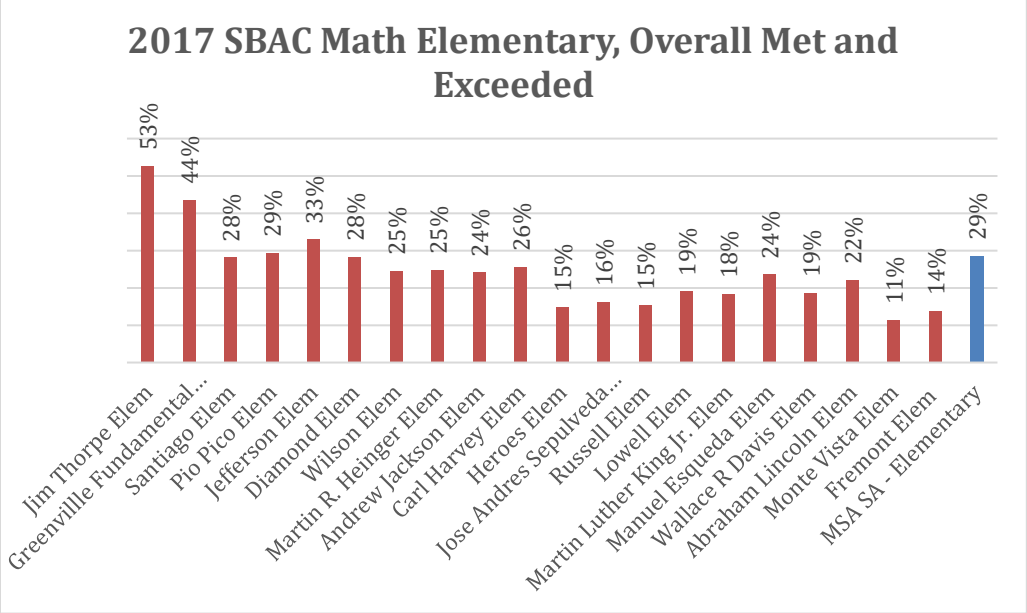
SMARTER BALANCED ASSESSMENT CONSORTIUM ("SBAC")/CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS ("CAASPP") RESULTS

On the 2017 SBAC in English Language Arts ("ELA"), MSA-Santa Ana's elementary school grade students outperformed 18 out of the 20 Comp Schools' proficiency rates, and more than doubled the rate of five of the Comps with 39% Met/Exceeded standards.



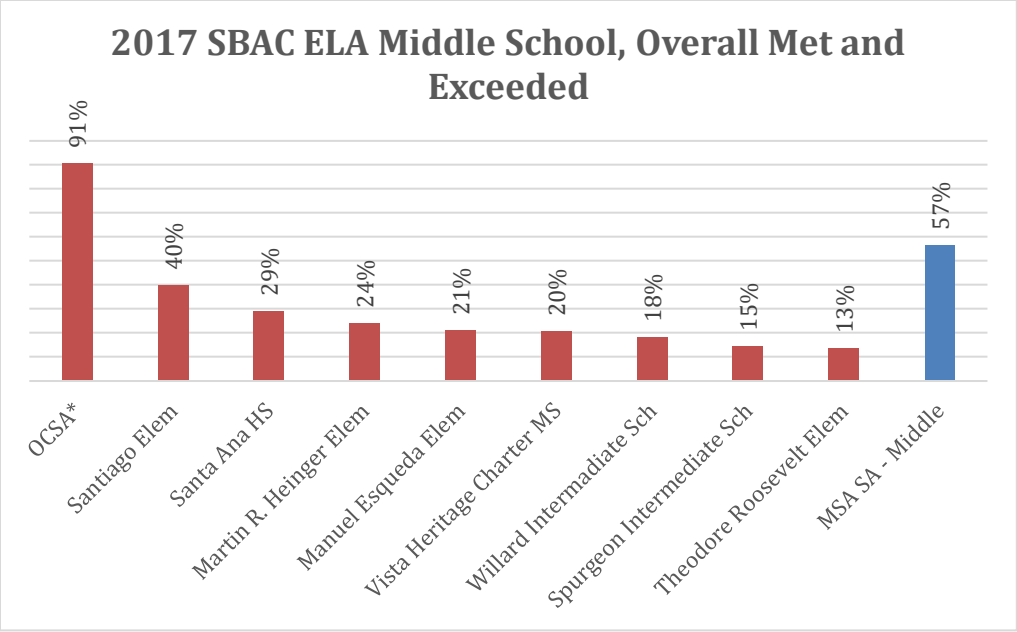
(http://dq.cde.ca.gov/dataquest/)

In Math, with 29% of our elementary students Met/Exceeded standards, MSA-Santa Ana outperformed 16 out of 20 Comp Schools, in some cases by a large margin.

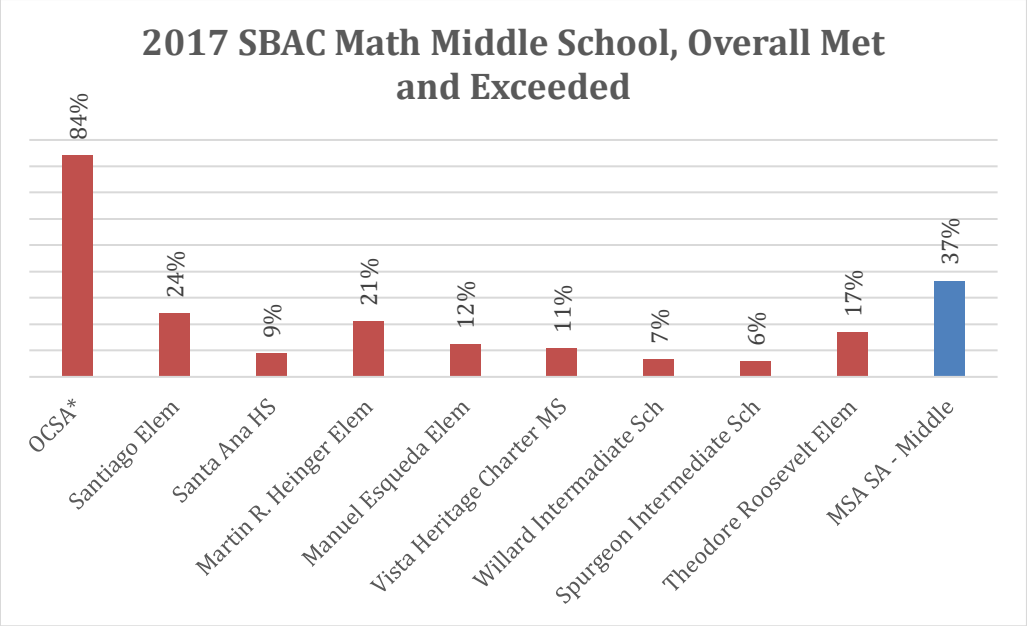


(http://dq.cde.ca.gov/dataquest/)

At the middle grade levels, our students' performance is even higher, with 57% of MSA-SA's grades 6-8 students Met/Exceeded in ELA and 37% in Math; these rates are both higher than eight out of nine Comp middle schools.

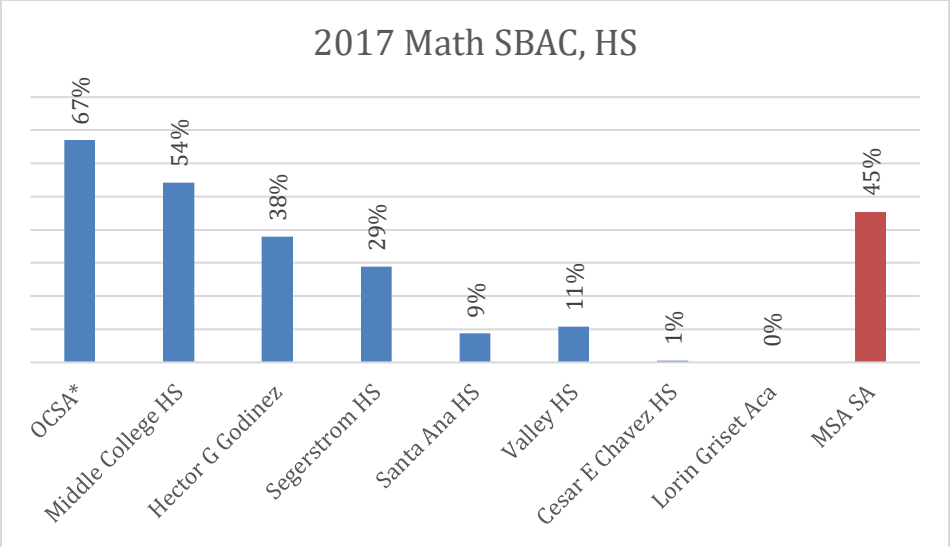


(http://dq.cde.ca.gov/dataquest/)



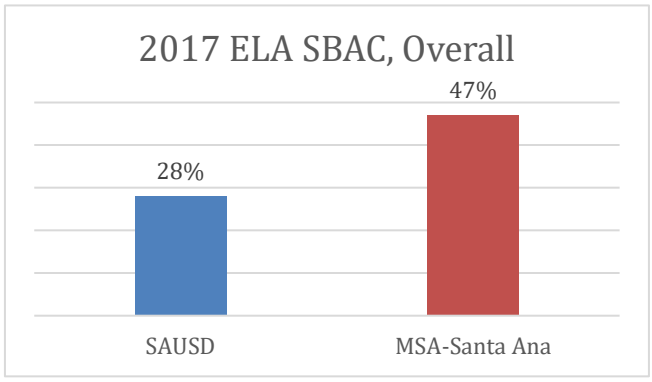
(http://dq.cde.ca.gov/dataquest/)

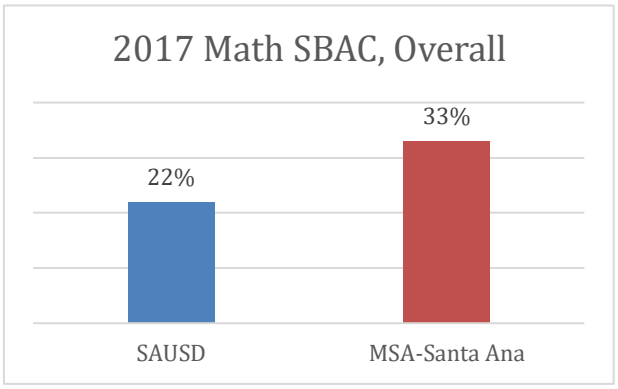
With a very small class of 11th graders in 2017 – just 11 students – we do not have published SBAC data in ELA for 2017 as only 10 students had complete test results and thus the data is not published. But in Math, our 11th graders were 45% Met/Exceeded – above all of the Comp Schools except the two with academically selective admissions.



(http://dq.cde.ca.gov/dataquest/)

Schoolwide, across students tested in grades 3-8 and 11, MSA-Santa Ana students dramatically outperformed SBE averages, with 47% Met/Exceeded in ELA (compared to 28% for SBE) and 33% Met/Exceeded in Math (compared to 22% for SBE).

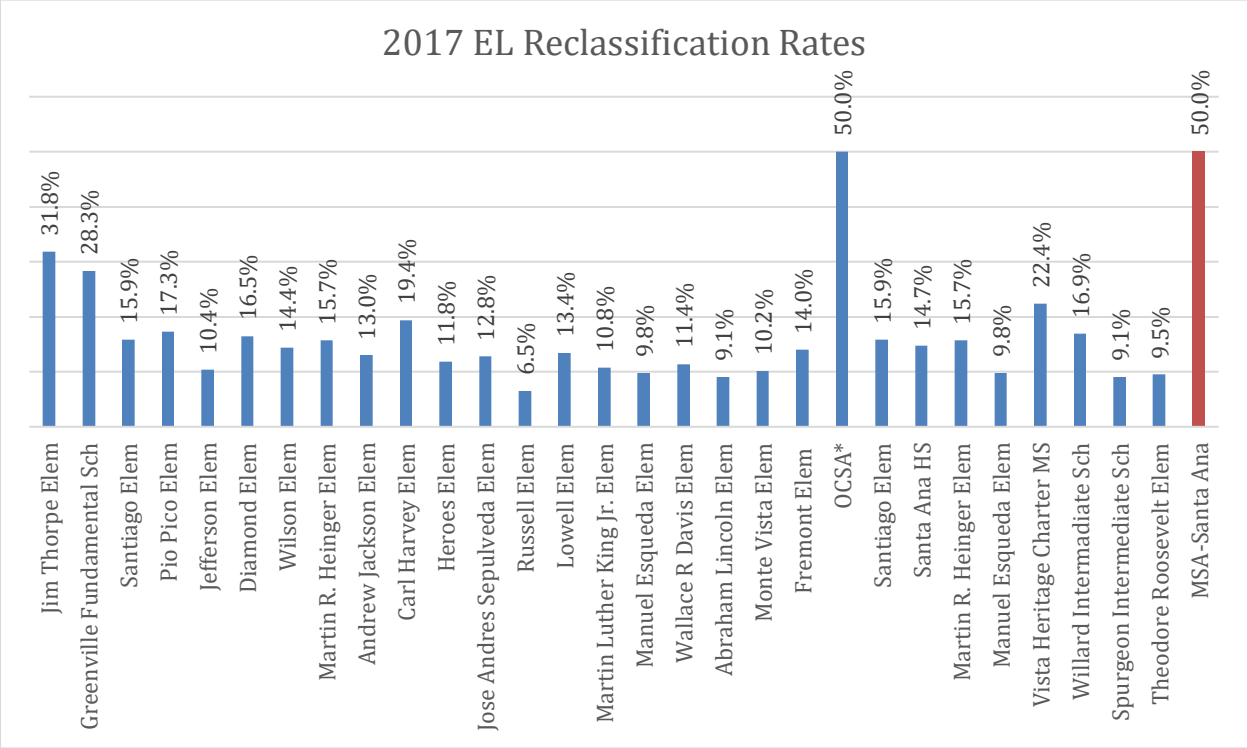




(http://dq.cde.ca.gov/dataquest/)

English Learner Re-Classification Rates

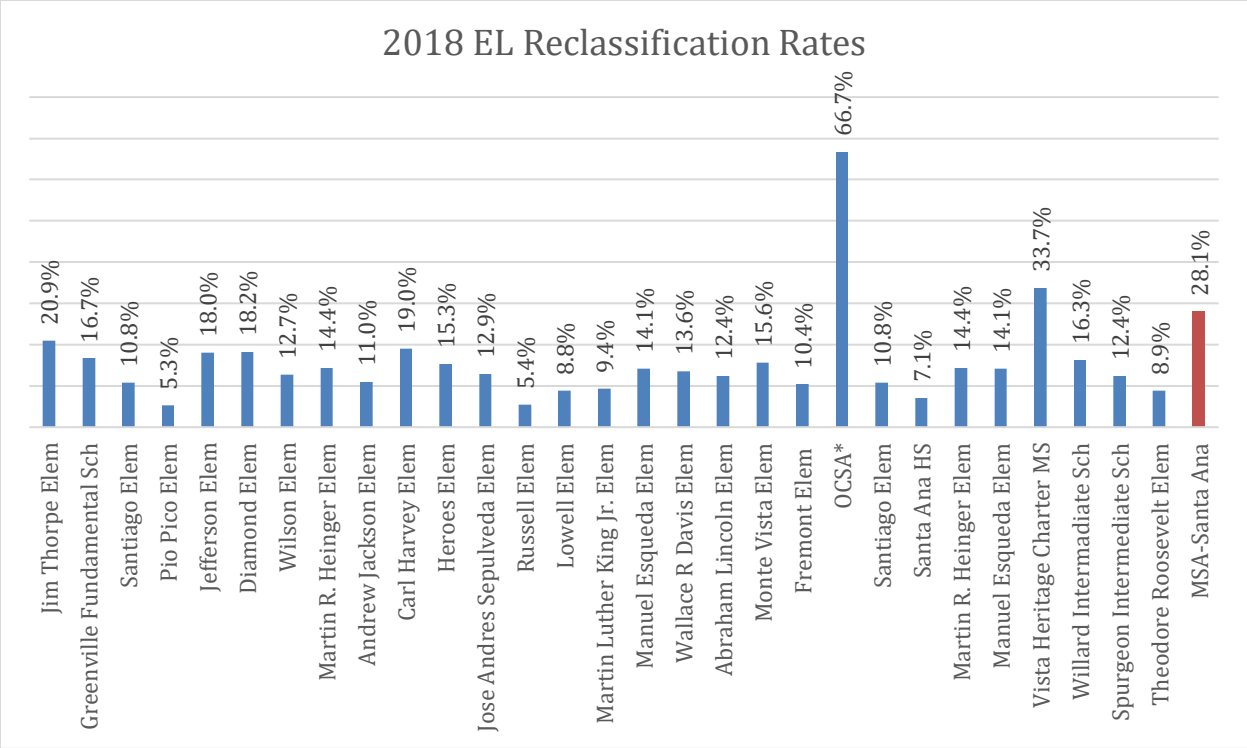
While MSA-Santa Ana has a particularly large EL population (33.6%), the Charter School focuses heavily on re-classification of English Learners, including support for Long Term English Learners ("LTELs") (see below for a detailed discussion of the English Learner program). In 2016-2017, even though most of our ELs were in their first year at our school, MSA-Santa Ana reclassified *50% of ELs*, higher or equivalent to all of the comparison schools.



(http://dq.cde.ca.gov/dataquest/)

*OCSA is a selective-admission school that includes academic minimums for entry, along with audition/portfolio review.

In 2017-2018, MSA-Santa Ana reclassified 28.10% of our ELs, again, well above typical reclassification rates at most of the Comps.



(http://dq.cde.ca.gov/dataquest/)

*OCSA is a selective-admission school that includes academic minimums for entry, along with audition/portfolio review.

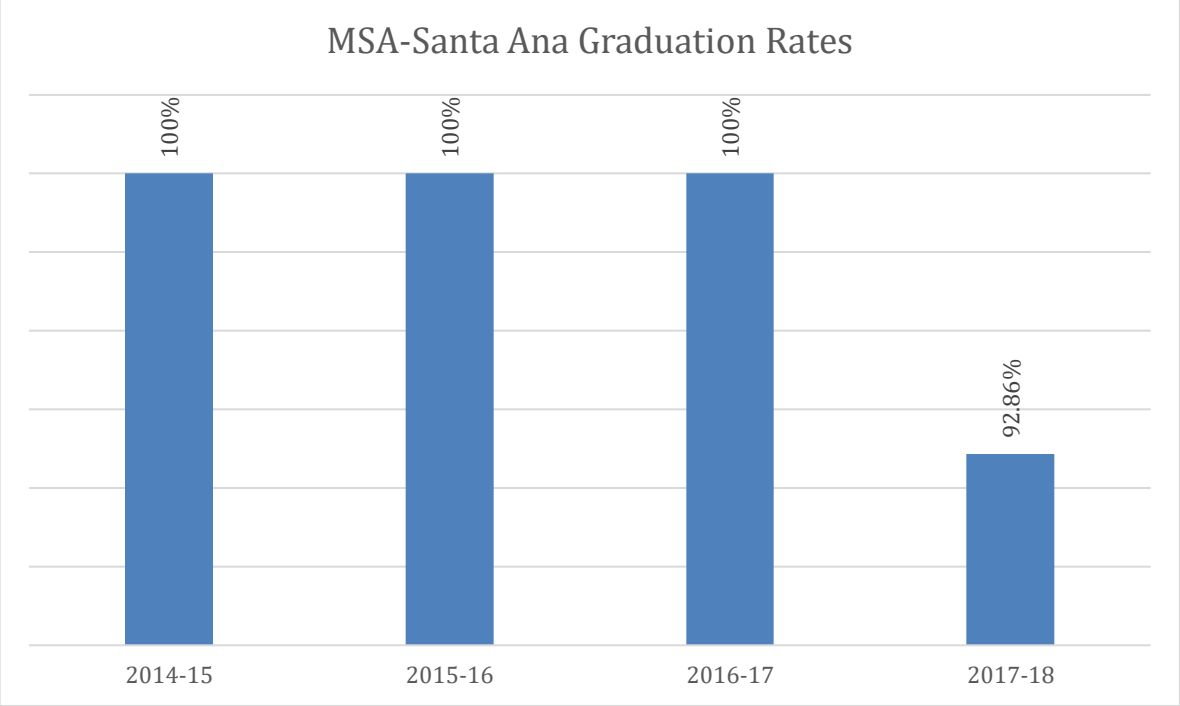
We attribute these significant reclassification rates to a renewed focus on ELs across all of our MPS schools that coincided with the enrollment expansion at MSA-SA. MPS now has a network-wide EL Coordinator that provides coaching and professional development for teachers that helps support their students' academic achievement and development of English proficiency. We have also assigned a site-level EL Coordinator at MSA-Santa Ana to help monitor the progress of our ELs, collaborate with faculty, and facilitate interventions and action plans for struggling EL students.

Additionally, we have introduced a new ELD/ELA curriculum (McGraw Hill's StudySync for secondary grades and Wonders for elementary grades) with designated and integrated ELD components that are aligned with the CA ELD standards and framework. Lastly, for reclassification (as detailed further in the section below on English Learners), we use the four criteria required by law. For the basic skills assessment requirement however, students have multiple opportunities to demonstrate their proficiency through either the NWEA MAP assessment, or the SBAC. This has enabled more students to demonstrate English proficiency and for the school to reclassify more EL students.

Graduation and A-G Completion Rates

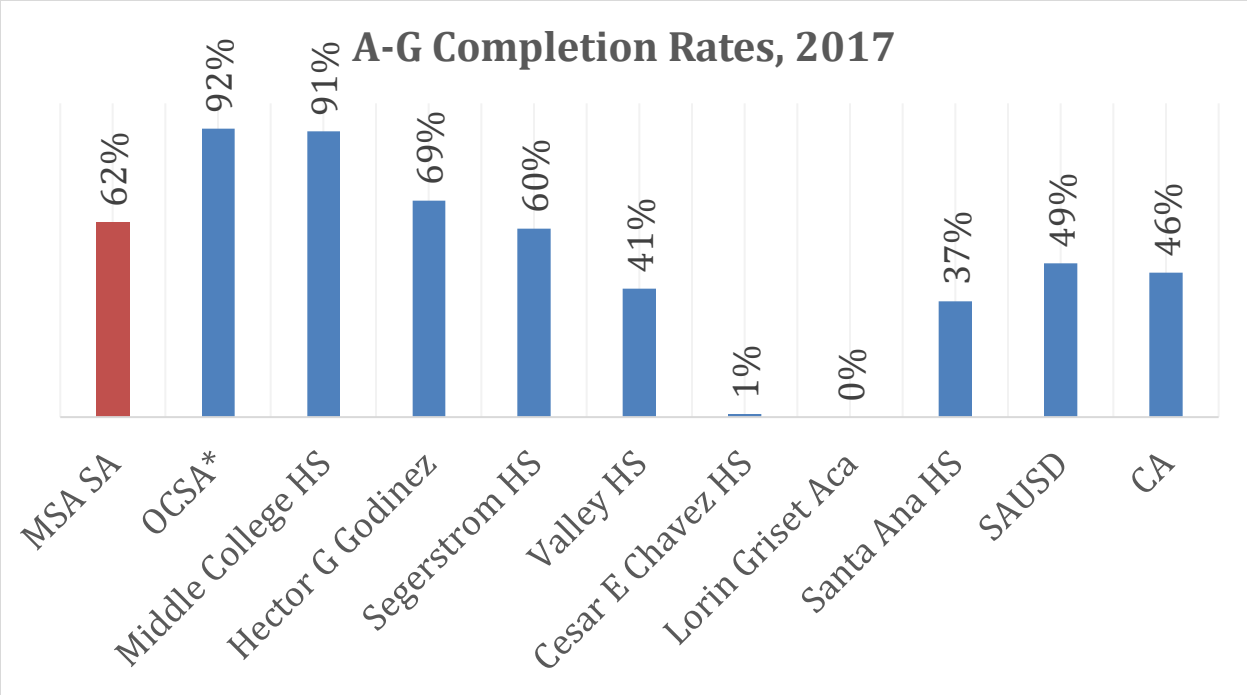
To date, MSA-Santa Ana has had very small graduating classes, yet a strong track record of graduating students who meet UC/CSU A-G requirements:

- 2014-15: 4 students (100% graduation, 100% A-G)
- 2015-16: 12 students (100% graduation, 11/12 -- 92% A-G)
- 2016-17: 13 students (100% graduation, 8/13 – 62% A-G)
- 2017-18: 13 out of 14 students (92.86% graduation, 13/13 – 100% of graduates A-G)



(Internal Student Information System)

While SBE's graduation rates district-wide have been impressive (94.2% in 2017, the most recent year with publicly available data), even though MSA-Santa Ana's A-G completion rates dipped to 62% -- eight of our 13 graduating students – that rate still outpaced the District and State averages and most of the Comp Schools, in some cases rather significantly. Notably, with the Class of 2018, A-G completion rates were back up to 100% with all 13 of our graduates meeting A-G requirements:

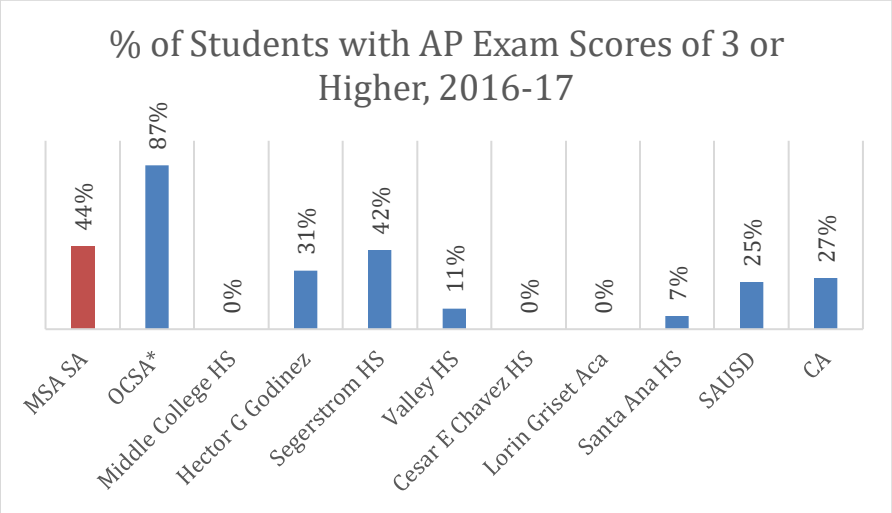


(http://dq.cde.ca.gov/dataquest/)

*OCSA is a selective-admission school that includes academic minimums for entry, along with audition/portfolio review; Middle College HS similarly has minimum academic criteria for admission.

Notably, this translates directly into college admissions: 43% of MSA-Santa Ana's 2018 graduates were admitted to four-year colleges and universities, and another 50% were admitted to two-year programs. Our graduates have received acceptances to "top tier" schools ranked in the top 50 in the nation, including Chapman University, UC Davis, UC Berkeley and UC Irvine.

AP Participation and Passing Rates

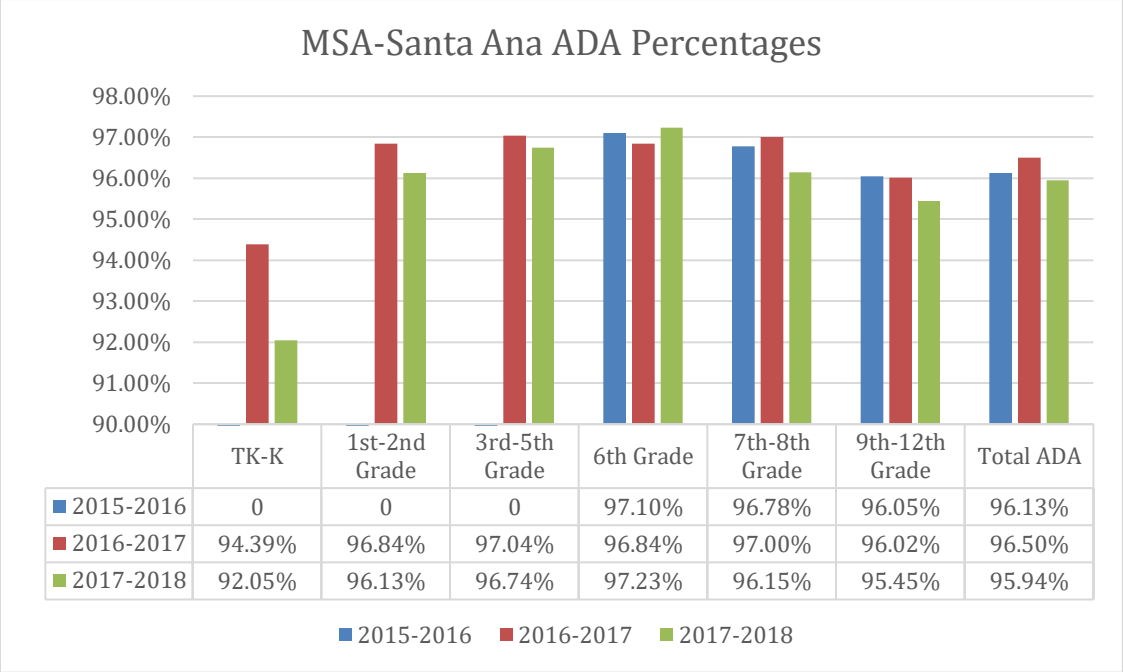


(http://dq.cde.ca.gov/dataquest/)

Of further note, 26% of our 10th-12th graders in 2017 (the most recent year with publicly available data), took at least one AP exam, with 44% of these exams earning a "3" or better score, outpacing all but one of the Comp Schools (and that school, OCSA, has academically selective admissions). While a higher percentage of students across SBE (36.5%) took an AP exam in 2017, districtwide only 25% of students scored a passing "3" or higher on an AP exam.

Student Attendance Rate and Chronic Absenteeism

MSA-Santa Ana's student attendance rates have been consistent and strong over the charter term. The average daily attendance ("ADA") was 95.94% in 2017-18, which is above the targeted rate of 95%.



	TK-K	1st-2nd Grade	3rd-5th Grade	6th Grade	7th-8th Grade	9th-12th Grade	Total ADA
2015-2016	0	0	0	97.10%	96.78%	96.05%	96.13%
2016-2017	94.39%	96.84%	97.04%	96.84%	97.00%	96.02%	96.50%
2017-2018	92.05%	96.13%	96.74%	97.23%	96.15%	95.45%	95.94%

(Current Student Information System)

Unfortunately, especially with the significant growth in enrollment, chronic absenteeism has been higher than we'd like, growing from 6.10% (2015-16) to 5.81% (2016-17) and 8.26% (2017-18). In an effort to further reduce chronic absenteeism, MSA-Santa Ana offers incentives and awards for individuals and groups with outstanding attendance. Also, attendance is a topic covered in various courses such as Life Skills and Advisory where students discuss the importance of the positive and negative effects of absences, and how each person is a valuable member of the Magnolia community. Furthermore, if and when a student has a high number of absences, the parents/guardians are contacted by the Main Office, Teachers, and/or Administration through phone calls, letters, and/or Home Visits.

Suspension/Expulsion Rate

Thanks to our restorative justice program, MSA-Santa Ana's student suspension and expulsion rates have consistently been quite low: MSA-Santa Ana has had **zero suspensions in two of the last three years and just one expulsion in the past three years**.

Year	2014-15	2015-16	2016-17
Suspension number	0	0	6
Suspension rate	0.0%	0.0%	0.90%
Expulsion number	0	0	1
Expulsion rate	0%	0%	0.14%

(http://dq.cde.ca.gov/dataquest/)

This is well below SBE and state rates:

Rate	Santa Ana Unified School District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.50%	3.00%	3.10%	3.80%	3.70%	3.60%
Expulsions	0.06%	0.05%	0.05%	0.09%	0.09%	0.09%

(http://dq.cde.ca.gov/dataquest/)

Parent Involvement

MSA-Santa Ana has a strong home-school connection. In 2017-18, MSA-Santa Ana administrators and teachers conducted 99 home visits (about 15% of the student population) to talk with students and their families about the Charter School, the student's goals and progress, and family concerns. Many of the students visited were seniors or students who were struggling. We are striving to increase this program moving forward. Often, home visits reveal new ways of teaching and learning or opportunities that the school can offer to a student in order for him/her to thrive more.

California Department of Education Charter School Division Annual Oversight Report

Our most recent annual Site Visit Report from the CDE Charter Schools Division (CSD), our current authorizer, issued March 27, 2018, is positive. The report noted that "Based on interviews conducted with school leadership and staff, and through classroom observations, the CDE reviewed the information gathered and has determined that MSA−SA is in compliance with the MSA−SA charter petition, and the Memorandum of Understanding between the California SBE and MSA−SA."[8]

As detailed below, MPS has made significant steps in the past four years to address concerns that were raised by the state and another of our authorizers (the Los Angeles Unified School District (LAUSD)) regarding our operations and finances, fully implementing all recommendations made by the State Auditor satisfactorily. Notably, MSA-SA has financially weathered a period of rapid expansion from 144 to 736 students over two years, from seven grades served to 13 grades served. The MPS Board-adopted budget for the Charter School shows a net income of $188,700 for fiscal year 2018-19 and positive financial growth in the years to come. (See _ for detailed budgets and financials.)

California Charter Schools Association Accountability Framework

Finally, our application for charter renewal is supported by the California Charter Schools Association (CCSA), which has developed an accountability framework based on publicly available academic indicators. Like the Dashboard Reports published by the California Department of Education (CDE),

[8] CDE CSD Annual Oversite Visit Report, March 27, 2018.

CCSA utilizes "Distance from Level 3" (DF3) as a status measure for academic progress, "which measures how far (or the distance) each student is from the Level 3 (i.e., Standard Met) Smarter Balanced performance level. Each students' score is compared to Level 3, and all distance results are then averaged to produce a school- and student-group-level average scale score. The results will show, on average, the needed improvement to bring the average student score to Level 3 or the extent to which the average student score meets or exceeds Level 3."[9] CCSA ranks the DF3 score given to every eligible public school in the state[10] from lowest to highest into percentiles (1-100) and 10 decile ranks. The 1st percentile is equivalent to the lowest 1% of schools statewide, while the 1st decile translates to the bottom 10% of schools (1-10), according to the schools' average results on the California Assessment of Student Performance and Progress (CAASPP). Conversely, the 10th decile rank is equivalent to a school having an average DF3 in the top 10% of schools statewide (91-100).

CCSA's accountability framework aligns with the old Academic Performance Index (API) decile rankings detailed in California Education Code §47607, and is consistent with the Education Code in prioritizing "pupil academic achievement for all groups of pupils served by the charter school *as the most important factor*" in the determination whether to renew a charter school. CCSA's accountability tool also relies on California Education Code §52066 (detailing Local Control Accountability Plans and the state's eight priorities) in determining what to classify as an indicator of academic achievement. Conversely, the CDE's Dashboard reports do not prioritize or weight academic achievement more heavily than non-academic indicators, thus the Dashboard's application to charter renewals is rather limited under the law.

The CCSA accountability framework includes four basic measures:

- **Percentile:** DF3 must be above the 5th percentile in two of the last three years.
- **State Rank (Academic Status):** DF3 decile rank of four or higher in two of the past three years. Academic Status is the school's DF3 compared to all other eligible public schools in California, using decile rank.
- **Similar Schools Rank (SSR):** SSR of four or higher in two of the past three years. The Similar Schools Rank is a 1-10 decile ranking of average student test results, after taking into account the demographics of a school's tested students.

For Elementary and Middle Schools:

- **Academic Growth:** Above the 75th percentile in DF3 growth over the past three years (between 2015 and 2017, this was 18+ points). Academic Growth is the amount of change in a school's average DF3 over the past three years, and shows that the school is making some progress toward having all students meet ELA and Math proficiency standards.

OR, For High Schools:

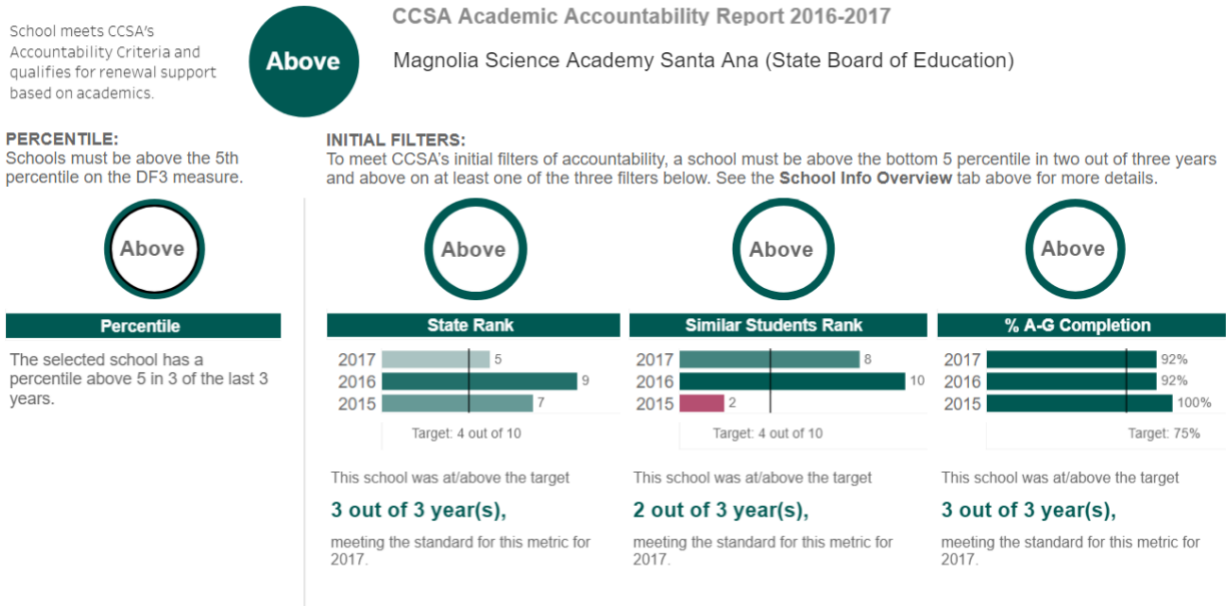
- **Post-secondary readiness:** 75% of graduating seniors have completed the minimum A-G course requirements of the University of California/California State University system with a "C" or better in two of the past three years.

According to CCSA's Accountability Framework, MSA-Santa Ana not only meets all criteria for renewal according to CCSA, but **has a Similar Schools Rank of 8/10**:

---

[9] https://www.cde.ca.gov/ta/ac/cm/acadindcal.asp

[10] Dashboard Alternative School Status (DASS) schools – formerly referred to as Alternative Schools Accountability Model (ASAM) schools are not included, nor are schools that are less than four years old or schools with fewer than 30 CAASPP test-takers.



Success of The Innovative Features of the Educational Program

MSA-Santa Ana distinguishes itself from other schools by cultivating a fearless pursuit of excellence through a rigorous, high quality STEAM education for all students. We incorporate an extraordinary support program that includes home visits, extended learning time, and parent and community engagement. At MSA-Santa Ana we believe that after-school hours are an extension of the day. MSA-Santa Ana recognizes that educational success is realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony. We, therefore, work with staff, families, and the community to provide our youth with the support necessary to reach their highest potential, intellectually, socially, emotionally, and physically. We offer tutoring and clubs designed to support daytime instruction. Additionally, there is targeted intervention during and after-school. Beyond the Monday through Friday programming, starting in 2016-17 we now offer Saturday programs that include academic tutoring, enrichment and parent workshops. We also provide summer school opportunities around enrichment, AP Prep, remediation and recovery. A referral network for TK-2 grade students called Help ME Grow, provides classes for students and families dealing with behavioral issues, parenting strategies, and conflict resolution. MSA-Santa Ana partners with Western Youth Services where students and families can access social emotional support at little to no cost.

MSA-Santa Ana has partnered with Imagine Etiquette and Image Consulting, an organization that offers empowerment courses for male and female students. This partnership also serves to provide our students with the opportunity for students to learn the fundamentals of politeness, civility, communication, and leadership.

MSA-Santa Ana also partners with Official No One Left Behind, a non-profit organization that serves the families in Orange County by offering food and other essentials necessary. With this program, we have students that participate at multiple weekend food drives that are all hosted at the school site.

Success of the School's Educational Program in Meeting the Specific Needs of Its Student Population

As detailed throughout this charter petition, MSA-Santa Ana is providing a college preparatory educational program across grades TK-12, emphasizing STEAM in a safe environment that cultivates respect for self and others. Strong evidence via test scores, graduation and A-G completion rates, survey data and more demonstrate the success of MSA-Santa Ana's rigorous program and efforts to create the next generation of STEAM leaders. MSA-Santa Ana students are outperforming their peers at the neighborhood schools they would otherwise attend. MSA-Santa Ana's college going culture ensures students will graduate prepared to thrive in college.

Areas of Challenge the School Has Experienced and How They Have Been/Will be Improved

Financial and Operational Challenges

After experiencing some disputes with LAUSD -- stemming from fiscal challenges that arose in 2014 – MPS has turned the tide both financially and in our relationship with LAUSD. In the fall of 2017, LAUSD re-authorized Magnolia Science Academy-4 (MSA-4) for a five-year term, indicating the District's renewed confidence in MPS. In 2014, Magnolia Public Schools had encountered some significant challenges, including a dispute with LAUSD over the non-renewal/revocation (later reversed) of two of our schools (Magnolia Science Academies 6 and 7), leading to a Settlement Agreement between LAUSD and MPS ("Settlement Agreement"). As described by the State's Auditor:

> In recent years the academies and the Foundation have been the subject of scrutiny by the Los Angeles Unified School District (LAUSD)—the authorizing entity for eight of the 11 academies. In June 2014 LAUSD rescinded its conditional approval of two academies' charter petitions. We found that LAUSD may have acted prematurely as its decision was based on a summary of draft findings that did not provide key context about the financial situations of those academies and it did not provide sufficient time for the Foundation to respond to its criticisms. To ensure its academies remained open, the Foundation took legal action against LAUSD. In March 2015 a settlement agreement between the two parties resolved this litigation and resulted in the renewal of the academies' charters.

Elaine M. Howle, CPA, California State Auditor, *Magnolia Science Academies, Report 2014-135R,* May 2015 (www.auditor.ca.gov).

The Settlement Agreement with LAUSD imposed specific criteria for MPS to meet over a defined timeline relating to governance and operations matters. ***MPS (MERF) has satisfied all of these criteria,*** including, among other things:

- MERF modified the governance structure to include staggered Board terms and the addition of five new Board members (two more than required); the Board now has nine members instead of four;
- Made significant leadership changes with the addition of:
    - **a new Chief Executive Officer/Superintendent ("CEO"):** Dr. Caprice Young joined MPS in 2014 to help navigate the organizational challenges. Dr. Young has an extensive history leading school systems, philanthropic, business, governmental and community-based organizations engaged in transformational work. From 1999-2003 she served on the Board of LAUSD. She earned her doctorate in education from UCLA, her M.P.A. from

USC and her B.A. from Yale University. During her four years at MPS she strengthened our internal organizational procedures and external relationships. Her leadership also generated our partnerships with the Wallis Performing Arts Center, the Los Angeles County Arts Collective, Mount Wilson Observatory Foundation and The Carnegie Institution for Science: The Observatories. When she decided to step down as CEO and Superintendent of Magnolia Public Schools at the end of the 2017-18 school year, the Board conducted a thorough search for a highly qualified new leader. Effective July 1, 2018, former Magnolia Chief External Officer Alfredo Rubalcava has returned to the organization as the new CEO/Superintendent. Mr. Rubalcava was one of Magnolia's founding teachers and has held various positions within the organization such as teacher, athletic director, dean of students, principal, Chief External Officer and now CEO.

- a **new Chief Financial Officer ("CFO"):** Our CFO has more than 30 years of experience in accounting and finance, including 20 years in California public school systems and government fund accounting. She has significant experience and familiarity with the California school account structures, coding and system software and programs.
- **a new Chief Operating Officer ("COO"):** Our COO started his career as a K-12 Math teacher. He taught math for 11 years, then he became a dean of students, and then founding principal of a new charter school in Phoenix, Arizona. He later joined Magnolia as Principal of Magnolia Science Academy #2, then moved to the Regional Director Position for MPS within LA County. He is now the COO and the Regional Director for LA County Schools. Our COO holds a Bachelor Degree in Economics and Masters in Educational Leadership.

- Ceased hiring new employees utilizing H1B visas;
- Changed several outside contractors including terminating a contract with ACCORD, effective June 30, 2015 and changing auditing firms to Vavrinek, Trine, Day & Company, a highly respected and experienced firm on the state-approved list of charter school auditors;

Additional changes, above and beyond those required by the Settlement Agreement with LAUSD include:

- **a new Chief Academic Officer ("CAO"):** Our CAO is an accomplished and forward-thinking educator with 18+ years of leadership in developing and implementing leading-edge programs and services that align with mission and vision of educational institutions. He has an outstanding record of improving processes by adapting and applying aspects of STEAM Education in school systems, through comprehensive research, strategic evaluation and effective presentations of best practices in curricula, programs, tools and technologies. Our CAO has pioneered establishment of state-of-the-art online learning programs and professional development portals for academic advancement, combined with directing formative assessment and performance-based programs. He has served in top school level administrative positions in Nevada and California for over a decade.
- **a new Chief Accountability Officer:** MPS elevated our focus on compliance and accountability organization-wide through the creation of a new executive level position. Our Chief Accountability Officer ensures MPS schools have high quality accountability plans, that the MPS schools implement the programs described in their charter petitions and comply with all applicable law and regulations. Our Chief Accountability Officer earned his M.S. in engineering from UCI and M.A. in school leadership from CSUDH. With teaching and administrative experience at MPS, our Chief Accountability Officer strives to ensure MPS implements best practices aligned with our vision, mission, and core values.

CA State Audit Requirements

In addition to the Settlement Agreement, the State Auditor conducted a comprehensive and detailed review of MPS operations and finances ("State Audit") in 2014. The State Audit resulted in 12 specific conditions for MPS to meet, issued May 2015, largely related to internal controls and management of fiscal operations. As detailed below, ***MPS has "fully implemented" all of the recommendations of the State Audit as required:***

Report 2014-135R Recommendations

When an audit is completed and a report is issued, auditees must provide the State Auditor with information regarding their progress in implementing recommendations from our reports at three intervals from the release of the report: 60 days, six months, and one year. Additionally, Senate Bill 1452 (Chapter 452, Statutes of 2006), requires auditees who have not implemented recommendations after one year, to report to us and to the Legislature why they have not implemented them or to state when they intend to implement them. Below, is a listing of each recommendation the State Auditor made in the report referenced and a link to the most recent response from the auditee addressing their progress in implementing the recommendation and the State Auditor's assessment of auditee's response based on our review of the supporting documentation.

Recommendations in Report 2014-135R: Magnolia Science Academies: Although the Financial Condition of These Charter Schools Has Improved, Their Financial Controls Still Need to Be Strengthened (Release Date: May 2015)

Filter Recommendations to Status: Fully Implemented | Filter Recommendations

Recommendations to Santa Ana Unified School District		
Number	**Recommendation**	**Status**
1	Consistent with their charter petition terms, the Foundation should ensure that each academy maintains the minimum required cash reserve.	Fully Implemented
2	To ensure the CMO fees it charges to its academies are accurate, the Foundation should develop procedures to ensure that CMO fees are accurately calculated and recorded, including performing regular reconciliations of the CMO fees recorded in the Foundation's and academies' general ledgers.	Fully Implemented
3	To ensure that the academies' spending aligns with their budgets, the Foundation should create and retain standardized reports with a sufficient level of detail to allow its staff and the academy principals to compare the academies' spending to their budgets.	Fully Implemented
4	To reduce the risk of misappropriation, the Foundation should ensure that it appropriately authorizes all of its expenditures and the academies' expenditures. It should also ensure that it includes sufficient supporting documentation for each expense, including documenting the purpose of each transaction.	Fully Implemented
5	To strengthen its controls over purchases that principals make at the academies, the Foundation should update its accounting manual to require academy principals to obtain written authorization before processing purchases on their debit cards that are higher than established thresholds. The Foundation should also revise its accounting manual to prohibit the use of debit cards for travel except in the case of a documented emergency.	Fully Implemented

Recommendations to Santa Ana Unified School District		
Number	**Recommendation**	**Status**
6	To ensure that it can locate documentation supporting its expenditures and the academies' expenditures, the Foundation should develop a stronger document filing system that links all supporting documentation for expenditures to its authorization and justification included in the CoolSIS or equivalent system by using a unique identifier such as a purchase order number.	Fully Implemented
7	To strengthen its contracting process, the Foundation should define who has authority to sign vendor agreements.	Fully Implemented
8	To increase transparency and reduce the risk of misuse of funds, the Foundation should update its policies and procedures regarding vendor selection to require that it maintain independence in its relationships with vendors.	Fully Implemented
9	To ensure that it provides proper oversight over its process for hiring employees who are not citizens of the United States and that it meets all legal requirements for the employees it sponsors, the Foundation should enhance its human resources policies and procedures and implement a centralized system to track and maintain sponsored employees' files and publicly available documentation. Moreover, the Foundation should use the centralized system to ensure that proper notification is sent to Homeland Security for any material changes to sponsored employees' employment. The Foundation should also review all of its past and present noncitizen employees' files and notify Homeland Security of any material changes that it has not previously reported.	Fully Implemented
10	To hold its management accountable for meeting their responsibilities related to the payroll process, the Foundation should continue to implement its new desk procedures of requiring review and documentation of that review at each stage in the payroll process.	Fully Implemented
11	To safeguard the funds that the academies raise, the Foundation should ensure that academy staff follow the fundraising procedures in its accounting manual, especially with regards to timeliness of bank deposits and sign-offs on cash-count forms. The Foundation should also annually train its staff to ensure compliance with fundraising procedures.	Fully Implemented
12	To ensure their compliance with state and federal laws, the Foundation should continue to develop procedures for the academies to follow when they report truancy data to Education. The Foundation's procedures should include a process for the academies to document their calculations.	Fully Implemented
13	To improve communication between the inspector general and the division, SBE should develop procedures for discussing relevant findings in draft form and for determining how those findings should affect the decisions that the division or the board makes.	Fully Implemented
14	To improve its process for considering whether to rescind a charter school's conditionally renewed petition, SBE should develop procedures to provide charter schools with a reasonable amount of time for an appropriate response or to potentially remedy concerns.	Fully Implemented

Source: https://www.auditor.ca.gov/reports/recommendations/2014-135R

Since the audit, MPS has also taken steps to strengthen financial controls and implemented all of the State Auditor's recommendations, including:

- The Board-approved budget is closely monitored on a daily basis by MPS Financial Analysts and adheres to all recommendations made by FCMAT.
- MPS has been using a variety of systems to handle financial transactions, all designed to ensure appropriate financial controls and transparency. In July 2015, MPS contracted with EdTec, a preeminent back-office services provider to more than 300 charter schools, to provide primary financial support and reporting requirements. They maintained the general ledger through NetSuite software, including budget and actuals and also prepared interim financial reporting and compiles bank reconciliations. Payroll records were submitted to EdTec every pay period and loaded into NetSuite. Cash disbursements, and the related approvals, were maintained in CoolSIS, a third-party software that is independent from both PayCom and NetSuite. Checks were cut by EdTec using downloads from CoolSIS, MPS' previous purchasing software.
- As of July 1, 2018, MPS migrated to a new back office provider, Delta Managed Solutions (DMS). DMS was selected after a rigorous proposal and review process by a committee composed of the CEO, CFO, COO and two Senior Financial Analysts, based on the following criteria: (1) Cost; (2) Accounting/Procurement System Software; (3) Staff Training; (4) Ability to Self-Serve; (5) Check and Balance; (6) Audit Compliance/Zero Audit Findings; and (7) Need for Coolsis. As a result, DMS proved to be the best back office provider moving forward. Now all of the previous tasks noted in the bullet point above will be handled by our new provider, DMS and new tracking system, Escape.
- NetSuite, Paycom and Escape all have been enhanced and customized for MPS since the implementation date to better serve our specific needs.
- In addition, we are adding AssetWorks as a new automated system to monitor and track all our assets and technology equipment.

MPS will continue to ensure all facets of our operations, governance and programs are both strong and compliant.

Increasing Academic Achievement

We, like every school in the State, are focused on improving student outcomes in all academic areas. In order to raise achievement of students across all grades, we have taken several significant steps, including:

- Increasing student access to digital curriculum with one-on-one devices in classrooms
- Implementing the Illuminate Data and Assessment system for formative and summative assessments
- Implementing three-times per year Northwest Evaluation Association ("NWEA") Measures of Academic Progress ("MAP") benchmark assessments
- Investing in a new math coach to further support our teachers and students
- Focusing on needs based and LCAP focused professional development programs
- Offering Saturday School as a targeted intervention program
- Expanding after-school tutoring opportunities
- Doubling time on task with Power Math/English classes

Going forward, we are placing a priority on providing targeted professional development, implementing McGraw Hill's Study Sync curriculum and Integrated Math Program with fidelity and monitoring and supporting the growth of all student groups, with a particular focus on increased outcomes for Special Education and EL students. MPS has partnered with the UCLA's Curtis Center to provide our math teachers with best practices for engaging students in sense making, critical thinking and mathematical

modeling. Teachers also will receive tools from the Center's work writing performance tasks for the SBAC/CAASPP. Additionally, MPS supports teacher innovation and contribution through our Teacher Symposiums, which are held twice a year.

For our elementary teachers, we have weekly grade level sessions with the Dean of Academics to address the growth and areas of need for third through fifth grade. In addition to support in ELA and Math interventions, we use the Count Down to SBAC as well as the Strategic Intervention curriculum through McGraw-Hill to further support the needs of our targeted intervention grouping. In teaching math, we introduce standards with a Hook, Activity Before Concept (tapping into prior knowledge), I Do, We Do, You Do model introducing the key concept, followed with Active Practice Activity, and ending with an exit ticket to show understand and or mastery of the standard. We are confident these efforts will increase proficiency levels on state assessments as well as AP exams.

Facilities

Our new facility has resolved an ongoing challenge that many charter schools across the state face in securing appropriate, cost-effective long-term facilities solutions to meet their school and community needs. Our new state-of-the art facility has enabled us to expand significantly and provides an appealing, welcoming learning environment for our diverse students across the full TK-12 grade span. With the addition of the gymnasium this fall, the school will have an appropriate open space for multiple functionalities including another multi-purpose room. With this new space, we look forward to continuing to create an innovative and creative space for our scholars to continue learning.

STUDENT POPULATION TO BE SERVED

TARGET POPULATION

MSA-Santa Ana serves students in grades TK-12, and mainly draws enrollment from Santa Ana, CA and neighboring communities. According to 2010 U.S. Census data, zip code 92703, where our new facility is located, is with a demographic breakdown of 79% Hispanic, 14% Asian; 5% White and 1% African American.[11] The median yearly household income is $50,692, with 29% of families living below the federal poverty line in the past 12 months.[12] **In 2018, the federal poverty line for a family of four is just $25,100.[13]** Notably, according to Living Wage Calculator, a project of Dr. Amy K. Glasmeier, Professor of Economic Geography at MIT, a family of four in Orange County with two working adults needs to earn $82,510 annually to be self-sustaining (not needing public assistance).[14] This equates to $19.83/hour per adult; the federal poverty line rate equates to just $5.00/hour. In other words, as many as 71% of families in this zip code are living in poverty based on the economic realities of the area. Notably, 51.5% of local adult residents did not complete high school and only 7% have a Bachelor's degree. Finally, 87% of the local population speaks a language other than English at home (predominantly Spanish).[15]

---

[11] https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF

[12] https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF

[13] https://aspe.hhs.gov/poverty-guidelines

[14] http://livingwage.mit.edu/counties/06037; the calculator uses "a market-based approach that draws upon geographically specific expenditure data related to a family's likely minimum food, childcare, health insurance, housing, transportation, and other basic necessities (e.g. clothing, personal care items, etc.) costs.

[15] https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml

Educational Interests, Backgrounds, and Challenges

Current research indicates that English Learners, students with disabilities, and socioeconomically disadvantaged students are the most rapidly growing student groups in California, specifically in charter schools, yet are among the lowest in educational attainment (Gandara, 2013). One in five children or adolescents in the U.S. are of Hispanic origin and are intensifying their impact on educational and work settings (Pino, Martinez-Ramos, & Smith, 2012). Minority students from low socioeconomic status ("SES") backgrounds and first-generation American students are the least likely to be prepared for, enroll, and persist past their first year in a university (Garcia, 2010).

While Title I federal legislation and increased monetary support has allowed significant student groups to improve their academic proficiency, ELs, students with disabilities, and low-income students continue to lag behind other major student groups, more specifically Caucasian and Asian Americans (Romo & Salas, 2003).

The disconnect between these student groups' academic achievement, size of population, and disproportionate under-representation in higher education can be attributed to a variety of factors including lack of parental involvement, not understanding the educational system and its requirements, school barriers, and racial perceptions (Conchas, 2001, 2006; Conchas & Goyette, 2001; Fry, 2002; MacDonald, 2004).

The charter school movement evolved as an effort to counter consistently failing schools; to create a marketplace within the school system where parents could choose where their children could attend school (Knaak& Knaak, 2013). In particular, charter schools developed to implement innovative teaching strategies in an environment free of some of the bureaucracy found in larger school districts (National Alliance for Public Charter Schools, n.d.). As lack of access to a quality education and preparedness to college continues to be a pervasive issue, a growing number of educational leaders has begun to develop theme-based charter schools and alternative approaches to educating students.

For seventeen years, Magnolia Public Schools have provided a STEM, and now STEAM, focused education to address the needs of underrepresented communities. As of 2018, we have graduated over 700 students. At MPS, ALL STUDENTS have access to high quality and effective STEAM-based Common Core State Standards ("CCSS") and Next Generation Science Standards ("NGSS") aligned instruction, along with engaging elective and enrichment programs that support their learning and development.

Enrollment Plan

The following shows the anticipated enrollment per grade for the next charter term, with class sizes ranging from 20-30 students on average:

	Projected Grade-level Enrollment at MSA-Santa Ana					
	Baseline 2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
TK	25	25	25	25	25	25
K	60	60	60	60	60	60
1	75	78	78	78	78	60
2	60	78	78	78	78	78
3	60	60	78	78	78	78
4	60	60	60	78	78	78
5	60	60	60	60	78	78
6	60	60	60	60	60	78
7	62	60	60	60	60	60
8	74	60	60	60	60	60
9	60	60	60	60	60	60
10	38	60	60	60	60	60
11	37	38	60	60	60	60
12	40	37	38	60	60	60
Total	771	796	837	877	895	895

GOALS AND PHILOSOPHY

Mission and Vision

MPS provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others.

MPS' vision is that graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

MPS has identified the following core values, which are reinforced through the Life Skills curriculum, student learning outcomes ("SLOs"), and all school activities:

Excellence
Academic excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project- based learning using a constructivist approach, student portfolios, assessments of and for learning and academic

discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

Innovation
Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection
School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, instructional field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

STUDENT LEARNING OUTCOMES

The Student Learning Outcomes (SLOs) are measurable schoolwide goals that every student is expected to achieve upon graduation from MSA-Santa Ana. Our schoolwide SLOs are embedded in our curriculum, including Life Skills, our instructional practice, core values, Character Counts curriculum, as well as, our Home Visit policy and daily culture at the Charter School.

MSA-Santa Ana graduates will be:	
SCHOLARS who:	▪ Think critically. ▪ Develop academic plans and goals to guide in their pursuit towards a college degree and career choices (planning). ▪ Apply, analyze, identify, synthesize and evaluate information and experiences. ▪ Connect the skills and content learned across the curriculum and evaluate multiple points of view. ▪ Use the Inquiry Process to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem. ▪ Utilize problem-solving techniques during conflict resolution and can compromise.
INDEPENDENT SCHOLARS who:	▪ Exhibit the ability to integrate technology as an effective tool in their daily lives. ▪ Use technology effectively to access, organize, research and present information.

MSA-Santa Ana graduates will be:	
	▪ Demonstrate effective oral and written communication skills through the use of academic language at school, with peers and in the community. ▪ Demonstrate content area and grade level achievement in Reading, Writing, Mathematics, History and Science. ▪ Are self-directed. ▪ Meaningfully engage in learning activities. ▪ Make informed decisions on their learning pathways. ▪ Know their readiness levels, interests, and backgrounds. ▪ Understand their own learning styles and intelligence preferences. ▪ Reflect on their learning. ▪ Accept and integrate feedback. ▪ Adapt to change.
COMMUNITY FOCUSED CITIZENS who:	▪ Embrace and respect cultural diversity through the understanding of our global world. ▪ Demonstrate knowledge and understanding of American and world history and the values of different cultures. ▪ Contribute to the improvement of life in their school and local community through leadership skills and participation in community projects. ▪ Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life. ▪ Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings. ▪ Develop their ability to affect change in the world. ▪ Understand and reflect on connections between their community and global connectedness and how it affects the broader world through global awareness. ▪ Understand that outreach is a responsibility. ▪ Realize that agitation is a mechanism to activism.

AN EDUCATED PERSON IN THE 21ST CENTURY

The world in which we live and learn has a unique set of advantages and challenges. The goal of MSA-Santa Ana is to prepare students to adeptly utilize those advantages and confront these challenges with tenacity and courage. We believe that all students have social capital and can re-imagine their futures by utilizing their highest potential. We believe that engaging underrepresented communities through STEAM education will transform our society and prepare our scholars to lead in the 21st century not only as career seekers but also as career creators.

President Obama's Council of Advisors on Science and Technology (2010) describes the importance of middle and high school education in STEM/STEAM as follows:

> *The success of the United States in the 21st century – its wealth and welfare – will depend on the ideas and skills of its population. These have always been the Nation's most important assets. As the world becomes increasingly technological, the value of these national assets will be determined in no small measure by the effectiveness of science, technology, engineering, and mathematics (STEM) education in the United States. STEM education will determine*

> *whether the United States will remain a leader among nations and whether we will be able to solve immense challenges in such areas as energy, health, environmental protection, and national security. It will help produce the capable and flexible workforce needed to compete in a global marketplace. It will ensure our society continues to make fundamental discoveries and to advance our understanding of ourselves, our planet, and the universe. It will generate the scientists, technologists, engineers, and mathematicians who will create the new ideas, new products, and entirely new industries of the 21st century. It will provide the technical skills and quantitative literacy needed for individuals to earn livable wages and make better decisions for themselves, their families, and their communities. And it will strengthen our democracy by preparing all citizens to make informed choices in an increasingly technological world.*

Prepare and Inspire: K-12 Education in Science, Technology, Engineering, and Math (STEM) for America's Future. Executive Office of the President, Washington, D.C., 2010. (PCAST, 2010)

All MPS schools prepare 21st century scholars to adapt to new platforms and technology through personalized learning and exposure to real world task and interactions across all grade levels such as: project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing, local and national academic and STEAM competitions, internships, mentoring, STEAM clubs, college and career instructional field trips. Building upon students' knowledge in math, science, history and literature through real world applications and experiences fosters a love of learning. Supporting life-long learning through collaboration, digital literacy, academic discourse, argumentative writing and individualized scheduling models prepares students for 21st century demands.

MSA-Santa Ana graduates also develop the social and emotional skills needed to compete in a global society. MSA-Santa Ana graduates have a growth mind-set, are resilient, reflective, and demonstrate grit, self-respect and good character. These skills are crucial to not only attending and completing college but also for graduates being able to develop and contribute their original ideas in a work place environment.

HOW LEARNING BEST OCCURS

MSA-Santa Ana firmly believes that ALL students are brilliant and are capable of growing academically and emotionally. It is our responsibility as educators to provide scholars with the tools and contexts they need to accomplish their goals. We also recognize that all students bring a unique set of skills and talents to the school community. Our goals for our scholars are to ensure that they are academically achieving, technologically fearless, creatively empowered, and socially and civically engaged.

Research and experience show us that learning best occurs when students are engaged and actively involved in the learning experience, have multiple opportunities to make interpersonal connections with the world, and relate their experiences to what they are learning in school. At MSA-Santa Ana, we strive to effectively facilitate student learning. Because individual needs are intrinsically motivating, we begin the process by allowing students to assess their unique learning needs and styles, and teach them how to articulate those needs through effective communication. This helps guide educators in developing their curriculum so that it is personalized and aligned to meet students at their affect level. Furthermore, MPS carefully collects and disaggregates data in order to consistently monitor and measure student growth, as well as provide immediate feedback to improve learning. We use this data to further tailor our program to meet the individual needs of our scholars.

MSA-Santa Ana's rigorous standards-based educational program uses inquiry and project-based activities to help students acquire core academic knowledge, problem-solving skills, and critical thinking skills. We have designed our curriculum to be relevant to our student demographic, while allowing scholars to explore and connect to the world. Additionally, we believe that student output must have depth and value, in order to foster a sense of pride and accomplishment.

We start at the primary level with engaging our younger students in project-based learning, centers, and other active practice activities. For our youngest students, the MSA-Santa Ana elementary program prepares students for success in middle and high school by providing an inquiry based hands-on instructional approach to not only teach young students to "learn to learn" but also prepares them for success in the pursuit of future STEAM careers and interests in upper grades. Inquiry-based learning in lower grades includes a cross-curricular math, science and technology focus to emphasize the development of inquiry skills and the nurturing of inquiring attitudes or habits of mind that will enable our students to continue the quest for knowledge throughout life.

Many elementary schools, especially those who serve low socioeconomic students and a high proportion of minority students, erroneously assume that in order to bring students up to grade level proficiency in ELA and Math, science and technology can be forgone for a more intensive focus on math and language arts basic skills. Since the inception of the MPS schools throughout California, our educators have seen the consequences of these decisions. Even when a unique program like MSA-Santa Ana is provided to students starting in the middle school years, many students have already "given up" on science. They lack the preparation and confidence in the learning process and therefore find it difficult to change their mindset around learning.

We see that elementary school students value science – and learning across different subjects -- best when:

- A variety of presentation modes are used to accommodate different learning styles.
- Students are given opportunities to interact and share ideas with their peers.
- The scientific contributions of individuals from all ethnic origins are recognized and valued.
- Other subject areas are infused into science.
- Inquiry skills and positive attitudes are modeled by the teacher and others involved in the education process.

Inquiry based teaching is often seen as a way of engaging students in the learning process through group work and hands-on activities, and by challenging them to support conclusions with evidence and observations. Effective inquiry is more than just asking questions. A complex process is involved when individuals attempt to convert information and data into useful knowledge. These skills can be developed at any age. As Bryn Mawr science professor, Wilfred Franklin, describes it best, "Inquiry based approaches to science education focus on student constructed learning as opposed to teacher-transmitted information…Inquiry based curriculum has been shown to develop independent and critical thinking skills, positive attitudes and curiosity toward science and increased achievement in biological content (Hall & McCudy, 1990), (Kyle et al, 1988), (Kyle et al, 1982), and (Shymansky, 1984)."

At all grade levels, we improve students' academic skills, especially of those who are performing below grade level, by providing comprehensive tutoring/ intervention programs. We empower students to become self-motivated, competent, and lifelong learners. We create a supportive and caring

environment involving all stakeholders and through community partnerships, and strong student-parent-teacher communication.

The educators on our team are the foundation of authentic and equitable learning. MSA-Santa Ana teachers understand that students learn best when they have multiple opportunities to work collaboratively in teams. To develop conceptual understanding in constructivist settings, MSA-Santa Ana teachers assume the role of facilitators of meaningful learning experiences rather than transmitters of knowledge. Students build on their existing knowledge as guided experiences to help them discover and develop the underlying ideas and concepts. This process not only deepens the students' knowledge, it also sparks and stimulates their curiosity and passion for learning.

In addition to our educators, as a foundational piece of our model, parents are recognized as integral participants in successful student learning. The involvement of all stakeholders helps to develop a school's culture, and its identity as a family and a community. Students whose parents are involved in their learning tend to experience higher academic achievement, better attendance, higher graduation rates, and a better chance of continuing with their education beyond high school.

The focus on life skills is an important element of the MSA-Santa Ana model that enhances our scholars' learning experience. Our life skills courses are supplemental and designed to empower students with critical study and organizational skills, as well as important social skills. These skills support self-motivation, improvement, and growth, with the goal that students will ultimately use these tools to evolve and contribute to their global community.

In order to cultivate responsible members of society, students need to be fully engaged with their community. MSA-Santa Ana students are continuously and actively involved in various community outreach endeavors. The MSA-Santa Ana model incorporates "real life" projects that are aligned with the curriculum, and provide students with opportunities to work within their home community. This will help students move from adolescence and school to adulthood and society.

In addition to the curricular design, MSA-Santa Ana also offers an exciting after-school program that offers academic assistance to students, as well as providing a safe place for academic and social and emotional enrichment beyond the school day. This program will promote a love of learning and accelerate a positive feeling about the school experience, as well as, nurture a sense of family in our scholars.

THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(II)

MSA-Santa Ana will pursue the following school-wide and student group outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, student group and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the CCSS) and reflect proficiency measures required by the new CAASPP, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school's goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code Section 47605(b)(5)(A)(ii), 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d),

including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, MSA-Santa Ana's stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions MSA-Santa Ana anticipates at this point in time.

LCFF STATE PRIORITIES	
GOAL #1	
All students will pursue academic excellence and be college/career ready.	Related State Priorities: ☒ 1 ☒ 4 ☐ 7 ☒ 2 ☐ 5 ☒ 8 ☐ 3 ☐ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

- Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.
- Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.
- Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.
- Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.). Teachers will be provided with instructional guidance and feedback through classroom visits.
- Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with professional development ("PD") focused on ELD standards. Our EL coordinator will monitor EL students' progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE for designated and integrated ELD) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs.
- Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
- Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress toward targets.
- Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.
- Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.
- Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.

Expected Annual Measurable Outcomes

Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.

Metric/Method for Measuring: Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	100%	100%	100%	100%	100%	100%

Outcome #2: Students will have sufficient access to standards-aligned instructional materials.

Metric/Method for Measuring: Percentage of students who will have sufficient access to standards-aligned instructional materials

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	100%	100%	100%	100%	100%	100%

Outcome #3: Items on facility inspection checklists will be in compliance/good standing.

Metric/Method for Measuring: Percentage of items on facility inspection checklists in compliance/good standing

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	90%	≥90%	≥90%	≥90%	≥90%	≥90%

Outcome #4: Charter School will provide implementation of state standards for all students.

Metric/Method for Measuring: Percentage of state standards implementation for all students

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	100%	100%	100%	100%	100%	100%

Outcome #5: All student groups will meet or exceed their proficiency targets on the CAASPP-ELA/Literacy assessments.

Metric/Method for Measuring: Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8)

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	47%	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year
English Learners	3%	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year

Socioecon. Disadv./Low Income Students	44%	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year
Students with Disabilities	7%	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year
Homeless Students	50%	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year
Latino Students	43%	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year
White Students	74%	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year

Outcome #6: All student groups will show growth on the CASSPP-ELA/Literacy assessments.

Metric/Method for Measuring: Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	20 points below level 3	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year
English Learners	46.2 points below level 3	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year
Socioecon. Disadv./Low Income Students	29 points below level 3	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year
Students with Disabilities	102.5 points below level 3	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year
Homeless Students	51 points below level 3	3 points up from	3 points up from	3 points up from	3 points up from	3 points up from the prior year

		the prior year	the prior year	the prior year	the prior year	
Latino Students	30.7 points below level 3	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year
White Students	52.2 points below level 3	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year

Outcome #7: All student groups will meet their growth targets on the Reading section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.

Metric/Method for Measuring: Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	33%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
English Learners	15%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Socioecon. Disadv./Low Income Students	29%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Students with Disabilities	8%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Latino Students	20%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
White Students	61%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Outcome #8: All student groups will meet or exceed their proficiency targets on the CASSPP-Mathematics assessments.

Metric/Method for Measuring: Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	33%	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
English Learners	5%	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Socioecon. Disadv./Low Income Students	30%	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Students with Disabilities	7%	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Homeless Students	50%	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Latino Students	28%	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
White Students	74%	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year

Outcome #9: All student groups will show growth on the CASSPP-Mathematics assessments.

Metric/Method for Measuring: Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	41.3 points below level 3	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
English Learners	59.9 points below level 3	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Socioecon. Disadv./Low Income Students	47.7 points below level 3	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year

Students with Disabilities	124.2 points below level 3	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Homeless Students	30.9 points below level 3	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Latino Students	50.3 points below level 3	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
White Students	31.1 points below level 3	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year

Outcome #10: All student groups will meet their growth targets on the Mathematics section of our internal, common-core aligned MAP assessment.

Metric/Method for Measuring: Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	31%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
English Learners	17%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Socioecon. Disadv./Low Income Students	26%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Students with Disabilities	7%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Latino Students	22%	2 percentage	2 percentage	2 percentage	2 percentag	2 percentage

		points up from the prior year	points up from the prior year	points up from the prior year	e points up from the prior year	points up from the prior year
White Students	55%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Outcome #11: EL students will make annual progress in learning English as measured by the ELPAC.

Metric/Method for Measuring: Percentage of EL students making annual progress in learning English as measured by the ELPAC

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
English Learners	73.5%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year

Outcome #12: EL students will be reclassified annually.

Metric/Method for Measuring: Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
English Learners	22%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Outcome #13: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.

Metric/Method for Measuring: Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	45%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Outcome #14: Graduating seniors will have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments

Metric/Method for Measuring: Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	60%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Outcome #15: Graduating seniors will have passed an AP exam with a score of 3 or higher.

Metric/Method for Measuring: Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
Graduating Seniors	20.5%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Outcome #16: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.

Metric/Method for Measuring: Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
Graduating Seniors	90%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Outcome #17: Students in grades 9-11 will participate in the PSAT test.

Metric/Method for Measuring: Percentage of students in grades 9-11 who will participate in the PSAT test

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Grades 9-11)	100%	100%	100%	100%	100%	100%

Outcome #18: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.

Metric/Method for Measuring: Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Grades 9-11)	50%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

GOAL #2

All students will become independent, innovative scholars.

Related State Priorities:
☐ 1 ☐ 4 ☒ 7
☐ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

- Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlines in its charter petition, certain programs and services being dependent on student need and interest.
- Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.
- Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.
- Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.
- Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

Expected Annual Measurable Outcomes

Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

Metric/Method for Measuring: Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	100%	100%	100%	100%	100%	100%

Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.

Metric/Method for Measuring: Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	100%	100%	100%	100%	100%	100%

Outcome #3: Students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club.

Metric/Method for Measuring: Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	10%	10%	10%	10%	10%	10%

Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.

Metric/Method for Measuring: Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study.

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	100%	100%	100%	100%	100%	100%

Outcome #5: Students will create or demonstrate a STEAM focused project, experiment, model, or demo.

Metric/Method for Measuring: Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	90%	>90%	>90%	>90%	>90%	>90%

GOAL #3

All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

Related State Priorities:
☐ 1 ☐ 4 ☐ 7
☐ 2 ☒ 5 ☐ 8
☒ 3 ☒ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

- Charter School will seek parent input in making decisions for the school through quarterly School Site Council ("SSC"), English Language Advisory Committee ("ELAC"), and Parent Task Force ("PTF") meetings.
- Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.
- Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.
- Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.
- Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
- Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.
- Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.
- Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
- Charter School will annually administer school experience surveys to students, parents, and staff.

Expected Annual Measurable Outcomes

Outcome #1: Charter School will hold quarterly SSC meetings.

Metric/Method for Measuring: Number of SSC meetings per year

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	6	≥4	≥4	≥4	≥4	≥4

Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.

Metric/Method for Measuring: Number of ELAC meetings per year

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
English Learners	4	≥4	≥4	≥4	≥4	≥4

Outcome #3: Charter School will hold quarterly Parent Task Force (PTF) meetings.

Metric/Method for Measuring: Number of PTF meetings per year

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	8	≥4	≥4	≥4	≥4	≥4

Outcome #4: Charter School will hold a minimum of 5 parent activities/events per year.

Metric/Method for Measuring: Number of activities/events for parent involvement per year

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	8	≥5	≥5	≥5	≥5	≥5

Outcome #5: Teachers will update SIS records daily/weekly.

Metric/Method for Measuring: Frequency of SIS record updates

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly

Outcome #6: Charter School will send a minimum of 4 progress reports to parents.

Metric/Method for Measuring: Number of progress reports sent to parents per year

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	4	4	4	4	4	4

Outcome #7: Charter School's students will be home-visited by the teachers.

Metric/Method for Measuring: Percentage of students who have been home-visited by the teachers per year

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	15%	≥20%	≥20%	≥20%	≥20%	≥20%

Outcome #8: Charter School will maintain a high ADA.

Metric/Method for Measuring: ADA rate

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	96%	≥97%	≥97%	≥97%	≥97%	≥97%

Outcome #9: Charter School will maintain a low chronic absenteeism rate.

Metric/Method for Measuring: Chronic Absenteeism Rate

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	7.3%	≤6%	≤6%	≤6%	≤6%	≤6%

Outcome #10: Charter School will maintain a low middle school dropout rate.

Metric/Method for Measuring: Middle school dropout rate

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%

Outcome #11: Charter School will maintain a low high school dropout rate.

Metric/Method for Measuring: High school dropout rate

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%

Outcome #12: Charter School will maintain a high four-year cohort graduation rate.

Metric/Method for Measuring: Four-year cohort graduation rate

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #13: Charter School will maintain a low student suspension rate.

Metric/Method for Measuring: Student suspension rate

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	2.3%	≤1%	≤1%	≤1%	≤1%	≤1%

Outcome #14: Charter School will maintain a low student expulsion rate.

Metric/Method for Measuring: Student expulsion rate

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%

Outcome #15: Charter School will maintain high participation rates in the school experience surveys of students, parents, and staff.

Metric/Method for Measuring: School experience survey participation rates

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	Students: 88.5%	≥90%	≥90%	≥90%	≥90%	≥90%
	Parents: 70.5%	≥80%	≥80%	≥80%	≥80%	≥80%
	Staff: 91.4%	≥90%	≥90%	≥90%	≥90%	≥90%

Outcome #15: Charter School will maintain high approval rates in the school experience surveys of students, parents, and staff.

Metric/Method for Measuring: School experience survey average approval rates

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	Students: 61%	≥70%	≥70%	≥70%	≥70%	≥70%
	Parents: 88%	≥80%	≥80%	≥80%	≥80%	≥80%
	Staff: 64%	≥80%	≥80%	≥80%	≥80%	≥80%

In addition to the above goals and metrics, MSA-Santa Ana will also include the following:

1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in ELA as

measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintaining the "Green" performance level or higher.

2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in Math as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintaining the "Green" performance level or higher.

GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

The MSA-Santa Ana program will prepare students for success through elementary, middle and high school, as well as post-secondary school and meaningful careers, by providing a rigorous CA standards-based program through integrated math, science and technology themes. The inquiry-based hands-on instructional approach will not only teach young students to “learn to learn” but also prepare them for success in the pursuit of future STEAM careers and interests in upper grades.

In addition to the Student Learning Outcomes detailed above, MSA-Santa Ana expects that at least 80% of students who have been enrolled at the Charter School for at least one full academic-year will develop at least *four* of the following *six* lifelong learning and interpersonal skills prior to graduation:

Representative measurable outcomes and assessment tools for lifelong learning and interpersonal skills

Skills	Learning Objectives	Assessment Tools
Leadership, Collaboration and Cooperation	▪ Incorporate personal management skills on a daily basis. ▪ Effective participation in group decision-making processes. ▪ Work cooperatively with others and be a team player in achieving group goals. ▪ Be able to assume leadership in group tasks.	▪ End of semester teacher evaluations on student behaviors. ▪ Teachers’ comments entered into the Student Information System, Illuminate or equivalent ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios of student work, reports and/or exhibits including group assignments.
Self-assessment and Reflection	▪ Describe, analyze and prioritize personal skills and interests that they want to develop. ▪ Describe and effectively use the personal qualities they possess that make them successful members of their school and community. ▪ Recognize their intelligence types and personal learning styles and employ those styles in their learning and personal development.	▪ End of semester teacher evaluations of student behaviors. ▪ Teachers’ comments entered into the Student Information System, Illuminate or equivalent ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios of student work, reports and/or presentations scored by the teacher using rubrics.

Skills	Learning Objectives	Assessment Tools
Goal Setting	▪ Set positive academic and non-academic goals. ▪ Apply goal-setting skills to promote academic success. ▪ Set post-secondary goals with action steps, timeframes, and evaluation criteria. ▪ Identify the skills and credentials required for a particular profession and prepare accordingly.	▪ End of semester teacher evaluations on student behaviors. ▪ Teachers' comments entered into the Student Information System, Illuminate or equivalent ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios of student work, reports and/or presentations scored using rubrics.
Critical Thinking and Problem Solving	▪ Implement stop, think, and act strategies in solving daily life problems. ▪ Generate alternative solutions to problems and predict possible outcomes. ▪ Apply the steps of systematic decision-making in school and life.	▪ End of semester teacher evaluations on student behaviors. ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios of student work, reports and/or presentations scored using rubrics.
Self-discipline	▪ Implement a plan to meet a need or address a challenge based on personal strengths and available support from others. ▪ Explore career opportunities based on their identified interests and strengths. ▪ Show self-esteem based on accurate assessment of self.	▪ End of semester teacher evaluations on student behaviors. ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios, presentations and/or exhibits of student work
Citizenship	▪ Personal honesty and integrity. ▪ Courage to express their views. ▪ Love, respect and loyalty to the United States of America. ▪ Understanding and tolerance towards other societies in the world. ▪ Participate in multicultural and cross-cultural activities.	▪ End of semester teacher evaluations on student behaviors. ▪ Teachers' comments entered into the Student Information System, Illuminate or equivalent ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios, presentations and/or exhibits of student work, peer competitions

INSTRUCTIONAL DESIGN

CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

As noted above, instructional design is based on three pillars: **Academic Excellence**, **Innovation**, and **Connection**.

We believe in the analysis of learning needs and the systematic development and personalization of learning experiences. STEAM is the platform by which we enhance instruction, increase intrinsic motivation, and make learning relevant through real life connections. MSA-Santa Ana aims to utilize the latest and most innovative tools to maximize personalization and customization for a superior academic program that is tailored for a student's individual needs by which a passion for learning is created that will be sustainable for life.

Academic Excellence (Scientific Thinkers)	Innovation (Intrinsically Driven and Self-Motivated)	Connection (Socially Responsible Global Citizens)
▪ STEAM Focus ▪ Learning Approaches (Experiential, Constructivist Social Learning, Inquiry and Project-Based Learning)	▪ Data-driven Instruction to Ensure College Readiness ▪ Periodic Benchmark Tests ▪ After-school Tutoring ▪ After-school Interventions TK-5th ▪ College Mentorship Program ▪ College Tracking Program	▪ Community Service and Volunteerism ▪ World Languages ▪ International Visits, Trips, Speakers ▪ Home Visits ▪ Field Trips STEAM focused for TK-12 ▪ Students achieve self-actualization

▪ Effectively Integrating Technology into Teaching and Learning ▪ Public Display of Excellence ▪ Life-long Learning	▪ Portfolio Module with Learning Targets ▪ AP Courses ▪ Honors ▪ Individualized scheduling ▪ GATE Testing in grades 3, 6, and 9th grades.	▪ Business and Industry Partnerships ▪ Higher Education Collaboration ▪ Internships/externships ▪ Dual enrollment with local colleges for our 10, 11, and 12th graders

Instructional Design Components: Excellence (Scientific Thinkers)

STEAM Focus

A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. **Science** learning across all grades immerse students in the scientific method and encourage them to use the applicable technology to plan and organize projects, hypothesize, analyze data, and draw conclusions from experiments they choose and create based on their interests. Science instruction employs technology in laboratory explorations and experimentation. **Technology** is a key component to our instructional delivery model. Each classroom is equipped with laptops (1:1 student to computer ratio) to enable effective blended learning strategies. Computer simulations assist in expanding the number of lab opportunities in all grade levels. A Computer Science Program fuels tech skills development, including programming and sequencing. At the elementary level digital citizenship is introduced and embedded in our curriculum. Students can access class work, homework, and projects for all subjects through our McGraw-Hill curriculum. All courses incorporate **Engineering** design process at all grades as part of the NGSS emphasis. With CA Science Framework and NGSS integration, MSA-Santa Ana all students learn about **Engineering Design**, technology, and applications of science as part of their core learning.

Science is introduced as early as TK. Teachers use Inspire Science through McGraw-Hill as well as Mystery Science to further enrich our inquisitive and investigative thinkers. Computer courses are offered at all levels and skills are further developed in after school enrichments. Students take AP Computer courses at the High School level starting with all ninth graders taking AP Computer Science. At the elementary level for technology students use BrainPOP, Prodigy, myON, Mystery Science, Kids YouTube, Khan Academy, Xtra math, as additional supplements. Furthermore, **Engineering** is also embedded in electives offered such as robotics, architecture and design as well as after school clubs at the elementary level. Other enrichments are myON, Prodigy, Khan Academy, xtra math, Mystery Science, Project Lead the Way, BrainPOP, Coding/Gaming, Raspberry Pi, Read, Write, and Type, and McGraw-Hill which has extensions for students on level, below level, and above level extension activities. All of these are used with fidelity during school and after school. **Arts** instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts, music, drama and improvisation, and dance. Elementary teachers incorporate the arts across the curriculum so that our students again exposure to all mediums of creativity, self-expression, and disciplines. Students are assessed for their current knowledge and skill level in **Math** and placed in the most appropriate class (see below). Our elementary students have four blocks with Math and ELA in lower grades and are chunked for 90 minutes daily each in the mornings and 30-60 minutes of Science, ELD, and Social studies in the afternoons.

Effectively Integrating Technology into Teaching and Learning

At MSA-Santa Ana, every teacher has access to dedicated computers in their own classrooms along with wireless network access to prepare teaching activities such as class documentary movies, presentations,

and more, as well facilitating student use of technology in their learning. Students across all grades at MSA-Santa Ana develop their ability to use technology as a tool for learning, research, observation, and communication. The school has a one-to-one ratio and uses digital curriculum and assessments as an integral part of learning. "Blended"/online learning includes such as Fuel Education/Odysseyware, Discovery Education, BrainPOP, Renaissance Learning, Khan Academy. In addition to our McGraw-Hill curriculum the following are additional online programs that supplement our curriculum for the elementary grades: myON, BrainPOP, BrainPOP Jr., Khan Academy, Prodigy, Mystery Science, PLTW, Xtra math, online typing programs, and Liberty Kids. During intervention, teachers use online curricula with embedded assessments that provide review, re-teach and enrichment programs. McGraw Hill Publisher's resources such as: My Math, Inspire Science, California Wonders, Elementary Networks, California Wonders My Language. Other resources include Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, English 3D allow teachers to monitor the progress of students who are achieving below grade level and provide software-generated tests and personalized instructional materials.

MSA-Santa Ana also encourages parents' active use of the school's technology resources by offering free tutorial sessions on how to track student's performance using our student information system, Illuminate and providing computer access to all parents who have either limited or no access to a computer outside of school. Students requiring extra time with a computer have the opportunity to visit the computer lab after school, all tutoring/interventions, and clubs are done in the afternoon and after school.

To ensure all students develop critical 21st century technology fluency, highly trained faculty lead engaging, grade-level appropriate instruction in technology skills development. The program enables students to personalize learning practice and integrate all subjects in project-based learning in a fun and meaningful way. This unique program includes:

- Technology curriculum and in upper grades, dedicated tech-based courses that provide technology tools necessary in the 21st century (keyboarding, document processing and storage, internet research, etc.) and develops critical skills that help students gain acceptance to and graduate from a 4-year university with a STEAM major.
- Students in TK-3rd grade have designed time for typing and computer familiarity. Technology is embedded as a center and students can access typing, basic coding online reading and math enrichments.
- Core class integration projects that require higher order learning and improving critical thinking skills.
- At the Elementary level, in addition to our McGraw-Hill curriculum, Project Lead the Way (PLTW) is used 3rd-5th grade and incorporates engineering and science-based inquiry projects. Mystery Science is used TK- 5th grade as well as incorporates across the curriculum. myON in an online reading and comprehension program used 1st through 12th. This program allows students to take interest surveys that unlock genres, appropriate reading level, and tailors to individual student's needs. Teacher can assign novels and projects to their classes as well.

Public Displays of Excellence in STEAM

MSA-Santa Ana students and faculty organize and participate in numerous STEAM competitions and is available for all grades to participate. Through various activities, competition days become a targeted event to arouse student interest and celebrate their peers' success. MSA-Santa Ana offers a variety of after school clubs to students to stimulate interest in and extend knowledge of various subjects covered in the classroom including Computer Applications, MathCounts, Robotics, and Science Olympiad clubs.

Additionally, we are exploring implementing programs such as Project Lead the Way (PLTW) to sustain our ongoing efforts to integrate STEAM instruction. This is our third year of implementation with PLTW, this program is offered starting at 3rd grade through high school. Parents are involved in co-facilitating after-school programs and activities.

Life-Long Learning

Based on Delors' (1996) four 'pillars' of education for the future,[16] we believe lifelong learning may be broadly defined as: learning that is flexible, diverse and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life (i.e. post-compulsory education). At MSA-Santa Ana, we seek to develop diverse learning habits in our students:

Learning to know – mastering learning tools rather than acquisition of structured knowledge
Learning to do – equipping people for the types of work needed now and in the future including innovation and adaptation of learning to future work environments
Learning to live together, and with others – peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion
Learning to be – education contributing to a person's complete development: mind and body, intelligence, sensitivity, aesthetic appreciation, and spirituality

MSA-Santa Ana aims to instill creativity, initiative and responsiveness in our students, thereby enabling them to show adaptability in post-industrial society through enhancing skills to manage uncertainty, communicate across and within cultures, sub-cultures, families and communities, and negotiate conflicts.

Instructional Design Components: Innovation (Intrinsically Driven and Self-Motivated)

Data-Driven Instruction

MSA-Santa Ana teachers and students use data to make informed decisions. Teachers receive regular professional development and coaching about positive academic intervention, teaching strategies for all learners, and differentiated instruction. Academic, informal and formal information is taken from the following areas: NWEA MAP diagnostic data, SBAC Interim Comprehensive Assessments (ICA) and Interim Assessment Blocks (IAB) (given as early as 2nd grade), annual Panorama Education student survey, and Grade Point Averages. Digital, mastery-based core academic content also permits data-driven intervention by local teachers, coaches, and EL and remediation specialists.

The online curriculum and real-time assessments allow continuous and individualized pacing as well as flexibility in upper grades in the number of courses students are offered. Our system generates reports that show profiles of content and skills that students are learning and tracks their progress. This system is combined with diagnostic NWEA MAP assessments to provide the data necessary to build personalized, realistic, and productive learning plans on a weekly basis for every Magnolia student. Up-to-date and actionable information is an essential part of the integrated academic and social foundation of the school's culture and is requisite to adequate support for students' learning (Blum, 2004).

---

[16] Delors, J. (1996) Learning: The treasure within Report to UNESCO of the International Commission on Education for the Twenty-first Century, UNESCO

Research shows that low-performing students benefit from personalized learning plans that address their specific area(s) of deficiency (Archambault, Diamond, Brown, Cavanaugh, & Coffey, 2010; Black, Harrison, Marshall, & William, 2004; Blum, 2004; Clarke, 2003; Legters, Balfanz, & McPartland, 2002; Watson & Gemin, 2008).

Periodic Benchmark Tests

MSA-Santa Ana uses NWEA's computer-adapted tests, called MAP, to evaluate student learning and to differentiate instruction to meet student needs. These campus-wide tests are used to measure individual levels of student performance reflected in CCSS. They also measure various skills, such as analytic ability, critical thinking, and synthesis. While the MAP testing is not used as a basis for student promotion, it does provide a valuable resource to identify students in need of remediation and intervention.

MAP is administered in the fall and spring of every academic year from grades 2 through 12 in Reading, Language Usage, Mathematics and Science. MSA-Santa Ana also administers the ICA every February and IABs on a monthly basis. With a large norm reference group (more than 2 million), MAP reports provide highly accurate feedback as how students are performing. The assessments adapt to the student's ability, accurately measuring what a child knows and needs to learn. MAP measures academic growth over time, independent of grade level or age. MAP test results are also used to identify the skills and concepts individual students have learned, diagnose instructional needs, monitor academic growth over time, make data-driven decisions, and place new students into appropriate courses.

After-School Tutoring

MSA-Santa Ana offers free after-school tutoring to all students. Our tutoring program provides students with a safe, small-group environment in which they can receive personalized attention from their teachers, as well as access the resources needed for successfully completing their assignments. Individual and small group tutoring as well as homework clubs are available. Students identified as low achieving attend intensive obligatory after school programs tailored towards each student's needs. This specialized strategy provides the opportunity for struggling students to master the relevant subject's content standards. Low achieving students' progress is quantitatively measured through NWEA MAPs, myON, Accelerated Reader, and Accelerated Math tests with the goal of attaining at least one year's academic progress within the school year. MAP Benchmarks are done from 2nd through 5th grade at the elementary level. Programs such as myON and Prodigy for math are used daily for grades K- 12.

MSA-Santa Ana after school program structure

Students in need of English Language Development ("ELD") support	→	ELD tutoring:	Computer-aided grammar, vocabulary, reading, writing, listening and speaking
Students in need of core class support	→	Tutoring program for core learning/classes:	Mathematics, Science, English-Language Arts and History-Social Science
All students	→	After-school clubs:	Academic Decathlon, Science Olympiad, Lego Robotics, VEX Robotics, Coding and Gaming,

	History Bee and College Leadership Mentorship Program, Sports, Art, Arts and Crafts, Homework, etc.

Students demonstrating adequate improvement can advance to a satisfactory level where they are provided moderate tutoring sessions and various fun opportunities, such as recreational clubs, and community trips. For those under-achieving students who do not positively respond to this teaching method, teachers may decide to include them in different recreational activities to promote students' interest in learning (in upper grades, this is led by the homeroom teacher).

College Pathways Program

MSA-Santa Ana upholds the belief that college is attainable through academic success and persistence. The MSA-Santa Ana College Pathways program provides high school students with the emotional and instrumental preparation and support students need to graduate college and career ready. By providing timely information and guiding students through the college application process, College Advisors in grades 9-12 play an integral role in nurturing students' college aspirations, supporting college preparation activities, finding best-fit colleges, universities and career programs, and advising students on how to make successful transitions from high school to their colleges of choice. At the elementary level we host a college and career week and each class picks a college to learn about. In addition, students write a letter to their college and find out what the average GPA is, SAT score, and other requirements.

A distinguishing feature of the College Pathways program is the active participation of our students in the development and design of their future academic pathways. Our advisors work individually with parents and students on a Four-Year Plan that outlines graduation requirements, tracks extracurricular and volunteer activities, and builds students' resumes in order to support them in the college application process. Special programming is offered to students to develop interests and build on skills needed for credentialing and certification for specific trades.

To enrich college-going activities, College Advisors and students regularly visit college campuses, research requirements, and explore financial aid and scholarship options. College advising teams work together to track UC/CSU A-G requirement completion, credits completed towards graduation, scholarship eligibility, scholarship applications, Personal Statements, progress towards college application submission, and more.

Additionally, MSA-Santa Ana is invested in monitoring the postsecondary pathways of its graduates including the transfer, persistence, and completion trends across the spectrum of institutions including 4-year universities, 2-year colleges, trade/technical schools, and the military. Our alumni network is strong with students returning as tutors, mentors and contributors to our rich learning environment. By serving students as a tangible resource, the college mentorship program is able to greatly increase positive outcomes for its students.

Community (Socially Responsible Global Citizens)

MSA-Santa Ana believes that all change begins through partnerships between the home and school community. In our attempt to teach our students the values of community engagement, citizenship, and global awareness, we hope to engrain and cultivate a love for community, an understanding of the

importance of our societal contributions, and a greater awareness of self, relative to the global community. In doing this, we affect change through our actions and interactions. We are a family and we are committed to the growth and development our students and the communities in which they live, in order to enrich the global society.

Community Service

MSA-Santa Ana students engage in community service to develop and demonstrate crucial life skills. This helps students gain “real life” experience and develop responsibility, caring and respect for others. Students are required to earn 40 hours (or the equivalent of 10 hours per each year of enrollment) of community service for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year. Students in all grade levels have the opportunity to volunteer with the local food bank in partnership with No One Left Behind, a local non-profit organization.

Life Skills Program

Life Skills is an enrichment program that provides our older students with valuable skills to support academic excellence and social skill development, and includes topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, instructional field trips, displays, announcements, and into the general curriculum. Starting in TK, elementary students use Character Counts education program. Parents are regularly informed about the Life Skills topics to support our effort to inspire positive principles of conduct in future leaders. The program also enables all students, including our most “at-risk” students, to have a vision and be more specific on their goals to be successful at school and during their life.

Instructional Field Trips and Guest Speakers for Motivation

Instructional field trips are intended to allow students to gain insight, information, or knowledge that cannot be adequately developed through regular classroom instruction. Instructional field trips, therefore, are an integral part of the curriculum and are as essential to the instructional process as textbooks, equipment, and other instructional devices and teaching/learning strategies. Since not all children learn in the same way, instructional field trips allow students the opportunity to expand their intelligence in ways different from those typically available inside the classroom.

Students in all grade have the opportunity to visit a research laboratory (e.g., Jet Propulsion Lab), a university campus (e.g., UCLA, USC, Caltech, UCI, and CSU-Long Beach), and meeting with scientists during these instructional field trips or through guest speakers on campus motivates our students. Especially when some of these guest speakers or people they meet during instructional field trips share the same culture with students, students find new role models. While most instructional field trips are directly related to specific, academic curricula, they also may address the need for intra- and inter-personal growth in children, and thus may be designed to promote social and emotional development and to provide for the development of the "whole" child.

Home Visits

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these

facts, MSA-Santa Ana uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

MSA-Santa Ana teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

CURRICULUM AND INSTRUCTION

All curricula at MSA-Santa Ana is based on the California state standards, including but not limited to the Common Core State Standards, and the Next Generation Science Standards. Teachers use the state-published Frameworks for Instructional Design in developing curriculum pacing and lesson plans.

In all elementary grades (TK-5), students engage in core learning in Mathematics, Science, English Language Arts and History/Social Science, along with enrichments daily in Visual and Performing Arts, Physical Education, Computers and Technology and Sustained Silent Reading (“SSR”) and myON an online version for reading and comprehension.

In middle grades (6-8), students are required to take core classes in Mathematics, Science, English-Language Arts and History-Social Science. Electives are offered in Math and ELA (for additional support or challenge), Languages Other than English, Visual and Performing Arts, Physical Education, Computers and Technology, Sustained Silent Reading (“SSR”), and other electives. MSA-Santa Ana offers all students one period of Life Skills per week.

Finally, in high school (9-12), students select from a variety of courses in each of the core subject areas – with graduation requirements aligned to UC/CSU “A-G” requirements – along with engaging electives in Languages Other than English, Visual and Performing Arts, Physical Education, Computers and Technology.

All students who are English Learners receive both integrated and designated English Language Development through a state approved curriculum and the California English Language Development Standards. The program and curriculum for our school’s English Learners is described in detail in the sections below.

The following includes detailed descriptions of each subject area, first for elementary and middle grades, followed by a section that includes detailed high school course descriptions for each subject.

TK-8 CURRICULUM

MATHEMATICS

The math curriculum at Magnolia is based on the *California Common Core State Standards: Mathematics* and reflects the importance of focus, coherence, and rigor as the guiding principles for mathematics instruction and learning. These standards will be fully implemented and assessed as a commitment to

providing a world-class education for all students that supports college and career readiness and the knowledge and skills necessary to fully participate in the twenty-first-century global economy.

The CCSS call for learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing "habits of mind" that foster mastery of mathematics content as well as mathematical understanding. The CCSS in Math for kindergarten through grade 8 prepare students for higher mathematics. The standards for higher mathematics reflect the knowledge and skills that are necessary to prepare students for college and careers and productive citizenship.

Math instruction at MSA-Santa Ana focuses deeply on the concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom. Coherence is provided through mathematical connections. Some of the connections in the standards knit topics together at a single grade level. Most connections are vertical, as the standards support a progression of increasing knowledge, skill, and sophistication across the grades. Teachers approach conceptual understanding, procedural skill and fluency, and application with equal intensity, providing instruction with rigor and relevance. In short, the math instruction at MPS meets the challenges of the twenty-first century through innovation.

Elementary Grades Mathematics

The TK-5 program provides students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals—which help young students build the foundation to successfully apply more demanding math concepts and procedures and move into applications. The math program stresses not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels.
All students at all grade levels are engaged in challenging, hands-on math activities that include manipulatives, simulation, real world problems, model manipulation and creation, and 3-D puzzles. The activities are integrated throughout the curriculum. Most math activities are multi-leveled and provide students with a variety of skill levels for mathematical thinking and problem-solving. Our math curriculum incorporates ELD, GATE, and expands on level, below level, and beyond. All math lessons follow CMAST strategies in which include a Hook, Activity Before Concept ABC, I Do, We DO You Do format, Active Practice activities, and an Exit ticket.

Middle Grades Mathematics

Starting in middle grades, MSA-Santa Ana offers an integrated math pathway of courses, aligned with new CCSS Math standards and "best practices" in math learning and instruction.[17] In determining the mathematics course placement for middle grade students (whether these students have been enrolled in our elementary program or are new to MSA-Santa Ana), the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

- Statewide mathematics assessments, including interim and summative assessments through the CAASPP;
- Placement tests that are aligned to state-adopted content standards in mathematics;

[17] Depending on students' math backgrounds and surrounding schools' pathways, MPS may elect to follow the traditional mathematics pathway over the integrated mathematics pathway where Algebra I, Geometry, Algebra II, and Pre-calculus courses replace Integrated Math I, II, III, and IV courses.

- Recommendation, if available, of each student's prior year mathematics teacher based on classroom assignment and grades;
- Recommendation, if any, of each student's current grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
- Final grade in mathematics on the student's official, end of the year grade report card;
- Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year.

In Accelerated Pathway 1, grades 7, 8, and 9 are compacted into grades 7 and 8 (a 3:2 compaction). In Accelerated Pathway 2, grades 6, 7, 8, and 9 are compacted into grades 6 and 7 (a 4:2 compaction). Math 8 is bridged between grades 6 and 7 with the option of a summer math bridge course.

Pathway	Grade 6	Grade 7	Grade 8
Regular Pathway	Math 6	Math 7	Math 8
Accelerated Pathway 1	Math 6	Accelerated Math 7/8	Integrated Math I
Accelerated Pathway 2	Accelerated Math 6/7	Integrated Math I	Integrated Math II

In some cases, entering sixth graders may be capable of beginning high school Integrated Math I (or Algebra I) and MPS is eager to accommodate these gifted students.

MATH 6 (Core, College preparatory)	**MATH 7** (Core, College preparatory)
In Grade 6, instructional time will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.	In Grade 7, instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.
MATH 8 (Core, College preparatory)	**ACCELERATED MATH 6/7** (Core, College preparatory)
In Grade 8, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the	This course compacts 6th and 7th grade standards and it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content

concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.	is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the CCSS, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
ACCELERATED MATH 7/8 (Core, College preparatory)	**INTEGRATED MATHEMATICS I** (Core, College preparatory)
This course differs from the non-accelerated 7th grade course in that it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the CCSS, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.	The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle school grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Relationships Between Quantities; 2) Linear and Exponential Relationships; 3) Reasoning with Equations; 4) Descriptive Statistics; 5) Congruence, Proof, and Constructions; 6) Connecting Algebra and Geometry through Coordinates.
INTEGRATED MATHEMATICS II (Core, College preparatory)	
The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Extending the Number System; 2) Quadratic Functions and Modeling; 3) Expressions and Equations; 4)	

Applications of Probability; 5) Similarity, Right Triangle Trigonometry, and Proof; 6) Circles With and Without Coordinates.

See additional course descriptions in the section below on High School Mathematics.

SCIENCE

The Charter School's curriculum is based on the state framework and California Next Generation Science Standards. Students at MSA-Santa Ana explore NGSS-aligned Disciplinary Core Ideas ("DCI") in Physical Sciences, Life Sciences, Earth and Space Sciences, and Engineering, Technology, and Applications of Science in the cross-curricular units and programs. Within each domain, the framework describes how a small set of disciplinary core ideas has been developed. Each core idea is then broken into three or four component ideas that provide more organizational development of the core idea.

The science program at MSA-Santa Ana uses hands-on science curriculum that is formulated using inquiry-based research topics. From the earliest grades, students experience science in a form that engages them in the active construction of ideas and explanations that enhance their opportunities to develop the abilities of doing science. Inquiry and exploration are the basis of each curriculum unit in science. Key questions are given to students and the emphasis is on the process and the questions to be asked, rather than focusing on a finite answer or "drill and kill" activities. Students build on their understanding of science concepts, learn to apply the scientific method, and use technology in laboratory explorations and experimentation. In the process, depth over breadth is emphasized and students become self-reliant, independent problem-solvers.

We employ an integrated science curriculum, in accordance with the California science framework. Students across all grades develop a "scientific mind" through the use of scientific strategies. This process takes place within each unit of study via the students hypothesizing, researching, experimenting, observing and inferring. Students at MSA-Santa Ana also have off-campus field trip experiences and meet with professionals in STEAM areas during these field trips or through guest speakers on campus. These experiences deepen and enhance classroom study and enhance students' vision of science.

ELEMENTARY GRADES SCIENCE

From the earliest grades, students experience science in a form that engages them in the active construction of ideas and explanations that enhance their opportunities to develop the abilities of doing science. Students explore topics of Astronomy, Geology, Meteorology, Biology, Physics, and Chemistry in the cross-curricular units and programs such as, Inspire Science and Mystery Science for TK-5th grades.

MIDDLE GRADES SCIENCE

The middle school curriculum is based on the state framework and state standards and integrates essential learning in all areas of earth, physical, and life sciences.

INTEGRATED SCIENCE 6 (Core, College preparatory)	**INTEGRATED SCIENCE 7** (Core, College preparatory)
The major units of study for all grade six middle school students are: ▪ Unit 1: Exploring Earth ▪ Unit 2: Exploring Life	The major units of study for all grade seven middle school students are: ▪ Unit 1: Motion and Energy ▪ Unit 2: Interactions of Matter

▪ Unit 3: Understanding Matter ▪ Unit 4: Understanding Energy This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.	▪ Unit 3: Understanding the Universe ▪ Unit 4: Earth and Geological Changes ▪ Unit 5: Exploring Ecology ▪ Unit 6: Heredity and Human Body Systems This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.
INTEGRATED SCIENCE 8 (Core, Non-college preparatory)	
The major units of study for all grade eight middle school students are: ▪ Unit 1: Biodiversity and Human Impacts ▪ Unit 2: History of the Earth ▪ Unit 3: Ecosystems, Molecules to Organisms ▪ Unit 4: Ecosystems continued, Biological Evolution: Unity and Diversity This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.	

Students at MSA-Santa Ana also have off-campus field trip experiences and meet with professionals in STEAM areas during these instructional field trips or through guest speakers on campus. These experiences deepen and enhance classroom study and enhance students' vision of science.

English Language Arts

English Language Arts curriculum is literature-based and emphasizes skills and knowledge students need as readers, writers, speakers and listeners in the 21st century. Conventions of writing are emphasized in daily written homework and lab assignments. Students taking advanced world language will also be encouraged to study works written in that language, e.g., Spanish. The curriculum incorporates a period of Sustained Silent Reading as part of the daily curriculum. Fluent reading and strong comprehension skills are the focus of the Charter School's curriculum. Teachers emphasize close reading and informational text. Accelerated Reader by Renaissance Learning is utilized to personalize reading practice to each student's current level, maximizing its effectiveness.

MSA-Santa Ana also uses the online/blended learning Study Sync program, an intentional, connected literacy program that integrates reading, writing, and review into a comprehensive, standards-aligned platform, designed to advance critical thinking, reading, writing, language, speaking and listening skills, and address critical language standards. myON is the online reading and comprehension program used in all grades, TK-12. This program allows students to read books and take a comprehension quiz for mastery allowing students to improve upon grade level targeted readings.

Study Sync's curriculum ensures rigorous, focused core ELA/ELD instruction and standards-based assessment, which draws students into texts and informational content with dramatic, movie-like previews, award-winning Study Sync® TV episodes modeling appropriate student discussion and collaboration, SkillsTV videos exploring literacy concepts with relatable student narrators, and social media-like current events Blasts discussions. By integrating technology experiences that students crave, students gain knowledge and skills in ways that relate to their world. Learning supports are embedded throughout for all levels of learners, including reluctant and advanced readers, and EL students, with

scaffolding based on students' reading abilities with customizable writing prompts, rubrics, and assessments. Through our Wonders ELA curriculum for TK-5th grade, students are assessed weekly in reading fluency, words read per minute, and comprehension.

Elementary Grades ELA

The elementary reading curriculum is integrated into all content areas. Students' progress through a literature-based and CCSS-based reading curriculum emphasizing balanced literary practices. The curriculum begins with basic phonics skills, such as phonemic awareness, rhyming, blending and decoding words to sounding out unfamiliar words, discovering words and meaning from context, and recognition of irregularly spelled words. Fluent reading and strong comprehension skills are the focus of the school curriculum.

Writing serves as an important vehicle for learning, and MSA-Santa Ana students are given writing assignments frequently to reinforce learning and enhance understanding. We believe that every student must be able to express themselves clearly through writing in every subject. As the common core writing standards phrase it, "For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt." 18

The elementary writing curriculum is integrated into all content areas and includes literature and science-based readings with the emphasis on six traits of writing: voice, sentence fluency, organization, ideas, word choice, and conventions. Students will practice various forms of writing, including personal narrative, exposition, letters, newspaper reporting, plays, poetry, short stories, biographies, directions, formal scientific reporting, scientific observation, realistic and fantasy stories. The principles and applications of correct grammar will be incorporated into writing exercises.

Middle Grades ELA

The middle school reading curriculum is integrated into all content areas. Students progress through a literature-based and CCSS-based reading and curriculum emphasizing balanced literary practices. The curriculum increases in levels to meet the needs of all students.

ENGLISH LANGUAGE ARTS 6 (Core, College preparatory)	**ENGLISH LANGUAGE ARTS 7** (Core, College preparatory)
Students in sixth grade focus on active engagement with text. They are required to analyze, identify, define, explain, integrate, evaluate, compare, contrast, and cite supportive evidence—developing and building upon those skills that were required in fifth grade. Deeper analysis of literature and informational text continues to be the focus of sixth-grade instruction, although reading fluently and accurately remains a CCSS-based goal for all students. Students' understanding of the precise meaning of words, English instruction is critical language conventions, structural features of	In seventh grade, the English language arts CCSS establish a higher level of communication skills and comprehension strategies. Students demonstrate a growing understanding by connecting ideas and information in two or more texts and analyzing and evaluating textual evidence more carefully. Their writing reflects both a deeper understanding of texts and the interrelationship between reading and writing as they draw evidence to support their claims and convey concepts and ideas. Seventh-grade students build on their communication and collaboration skills from earlier grades. As they

18 Source: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

informational text and materials, and to developing fundamental elements of literature all support greater comprehension of what they read, students' literacy and see, and hear.	engage in collaborative discussions, they are able to acknowledge and analyze new information and, when appropriate, modify their own view based on the new information. Students continue to acquire and use general academic language and domain-specific vocabulary. They also learn to use precise and concise language to express themselves in their speaking and writing.

ENGLISH LANGUAGE ARTS 8 (Core, College preparatory)
In preparation for high school and beyond, students in eighth grade must have a firm grasp of skills to be a literate person in the twenty-first century. They read and respond to significant works of literature and examine how modern works of fiction draw on traditional themes and characters. Given informational text, students read critically the arguments and specific claims in a text, assessing whether the author's evidence is reasoned and sufficient in addressing conflicting evidence and viewpoints. Students, working on their own and with others, produce clear and coherent texts appropriate to the task, purpose, and audience. Students connect their reading to their writing by drawing evidence from literary and informational texts when writing analyses or short research projects. Eighth-grade students build on the communication and collaboration skills from earlier grades. As they engage in collaborative discussions, they probe and reflect on discussion topics and are able to justify their own views in light of evidence presented by others. Students continue to acquire and accurately use general academic language and domain-specific vocabulary. They recognize when it is important to know the precise meaning of a word in order to comprehend a text and call upon a range of strategies to determine word meanings.

Sustained Silent Reading Program

In grades 6 through 8, all students participate in Sustained Silent Reading for 25 minutes a day, every day.

SUSTAINED SILENT READING (SSR) PROGRAM
MSA-Santa Ana utilizes **myON** reader, a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learners' target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform intervention strategies.

HISTORY/SOCIAL SCIENCE

The History/Social Science curriculum is aligned with the state standards and new Framework for Instructional Design and offers students grounding in local, California, and United States history and an understanding of the development and operation of the three levels of government. The curriculum also introduces world history through literature, culture, arts and current events. The social science curriculum focuses on inquiry-based questions to explore topics using research and critical thinking skills. Students use and evaluate primary sources, historical documents, and the Internet to responsibly and critically access information.

History/Social Science lessons at MSA-Santa Ana use inquiry-based research topics involving real-world problems, with a focus on local current events, history and culture. In accordance with the National Council for the Social Studies,[19] social studies courses aim to prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues.

Elementary Grades History/Social Science

Our social studies curriculum follows the comprehensive and challenging state content standards and new Frameworks for History/Social Science learning. well. Teachers use McGraw-Hill's Elementary Networks curriculum to engage students in grade level content in an active way, with hands-on projects that incorporate reading, writing, research, visual and performing arts, presentation skills as students learn about local, state and national history. Teachers expect students to master the key concepts and vocabulary, and they also teach them to analyze primary sources, debate different points of view, and make cause-and-effect connections, all while developing critical thinking skills.

Middle Grades History/Social Science

In middle grades, in alignment with the state standards, students study world history and geography, medieval history, and American history.

HISTORY/SOCIAL SCIENCE 6 (Core, College preparatory)	**HISTORY/SOCIAL SCIENCE 7** (Core, College preparatory)
Students in sixth-grade world history and geography classrooms learn about the lives of the earliest humans, the development of tools, the gathering way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, the Indus River valley, China, and the Mediterranean basin. With the guidance of their teachers, students review the geography of the ancient and contemporary worlds and recognize that these civilizations were not static societies but continually experienced change. In addition to developing basic geography skills, students are introduced to patterns, systems, and processes of physical and human geography. In studying this earliest history of humankind, students will have the opportunity to explore different kinds of source documents, such as the Hebrew Bible, Mesopotamian laws, the Homeric epics, Greek drama, the Bhagavad Gita, the Analects of	The medieval period provides students with opportunities to study the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. Students trace the development of medieval civilizations and make connections with regional and present-day world maps. Students identify several major changes that took place during medieval and early modern times. Students explore change in every inhabited part of the world during this period using source documents and evidence from archaeology. Students can use the knowledge they gain in this course to create a school project that promotes understanding of diverse cultures.

[19] Source: http://www.ncss.or/positions/powerful

Confucianism, the New Testament, and a range of visual images.	
HISTORY/SOCIAL SCIENCE 8 (Core, College preparatory)	
The eighth-grade course of study begins with an intensive review of the major ideas, issues, and events preceding the founding of the nation. Students concentrate on the critical events of the period—from the framing of the Constitution to the American Industrial Revolution. In their study of this era, students view American history through the lens of a people who were trying—and are still trying—to make the words of the Declaration of Independence true. Students will confront themes of equality and liberty and their changing definition over time. This course also explores the geography of place, movement, and region, starting with the thirteen colonies and then continuing with American westward expansion, and economic development, including the shift to an industrial economy.	

Intervention Courses

As further detailed in the section below, Serving Students with Special Needs, MPS provides comprehensive and intensive support and intervention for students in need of extra support. In elementary grades, first through fifth grades students partake in two to three times weekly after school interventions. Teachers work in small groups of no more than ten students for strategic targeted support. Students can be exited per their performance on our unit assessments, MAP, and interim assessments. Interventions are teacher led using the subject's strategic intervention curriculum through McGraw-Hill, myON, Prodigy, and Countdown to SBAC. Grade level Chair teachers meet weekly with our Dean of Academics and Principal to progress monitor and make any necessary changes to out intervention structures.

In middle grades, students in need of extra support may be assigned Power English and/or Power Math courses for extra assistance.

POWER ENGLISH (Non-core, Non-college preparatory)	**POWER MATH** (Non-core, Non-college preparatory)
This ELA course is designed to enhance the student's knowledge of prerequisite skills that are needed to access the grade level ELA course. Power English is an intervention course, which provides an individualized curriculum for each student, to close the identified skill gaps. Once skill gaps are almost closed, these students will receive targeted practice on essential academic content.	This math course is designed to enhance the student's knowledge of prerequisite skills that are needed to access the grade level mathematics course. Power Math is an intervention course, which provides an individualized curriculum for each student, to close the identified skill gaps. Once skill gaps are almost closed, these students will receive targeted practice on essential academic content.

Language Other Than English

In grades 6 through 8, students are offered languages other than English as elective courses depending on student needs/demands and availability of teachers and resources.

SPANISH (Non-core, College preparatory)	**WORLD LANGUAGE** (Non-core, College preparatory)
This series of courses is designed to teach students about the language and culture of the Spanish and Latin American people. Beginning	This series of courses is designed to teach students about the world language and culture of the people where the world language is spoken. The

Spanish (6th grade) emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. Intermediate Spanish (7th grade) enables students to expand upon what they have learned, increasing their skills and depth of knowledge. Advanced Spanish (8th grades) enables students to grow their skills and depth of knowledge further. All three levels of Spanish teach students to appreciate the Spanish and Latin American cultures by acquainting students with art, literature, customs, and history of the Spanish-speaking people. The Spanish classes use the Realidades series of textbooks. The instruction for this series of courses is guided by the National Standards for Learning Languages, which are aligned with the CCSS.	World Language courses can include: Korean or Turkish. Beginning World Language (6th grade) course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. Intermediate World Language (7th grade) enables students to expand upon what they have learned, increasing their skills and depth of knowledge. Advanced World Language (8th grades) enables students to grow their skills and depth of knowledge further. All three levels of the world language teach students to appreciate the world culture by acquainting students with art, literature, customs, and history of the people who speak the world language. The instruction for this series of courses is guided by the National Standards for Learning Languages, which are aligned with the CCSS.

VISUAL & PERFORMING ARTS

For our younger students in grades TK-5, Visual and Performing Arts are both integrated into other subjects and taught as distinct disciplines; students also are exposed to an artist monthly and learn the history of the artist, time period, artist style, and greatest contributions. After school clubs like Art and Mixed Media, Drama, and Poetry Slam are offered in grades first through fifth.

Teachers also enhance arts learning by integration into other subjects, such as: The Physics of Sound and Music, The Art of Fractals and Snowflakes, Design Elements in Art (analysis of Marc Chagall's work in Technology courses), Design on the Frontier (simulated quilt construction in the eighth grade American History course), Japanese Papermaking and Kite Design (World History and Cultures), and streamline and deco design, as used in automobile styling, and film robots described in science fiction literature (as part of the technology and robotics lab). Students are not "cultural tourists," but instead are immersed in culture and diversity through daily discussion, projects and guest speaker presentation.

In grades 6 through 8, students are able to select "Fundamentals of Art" as an elective.

FUNDAMENTALS OF ART (Non-core, Non-college preparatory)
This is a basic course in the fundamentals of art expression. The California Visual and Performing Arts Standards guide the instruction for this course. In this course students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. They analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. Students also apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Health and Physical Education

In grades TK-5, Health and Physical Education are incorporated in the weekly schedule with 120 minutes of instruction weekly. Students are engaging in physical fitness that is aligned with state standards per grade level. Students are pulled out by our PE teacher twice weekly for 60 minutes sessions and engage in a variety of structured activities to expose them to different physical activities and sports to help them develop lifelong healthy habits.

In grades 6 through 8, students are required to take Health and Physical Education each year.

HEALTH EDUCATION
This course provides students with knowledge and skills related to one or more of the nine content areas of health education, as defined in the Health Framework: (1) nutrition; (2) prevention of alcohol, tobacco, and other drugs; (3) personal health; (4) injury prevention and safety; (5) individual growth and development; (6) consumer and community health; (7) environmental health; (8) communicable and chronic diseases; and (9) family life. Family life education promotes the development of positive family interactions and may include human sexuality, dating, relationships, and prevention of sexually transmitted diseases, including HIV. This course provides students with content and skills that enable them to apply specific knowledge in their own personal behaviors and environments. This course builds the skills students need to recognize and resist negative influences. It includes decision-making, goal setting, communication, and interpersonal skills.

HEALTH AND PHYSICAL EDUCATION (Non-core, Non-college preparatory)
Courses offered in the Health and Physical Education department are designed to help the students develop psychomotor skills such as fundamental movement patterns, sports skills, and the five components of physical fitness. In addition, students' will develop a positive self-image and the ability to work with other classmates. The curriculum includes sports such as basketball, volleyball, football, soccer, track and field, softball, cooperative/teamwork games, mile run/mile and a half run, anaerobic activities, warm-up (Jogging or J.J.), stretching, push-ups, abdominal exercises, jump-rope, fun trust/games. The Health and Physical Education program consists of students in grades six through eight. Students will participate in skill building activities, introduction to sports and activities, and physical activities that link to the exploration of culture and history. The goal is to develop a lifelong program of activity to develop and maintain healthy habits and wellness. These courses are based on the Health and Physical Education Model Content Standards for California Public Schools.

Life Skills Program

In grades 6 through 8, students are offered Life Skills courses for one hour a week. Additionally, TK-12 students also use the Character Counts education curriculum.

LIFE SKILLS (Non-core, Non-college preparatory)
MSA-Santa Ana uses the "Character Counts" program in middle school grades. Character Counts is a classroom-based social skills program developed by the Committee for Children for students in preschool through junior high (ages 4–14 years), with a distinct curriculum for each grade. It is designed to reduce impulsive, high-risk, and aggressive behaviors and increase children's social competence and other protective factors.

This program contains units on Life Skills, Study Skills, Test Taking Skills, Drug Prevention, Environmental Issues, Career Awareness, and Character Development. Each middle school grade students attends Life Skills one period per week. Life Skills themes are integrated into broader school wide activities including assemblies, field trips, displays, announcements, and the general curriculum. Parents are informed about the topic of the week to cultivate their involvement and support at home.

COMPUTERS & TECHNOLOGY

In conjunction with the Computer Technology instruction, MSA-Santa Ana implements a Computer Science curriculum, which complies with Computer Science Teachers Association's ("CSTA") 'Standards for K-12 Computer Science Education.' These standards constitute a framework with three levels:

Recommended Grade	Level
TK-5	Level 1 - Computer Science and Basic Typing
6-8	Level 2 - Computer Science and Community
9-12	Level 3 - Computer Science in the Modern World Concepts and Practices Topics in Computer Science

Level 1 (Grades TK-5) Computer Science and Basic Typing: Students in grades TK-5th are given daily time for basic typing and Word, Power Point, and Excel. Students are taught digital citizenship as well as computer care.

Level 2 (Grades 6–9) Computer Science and Community: Middle school students begin using computational thinking as a problem-solving tool. They begin to appreciate the ubiquity of computing and the ways in which computer science facilitates communication and collaboration. Students begin to experience computational thinking as a means of addressing issues relevant, not just to them, but to the world around them. The learning experiences created from these standards are relevant to the students and should promote their perceptions of themselves as proactive and empowered problem solvers. They are designed with a focus on active learning and exploration and can be taught within explicit computer science courses or embedded in other curricular areas such as social science, language arts, mathematics, and science.

Level 3 (Grades 8–12) Applying concepts and creating real world solutions: Level 3 is divided into three discrete courses, each of which focuses on different facets of computer science as a discipline. Throughout these courses, students can master more advanced computer science concepts and apply those concepts to develop virtual and real-world artifacts. The learning experiences created from these standards will focus on the exploration of real-world problems and the application of computational thinking to the development of solutions. They are designed with a focus on collaborative learning, project management, and effective communication.

MSA-Santa Ana will offer accelerated tracks on Computer Science curriculum. For students who are ready for an accelerated program, MSA will offer the Advanced curriculum in middle school where topics in Level 3 are covered.

In elementary school, students will obtain fluency in computers and learn introductory level computer literacy. This instruction will be supported with problem solving and creative thinking skills. At the elementary level students are using computers for Project Based Learning, daily typing practicing Read, Write, and Type as early as TK, and intervention for ELA and Math. Students are taught how to access

information properly via tutorials by our teachers as necessary. Students type essays into Word and/or Google docs as early as second grade. Students prepare for SBAC as early as second grade in working with performance tasks and problem solving.

In middle grades, students gain autonomy in choosing and advancing in the right tools for their projects. The 8th grade curriculum briefly introduces the topics that are taught at high school level through entry-level projects. Progression is individualized to address all students needs based on ability.

The following summarizes the Computer Science curriculum:

- Middle school curriculum aims to provide strong skills in computer literacy and fundamentals of computational thinking. Programming and Discrete Math topics are infused into the curriculum. Programming topics are more intense in the 6th and 7th grades.
- 8th grade curriculum serves a transition between middle school and high school, topics focus on the conceptual understanding of high school electives.

In grades 6 through 8, students are offered Computers & Technology courses as an elective, including, based on student interest, potential electives in advanced topics such as Robotics, Web Design, Digital Art and more.

HIGH SCHOOL CURRICULUM

High school curriculum offers courses in core subjects of Mathematics, Science, English, and History/Social Science. In addition to the core subjects, and in accordance with UC/CSU A-G requirements, students are required to take two years of Physical Education, at least two years of Languages Other Than English (three years recommended), one year of Visual & Performing Arts, one year of Computers & Technology courses, and six semesters of electives for a standard diploma (see Graduation Requirements, below). All courses described below are one full year unless otherwise noted.

MATHEMATICS

High school students are required to take at least three years of approved courses in Mathematics; four years are recommended. Students need to complete three years of math courses that include the topics covered in elementary and advanced algebra and two-and three-dimensional geometry before graduation. As described in the section above regarding Middle School Mathematics, in determining the mathematics course placement for entering students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

- Statewide mathematics assessments, including interim and summative assessments through the CAASPP;
- Placement tests that are aligned to state-adopted content standards in mathematics;
- Recommendation, if available, of each student's prior year mathematics teacher based on classroom assignment and grades;
- Recommendation, if any, of each student's current grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
- Final grade in mathematics on the student's official, end of the year grade report card;
- Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year.

Pathway	Grade 9	Grade 10	Grade 11	Grade 12
Regular Pathway	Integrated Math I	Integrated Math II	Integrated Math III	Electives *
Accelerated Pathway 1	Integrated Math II	Integrated Math III	Electives *	Electives *
Accelerated Pathway 2	Integrated Math III	Electives *	Electives *	Electives *

* Electives in Mathematics include Integrated Math IV/Precalculus, AP Calculus AB, AP Calculus BC, and other math courses depending on student levels, needs/demands and availability of teachers and resources.

INTEGRATED MATHEMATICS I (Core, College preparatory)
The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle school grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Relationships Between Quantities; 2) Linear and Exponential Relationships; 3) Reasoning with Equations; 4) Descriptive Statistics; 5) Congruence, Proof, and Constructions; 6) Connecting Algebra and Geometry through Coordinates.
INTEGRATED MATHEMATICS II (Core, College preparatory)
The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Extending the Number System; 2) Quadratic Functions and Modeling; 3) Expressions and Equations; 4) Applications of Probability; 5) Similarity, Right Triangle Trigonometry, and Proof; 6) Circles With and Without Coordinates.
INTEGRATED MATHEMATICS III (Core, College preparatory)
It is in Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data.

Students expand their repertoire of functions to include polynomial, rational, and radical functions.3 They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into four units are as follows: 1) Inferences and Conclusions from Data; 2) Polynomial, Rational, and Radical Relationships; 3) Trigonometry of General Triangles and Trigonometric Functions; 4) Mathematical Modeling.
INTEGRATED MATHEMATICS IV (Core, College preparatory)
This course prepares students for work in calculus. Topics include: coordinate geometry with analytical methods and proofs; equations and graphs of conic sections; rectangular and polar coordinates; parametric equations; vectors; the study of polynomial, logarithmic, exponential, and rational functions and their graphs; induction; limits and rate change; continuity; and problem analysis. The course unifies and emphasizes the structure of mathematics.
PRE-CALCULUS (Core, College preparatory)
In Precalculus, students extend their work with complex numbers begun in Mathematics III or Algebra II to see that the complex numbers can be represented in the Cartesian plane and that operations with complex numbers have a geometric interpretation. They connect their understanding of trigonometry and the geometry of the plane to express complex numbers in polar form. Students begin working with vectors. Students also work with matrices, their operations, and find inverse matrices. They see the connection between matrices and transformations of the plane. Students use matrices to represent and solve linear systems. Students extend their work with trigonometric functions, investigating the reciprocal functions secant, cosecant, and cotangent and their graphs and properties. They find inverse trigonometric functions by appropriately restricting the domains of the standard trigonometric functions and use them to solve problems that arise in modeling contexts. Students add ellipses and hyperbolas to their work. They also work with polar coordinates and curves defined parametrically and connect these to their other work with trigonometry and complex numbers. Finally, students work with more complicated rational functions, graphing them and determining zeros, y-intercepts, symmetry, asymptotes, intervals for which the function is increasing or decreasing, and maximum or minimum points.
AP STATISTICS (Core, College preparatory)
The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

AP CALCULUS AB (Core, College preparatory)	**AP CALCULUS BC** (Core, College preparatory)
AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically,	AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to

and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.	approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Laboratory Science

Students are required to take at least two years of Science, two of which are laboratory courses chosen from Biology, Chemistry, and Physics; three years are recommended.

LABORATORY SCIENCE CORE COURSES	
PHYSICS A/B (Core, College preparatory)	**BIOLOGY A/B** (Core, College preparatory)
The first course in physics with mathematical reasoning not exceeding the level of trigonometry. The course uses the concept of vectors. Physics concepts usually include conservation laws, motion, gravity, optics, energy, kinetic theory, fields and interactions, and atomic structure. This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.	Biology is the study of all living things. Living things are characterized as having the ability to reproduce, grow, adjust and adapt. This includes plants, animals and microorganisms. This course is designed to enhance student's awareness on the essentials of biology and the underline disciplines that it covers: Cell Biology, Genetics, Evolution, Physiology, Investigation and Experimentation. Students will be able to understand the relationship between living and nonliving things and their effects on each other. Students will be able to actively carry out investigations and experiments through a series of lab experiments. This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.
CHEMISTRY A/B (Core, College preparatory)	
This introductory course covers the basic topics of chemical bonds, periodicity, kinetic molecular theory, kinetics, energies, dynamic equilibrium, conservation laws, atomic and molecular theory, and chemical systems. The course usually includes applications of chemical principles. This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.	

LABORATORY SCIENCE ELECTIVES	
AP ENVIRONMENTAL SCIENCE A/B (Core, College preparatory)	**MARINE BIOLOGY A/B** (Core, College preparatory)

This course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.	Marine Biology builds upon and extends biological concepts developed during earlier science courses. Students take an in-depth look at the physical, chemical, and geological characteristics of the world's oceans. They then investigate the structure, functions, behaviors, adaptations, and classification of a variety of plant and animals that live in the marine environment. Students learn how energy flows and matter cycles through the Earth's ocean system and they investigate the impact of humans on that system.
AP PHYSICS B A/B (Core, College preparatory)	**AP BIOLOGY A/B** (Core, College preparatory)
This course parallels a non-calculus college-level physics. The course is described in the AP Physics B syllabus. The instructor is expected to follow and complete the syllabus.	This course is typically taken after a year of high school biology and chemistry. The course parallels a college-level introductory biology course. The course is described in the AP Biology syllabus. The instructor is expected to follow and complete the syllabus.
AP CHEMISTRY A/B (Core, College preparatory)	
This course parallels a college-level chemistry course. AP Chemistry usually follows high school chemistry and second year algebra. The course is described in the AP Chemistry syllabus. The instructor is expected to follow and complete the syllabus.	

English Language Arts

Students are required to take four years of approved courses in English.

ENGLISH	
ENGLISH 9 A/B (Core, College preparatory)	**ENGLISH 10 A/B** (Core, College preparatory)
English 9 builds upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, and usually includes the four aspects of language use: reading, writing, speaking, and listening. Various genres of literature, including expository and informational materials, are introduced, with written compositions in a variety of genres, often linked to the reading selections.	English 10 offers students a balanced focus on composition and literature. Students learn to write persuasive, critical, and creative multi-paragraph thematic essays and compositions. The study of literature and other written material encompasses various genres as students improve their reading comprehension and develop the skills to determine the purposes and themes of authors and to recognize the techniques employed by authors to achieve their goals.
ENGLISH HONORS 9 A/B (Core, College Preparatory)	
The Honors English 9 course is designed for students who show a high level of proficiency in reading, writing, and literary analysis and is preparation for AP level coursework. Honors English students will improve their written and oral communication skills while strengthening their ability to understand and examine literature in a variety of genres including: essays, novels, short stories, speeches, and poetry. Students are challenged to read complex texts, craft multifaceted arguments that are supported by the literature, and apply the knowledge that they have learned in their writing.	

<table>
<tr><td colspan="2">Students will strengthen their composition skills by examining model essays in different genres by student and professional publishers. Through in-depth essay planning, organizing, drafting, and revising, students will hone their writing skills. Additionally, they will build on proper writing conventions with in-depth study of sentence analysis and structure, agreement, and punctuation.</td></tr>
<tr><td>ENGLISH 11 A/B (Core, College preparatory)</td><td>ENGLISH 12 A/B (Core, College preparatory)</td></tr>
<tr><td>English 11 courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and learn the techniques of writing research papers. Students continue to read works of literature and other written materials that often form the backbone of the writing assignments.</td><td>English 12 courses blend composition and literature as students write critical and comparative analyses of classic and contemporary literature and other written genres. Typically, multi-paragraph essays in a variety of genres predominate as the form of student composition, but one or more major research papers may also be required.</td></tr>
<tr><td>AP ENGLISH LANGUAGE AND COMPOSITION A/B (Core, College preparatory)</td><td>AP ENGLISH LITERATURE AND COMPOSITION A/B (Core, College preparatory)</td></tr>
<tr><td>This course is designed to parallel college-level English courses. It exposes students to prose written in a variety of periods, disciplines, and rhetorical contexts. The course emphasizes the interaction of authorial purpose, intended audience, and the subject at hand. Students learn to develop stylistic flexibility as they write compositions covering a variety of topics.</td><td>This course is designed to parallel college-level English courses. It enables students to develop critical standards for evaluating literature. Students study the language, character, actions, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing).</td></tr>
<tr><td colspan="2">ENGLISH LANGUAGE DEVELOPMENT A/B (Non-Core, Non-College preparatory)</td></tr>
<tr><td colspan="2">The course focuses on reading, writing, speaking, and listening. Students participate in extensive listening and speaking exercises. The course covers basic structures of the English language. Students progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles. The course may include an orientation to the customs/cultures of people in the U.S.</td></tr>
</table>

<table>
<tr><th colspan="2">ENGLISH LANGUAGE ARTS ELECTIVES</th></tr>
<tr><td>JOURNALISM A/B (Non-core, Non-College preparatory)</td><td>SPEECH A/B (Non-Core, Non-College preparatory)</td></tr>
<tr><td>Journalism prepares students for work on school newspapers by fostering habits of clear, concise, written expression and by developing the ability to write interestingly. The course improves students' use of grammar, spelling, punctuation, sentence and paragraph form, style, and structure and offers basic training in techniques of interviewing and news writing. It fosters a critical attitude toward news and develops the ability to evaluate the worth of publications</td><td>Speech develops fundamentals of effective oral delivery such as voice, diction, poise, and ease. The course develops effective organization through selection and arrangement of material, transitions, and rhetorical effect. Activities include preparation and practice in making short speeches to inform, convince, stimulate, actuate, and/or entertain. The course may include instruction in parliamentary procedure, discussion, debate, and oral interpretation.</td></tr>
</table>

through wide and intelligent readings of newspapers and periodicals.	

History/Social Science

Students are required to take at least three years of History/Social Science, including World History, U.S. History, and American Government/Economics.

HISTORY/SOCIAL SCIENCE COURSES	
WORLD HISTORY A/B (Core, College preparatory)	**U.S. HISTORY A/B** (Core, College preparatory)
This course provides an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. Students study cultures of the western and nonwestern world. The course integrates geography with history and cultural studies.	This course focuses on the examination of major turning points in American history in the twentieth century. The course emphasizes specific themes, such as the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power.
AMERICAN GOVERNMENT (Core, College preparatory)	
Students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. They draw on their studies of American history and of other societies in the world today. This course prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. Topics include the Constitution and the Bill of Rights; the Courts and the Governmental Process; Our Government Today; the Legislative and Executive Branches; Federalism; and State and Local Government. Contemporary issues, including key passages from the Federalist Papers and similar primary sources are studied in light of democratic principles.	

HISTORY/SOCIAL SCIENCE ELECTIVES	
AP GOVERNMENT AND POLITICS: UNITED STATES A/B (Core, College preparatory)	**AP WORLD HISTORY A/B** (Core, College preparatory)
This course provides students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Topics include constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy	AP World History course is designed for students to develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international

process of national government, and civil rights and liberties.	frameworks and their causes and consequences, as well as comparisons among major societies.
AP U.S. HISTORY A/B (Core, College preparatory)	**AP GOVERNMENT AND POLITICS: COMPARATIVE A/B** (Core, College preparatory)
This course provides students with the analytical skills and factual knowledge necessary to understand the course of United States history. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course examines time periods from discovery and settlement of the New World through the recent past.	This course provides students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Topics include constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy process of national government, and civil rights and liberties.

ECONOMICS (Core, College preparatory)	**PSYCHOLOGY A/B** (Core, College preparatory)
In this course students deepen their understanding of the basic economic problems and institutions of the nation and world in which they live. They learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups. This course enriches students' understanding of the operation and institutions of economic systems. Topics include Fundamental Economic Concepts, Comparative Economic Systems, Microeconomics, Macroeconomics, and International Economic Concepts.	This course focuses on the scientific study of human development, learning, motivation, and personality. Students explore implications for everyday life with a scientific perspective on human behavior.
ANTHROPOLOGY A/B (Core, College preparatory)	**WORLD CULTURES A/B** (Non-Core, College preparatory)
Students learn about human beings and their cultures by studying the two major divisions of anthropology: physical and cultural. In physical anthropology students consider the biological characteristics of human beings, their adaptation to their environment, and development in the context of various forms of animal life. In cultural anthropology students learn about the culture of specific peoples, past and present, as well as those components of culture found universally among human societies.	This course focuses on an investigation of one or more cultures in a geographic region of the world today; for example, cultural studies of Africa, the Middle East, Latin America, Asia, or Southeast Asia. The course covers geographic settings; the population, the stature and roles of women and minority groups; and processes of cultural change and exchange. Students learn about the cultures historical, economic, and political developments, including nation building across time. The course may include an in-depth study of one or more different cultures to expand the students understanding of cultural diversity and provide balance in the representation of ethnic groups and societies around the world.

AP HUMAN GEOGRAPHY A/B (Non-core, College preparatory)	**AP PSYCHOLOGY A/B** (Core, College preparatory)
The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012)	The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

Language Other Than English

Students are required to take at least two years of a Language other than English in the same language; three years are recommended.

LANGUAGE OTHER THAN ENGLISH	
SPANISH 1-2-3 A/B (Non-Core, College preparatory)	**AP SPANISH LANGUAGE AND CULTURE A/B** (Non-Core, College preparatory)
This course is designed to teach students about the language and culture of the Spanish and Latin American people. The first-year course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the Spanish and Latin American cultures by acquainting students with art, literature, customs, and history of the Spanish-speaking people.	The course is designed to parallel third-year college-level courses in Spanish composition and conversation. Building upon students' prior knowledge of Spanish, the course develops the students' ability to understand and express themselves accurately, coherently, and fluently in Spanish. In the course, students develop a large enough vocabulary to understand literary texts, magazine/ newspaper articles, films, and television productions.
AP SPANISH LITERATURE AND CULTURE A/B (Non-Core, College preparatory)	**WORLD LANGUAGE 1-2-3 A/B** (1 and 2 Core, College preparatory, 3 Non-Core, College preparatory)
The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish,	This course is designed to teach students about the language and culture of the people where the world language is spoken. The first-year course emphasizes communication, basic grammar and syntax, and simple

Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, and literary criticism).	vocabulary so that students can read, write, speak, and comprehend on a basic level. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the culture by acquainting students with art, literature, customs, and history of the people where the world language is spoken.

COMPUTERS & TECHNOLOGY

Students are required to take at least one year of Computers & Technology. Technology is a key component to our instructional delivery model each room is equipped with laptops (1:1 student to computer ratio) and a blended learning model being utilized in many classrooms. At the high school level, we offer two different AP Computer courses starting with all ninth graders taking AP Computer Science.

COMPUTERS & TECHNOLOGY	
COMPUTER LITERACY 1 A/B – Computer Science in the Modern World (Non-core, Non-college preparatory)	**COMPUTER LITERACY 2 A/B – Computer Science in the Modern World** (Non-core, Non-college preparatory)
In this course, students learn to use computational thinking to develop algorithmic solutions to real-world problems. They will begin to understand the different levels of complexity in problem solving and to determine when team projects might generate more effective problem solutions than individual efforts. Students will learn and use a programming language(s) and related tools, as well as appropriate collaboration tools, computing devices, and network environments. Finally, they will demonstrate an understanding of the social and ethical implications of their work and exhibit appropriate communication behavior when working as a team member.	Computer Science Concepts and Practices is a follow-up course to Computer Science in the Modern World. It is designed to harness the interests of those students wishing to further enhance their studies in the computing fields. In this course, students will begin to develop higher-level computing skills and apply them to a variety of subjects and disciplines. Students will learn how computer science impacts society and promotes change. Through the analysis of global issues, students will explore how computer science can help solve real-world problems using innovation, collaboration, and creativity. This course will also provide students with an opportunity to explore Computer Science as a potential career interest at the collegiate level.
WEB DESIGN A/B (Non-core, Non-college preparatory)	**COMPUTER PROGRAMMING A/B** (Non-core, Non-college preparatory)
This course introduces students to the Internet and World Wide Web. Students will study the history of the Internet, search engines, Web design process, navigation strategies, creation and editing of graphics, Web hosting services, and Web publishing. Webpage development will	This course covers the principles and programming styles used in the design and implementation of contemporary programming languages. Students are introduced to the history of programming languages, language syntax and formal grammars, language processors such as compilers and interpreters, and

include coding HTML and CSS using a text editor and utilizing simple scripts to enhance webpages.	generalized parsing strategies. The course focuses on particular language constructs and their realization in a variety of programming languages. A particular language such as Java Script, Java, C++ and C# are used to provide students with practical illustrations of various programming principles.
ROBOTICS A/B (Non-core, Non-college preparatory)	**AP COMPUTER SCIENCE A A/B** (Non-core, College preparatory)
This instructional program prepares individuals to design, develop, program, and maintain robotic devices. It includes instruction in the history and development of robotic devices; the types of robotic devices used in industry and their component makeup; computer control systems and robot computer language programming; troubleshooting techniques, especially for servomechanisms, microprocessors, and computer operation; and the integration of these devices and factors into a total manufacturing system. The NGSS engineering standards addressed by this course fit within the Engineering, Technology and Applications of Science Disciplinary Core Idea. Specifically, the following NGSS standards are explored: MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.	The AP Computer Science A course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.
AP COMPUTER SCIENCE PRINCIPLES A/B (Non-core, College preparatory)	

AP Computer Science Principles introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles give students the opportunity to use technology to address real-world problems and build relevant solutions.

AP Computer Science A *(Course Overview from UC's A-G Management Portal)*

Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering. AP Computer Science A teaches object- oriented programming using the Java language and is meant to be the equivalent of a first semester, college-level course in computer science. It will emphasize problem solving and algorithm development, and use hands-on experiences and examples so that students can apply programming tools and solve complex problems. This course will prepare students for the end- of-course AP Exam.

AP Computer Science Principles *(Course Overview from UC's A-G Management Portal)*

This course is designed to provide knowledge about architecture and design in school and for a career. Students will have an understanding of using research to learn about architecture design. Students also learn about floor-plans, elevations, building models, and using the program Google Sketch-up to create their own architecture. The course will use art and technology to provide the students an opportunity to create all different types of projects in architecture. Students will design drawings by hand and apply their knowledge so that they can create images using computer-based programs. We will work on new skill enhancing design problems, individually designed projects, and work on a project that incorporates knowledge of sustainability in architecture. The class will switch between computer generated architecture and hand drawn architecture. The key rationale for the elective course is to give the students overall information about architecture and design so that they can experience the importance of the career from a personal standpoint.

VISUAL & PERFORMING ARTS

Students are required to take at least one year of Visual and Performing Arts and chosen from the following categories: dance, drama/theater, music, or visual art.

<table>
<tr><th colspan="2">VISUAL & PERFORMING ARTS ELECTIVES</th></tr>
<tr><td colspan="2">AP ART A/B (Non-Core, College preparatory)</td></tr>
<tr><td colspan="2">This course covers the organization of art elements and principles and provides study of their application in two- and three-dimensional problems. Students analyze and use design principles in works of art from art history and many world cultures. Students learn to critique their work and the work of others and become more aware of design in their environment.</td></tr>
<tr><td>MUSIC APPRECIATION A/B (Non-Core, Non-College preparatory)</td><td>DIGITAL ART A/B (Non-Core, Non-College preparatory)</td></tr>
<tr><td>This class emphasizes listening activities related to the structure or design of the music from perceptual, creative, historical, and critical viewpoints using a variety of musical forms and styles.</td><td>This course helps students develop aesthetic criteria in order to create graphic art imagery using a microcomputer. The course emphasizes the knowledge and application of the art elements and principles of design as used in visual communication. Students use the computer and digital tools to apply or formulate programs to communicate creative visual ideas, including animation, game production, and</td></tr>
</table>

	artistic aspects of Web site design. This course may also include aspects of the Cinematography/Artistic Videos course. Students study artists who practice these art forms and learn and practice critiques of these art forms.
PHOTOGRAPHY A/B (Non-Core, Non-College preparatory)	**THEATRE/PLAY PRODUCTION A/B** (Non-Core, Non-College preparatory)
This course presents photography as a fine art in which students explore the use of the art elements and principles of design to communicate their ideas, feelings, or values through photographic work. Students learn photographic techniques that may incorporate both traditional and contemporary (digital and multimedia technologies) traditions. They also participate in critiques and study the history of photography as a fine art, as well as the artists who use the medium of photography.	This course provides a balanced theater arts program that emphasizes dramatic literature and/or musical theater activities that lead to the formal presentation of a scripted play. The class emphasizes awareness and practice in theater production, performance, direction, stage technique, voice, stage design, costuming, properties, and theater history. Students develop language skills and appreciation through reading dramatic literature from a worldwide perspective and writing critiques, character analyses, and play reports.
HISTORY/APPRECIATION OF THEATER ARTS/FILM A/B (Non-Core, Non-College preparatory)	
This course is for students who desire knowledge in the history of drama, plays, theater, and writers. The course may include the study of outstanding examples in the fields of motion pictures, radio, and television. The course includes instruction in reading, writing, critique processes, and research.	

Health and Physical Education

Students are required to take two years of Health and P.E.

HEALTH AND PHYSICAL EDUCATION I A/B (Non-core, Non-college preparatory)	**HEALTH AND PHYSICAL EDUCATION II A/B** (Non-core, Non-college preparatory)
This course is the first year of the high school health and physical education sequence. It includes the required content areas; aquatics, rhythms/dance, individual and dual activities, mechanics of body movement, and the effects of physical activity on dynamic health.	This course is the second year of the high school foundation courses, it expands the content of course I and includes the remainder of the required content areas; gymnastics/tumbling, combatives, team sports, mechanics of body movement, and the effects of physical activity on dynamic health.

Advisory

In grades 9 through 12, students participate in an Advisory program for 25 minutes a day, every day. Students in 11th and 12th grades also can elect take a year-long College Readiness class.

ADVISORY PROGRAM
ADVISORY 9-10-11-12 A/B (Non-core, Non-college preparatory)
Students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Four-Year Plans, exploring and setting academic and career goals. Students

take part in team building activities, community service opportunities and work on their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability in skills necessary for everyday living. The course emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to the community.

COLLEGE READINESS 11 A/B (Non-core, Non-college preparatory)	**COLLEGE READINESS 12 A/B** (Non-core, Non-college preparatory)
The course focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.	The course focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.

ENGINEERING

NGSS and the new CA Science Framework includes Engineering as a Disciplinary Core Idea in teaching science. For the past two years, MPS science teachers have been using McGraw Hill Integrated Science (iScience) curriculum which encompasses engineering design and engineering principals in alignment with the national science framework. Therefore, in MSA-Santa Ana all students learn about engineering design, technology, and applications of science as part of their core science classes.

MSA-Santa Ana offers a curriculum and educational plan that addresses all areas of STEAM. Our high school students take three years of science, while two are required, with a fourth year available as an elective. Students who qualify based on math performance and interests are offered AP Physics, which extends to eighth graders. Additional science electives are offered to middle students such as Science Olympiads and computers.

In addition to AP Computer Science Principles and AP Computer Science Course A (described above), at the high school level we also offer Robotics to promote Engineering:

Robotics *(Non-Core; College Prep) Course Overview from UC's A-G Management Portal)*

Robotics is an intro course that will explore, via VEX robotics equipment, relationships between the field of mathematics, science, especially physics, and technology. The goal of this course is to get students interested in pursuing a field of study in STEAM upon graduating from high school. The class is designed to introduce students to basic concepts, or advanced, depending upon their levels of expertise, in robotics. The class will give students the opportunity to work in groups of maximum three students in lab experiments. In these experiments, students will work together in building and testing a basic (or complex) VEX-based mobile robot.

Students will have the opportunity to learn about the historical development of robotics as a field. In addition, students will learn about programming using Robot C, and the importance of integrating different robotics sensors, and how these affect the control and mobility of their robots. The basic study of physics laws, via mathematics, and basic computer programming in Robot C, will be presented, and how these can be used to predict the basic mobile behavior of their robots, such as speed, acceleration, torque, and other key components that will affect their mobile robots.

Students will work in small teams of three students to do research, design, program, and construct a mobile robot using VEX equipment. The goal is to have in class competitions amongst each team, and other schools at the high school or collegiate level. Provided there is enough interested among the students during their competitions, the goal is to have the most competitive teams represent the Charter School at competitions held at other schools, or colleges, who have VEX competitions at the state level. Lastly, the course will assist the students in preparing formal resumes and portfolios for the projects they develop that will include basic academic skills, communication skills, people skills, problem solving skills, and using safety whenever they are using the VEX equipment, and the usage of technology.

Robotics will introduce students to the working principles and foundational knowledge of robotics, using mathematics and basic physics principles. Students learn to control mobile robots using VEX equipment programs. The students will write robotics programs using Robot C and Easy Robot C computer programming language to perform various tasks based on the sensory information of the robot. Students will also learn the mathematics involved and basic science principles from physics associated with the various movements of their robotics.

Through hands-on problem-based projects, students will develop critical thinking, problem solving, effective communication, and cooperative skills. VEX Robotics robots are an excellent platform to engage students on collaborative learning environments where science, technology, engineering, and mathematics come together. Besides using computers so that students can learn to design their own robots, they will also have the opportunity to build their robots themselves, and will also have the opportunity to write their own algorithms. The computer algorithms written by the students will enable the robots to become autonomous. At the same time, these algorithms will give the students the opportunity to solve potential problems with their designs using mathematics and science. Students will have access to our computer labs, and they will also be able to use their own personal computers to design, and to write their presentations about their robots.

The following general concepts will be covered in robotics:

- Students will gain competence as communicators both in written and oral form, via formal resumes, power point presentations, and presenting their robot designs to their classmates or audience in attendance at various VEX competitions.
- They will engage in critical thinking, problem solving, and cooperative team work.
- Students will have a basic understanding of the core concepts in computer science and robotics:
- Computer programming in Robot C and Easy Robot C.
- Software and algorithm development for applied problem solving.
- Motion control of VEX robotics robots
- Sensor fusion and sensory data processing.
- Students will learn to ask why and how, and will develop the confidence and motivation to explore technology and science on their own.
- The following computing and robotics concepts will be covered:
- Structured programming using Robot C and Easy Robot C (which is very similar to C++).
- Motion control of robotics
- Robotics sensor fusion and sensory data processing

- Using robotics to solve applied problems and/or word problems in mathematics and science with hands-on activities.

VEX Robotics Competitions (http://www.vexrobotics.com/vex/competition):
This program is specifically designed to make students of robotics compete inside the classroom using VEX equipment. These competitions are an easy way to engage students to integrate all facets of STEM education into the classroom. Students also have the opportunity to not only compete against other teams in class, but they also have the ability to go to VEX competitions held during the fall and spring semesters with students from middle, high, and college level. This is an excellent opportunity to network with other students whom have robotics at their schools, and they get to see how other students design robots with the available VEX equipment. These competitions do capture the students' attention, not only in their designs, but also to their programming skills, and to find possible solutions to any flaws that their robot designs might have. During the building and competitions, the students will have with their robots, they will be learning STEM concepts. VEX robotics also has a complete curriculum that can be used with all of their VEX equipment.

CURRICULAR AND INSTRUCTIONAL MATERIALS

MSA-Santa Ana utilizes California SBE adopted instructional materials aligned with CCSS/NGSS. The MPS Home Office works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources. Current curricula include:

ELEMENTARY
Math: McGraw Hill: My Math; *Enrichment/Intervention:* McGraw Hill; Ironbox; Math Olympiads (MOEMS); Sumdog; Prodigy; Xtra Math
Science: McGraw Hill: Inspire Science, Mystery Science, English Language Arts; McGraw Hill: California Wonders; Grade Level Novels; Great Leaps – intervention; Just Words – intervention; Ticket to Read – online reading intervention and/or enrichment program; Accelerated Reader (AR) – online reading comprehension program;
Social Studies: McGraw Hill: Elementary Networks;
ELD: McGraw Hill: California Wonders My Language; Kate Kinsella Sentence and Speaking Frames.

MIDDLE AND HIGH SCHOOL
Math: McGraw Hill; *Enrichment/Intervention:* McGraw Hill, ALEKS, Ironbox (6-8), Glencoe Math Accelerated, Curriculum Associates' Ready Common Core, EngageNY, Singapore Math; Renaissance Learning Accelerated Math Program
Science: McGraw Hill; Integrated iScience (6-8); McGraw Hill Biology, Physics, Chemistry (9-12);
English Language Arts/ELD: McGraw Hill; McGraw Hill Study Sync (K-12); ELD Program-National Geographic Learning, Inside (6-8), Edge (9-12); *Enrichment/Intervention:* McGraw Hill, FLEX Literacy (K-12), Renaissance Learning Accelerated Reader Program, Rosetta Stone, BrainPOP ESL
Social Science: McGraw Hill, Networks (K-12); *Enrichment/Intervention:* Teachers' Curriculum Institute's (TCI) History Alive! Middle School Program

Teachers are invited to utilize a myriad of additional resources online and in print, in consultation with the Principal and leadership team.

COMPREHENSIVE COURSE LIST

The following courses are offered at MSA-Santa Ana for elementary, middle, and high school; course offerings may be changed based on student interests and needs (e.g., alternative electives, additional remediation courses), as determined by the Principal and teacher leaders.

MSA SA Elementary School Courses

Name	Grade Groups
Social Studies	TK-5th
Math	TK-5th
Science	TK-5th
Reading	TK-5th
Physical Education	1st-5th

MSA SA Middle School Courses

Name	Grade Groups
Science 8	8th
Grade 8 Math - Common Core	8th
English Language Arts 8	8th
Academic Pentathlon	8th
Integrated Math I - Common Core	8th
Computer Literacy I	7th,8th
Science 7	7th
Math 7 (Accelerated) (Honors)	7th
Grade 7 Math - Common Core	7th
English Language Arts 7	7th
Advanced Math	6th,7th
Sustained Silent Reading	6th-8th
Study Skills	6th-8th
Science 6	6th
Power Math	6th-8th
Power English	6th-8th
Physical Education	6th-8th
History-Social Sciences	6th-8th
Fundamentals of Art	6th-8th
ELD-English Language Development	6th-8th
Grade 6 Math - Common Core	6th
English Language Arts 6	6th

MSA SA High School Courses

Name	Grade Groups	A-G
Advisory	9th,10th, 12th	
Physical Education I - HS	9th,10th	A-G
Physical Education II - HS	9th, 10th	A-G
Online Course	9th-12th	
Computer Technology	9th-12th	
Advanced English Language Development	9th-12th	A-G
Spanish 1	9th	A-G
Integrated Math I - Common Core	9th	A-G
English 9 (Honors)	9th	A-G
English 9	9th	A-G
Biology (Honors)	9th	A-G
Biology	9th	A-G
Personal Finance	12th	
Economics	12th	A-G
Integrated Math IV - Common Core	11th,12th	A-G
United States History	11th	A-G
Spanish 3	11th	A-G
Physics	11th	A-G
Integrated Math III - Common Core	11th	A-G
English 11	11th	A-G
College Readiness	11th	
AP World History	10th-12th	A-G
AP United States History	10th-12th	A-G
AP Studio Art: 2-D Design	10th-12th	A-G
AP English Literature & Composition	10th-12th	A-G
AP Computer Science Principles	10th-12th	A-G
AP Statistics	10th-11th	A-G
World History	10th	A-G
Spanish 2	10th	A-G
Integrated Math II - Common Core	10th	A-G
English 10 (Honors)	10th	A-G
English 10	10th	A-G
Chemistry	10th	A-G

INSTRUCTIONAL METHODS AND STRATEGIES

As detailed in the preceding sections, our instructional methods and strategies are based on success with similar populations of students and our 17-year history. All MSA-Santa Ana faculty members use the *Understanding By Design* ("UBD") model to backwards plan instruction, including differentiation for students in need of specific supports. As noted in the section on Professional Development, below, we ask all faculty to read the following seminal works: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How To Differentiate Instruction In Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

We emphasize integration of the curriculum with cross-disciplinary learning on a daily basis. Teachers strive to make learning relevant and engaging for all students by employing a constructivist, project-based approach. Methods include a frequent emphasis on real world, practical applications of learning, and employ inquiry, research, reflection, problem-solving, and critical thinking. As they master content,

students learn *how* to learn. Instruction is deeply rooted in thematic integrated instruction, including application-oriented activities such as projects that require students to utilize skills and knowledge from ELA, science, math, history, the arts, computer/technology and more. Often interactive and rooted in collaboration, the approach makes assignments meaningful and engaging and concepts authentic. Technology is integrated throughout the curriculum to ensure students develop the skills needed in college and career.

GRADUATION REQUIREMENTS

Our mission is that 100% of middle school students will complete courses in grades 6-8 in 3 years passing with a grade of "C" or better and that all high school students will pass all required courses and electives with a grade of "C" or better to graduate in 4 years with a minimum of 210 credits. Credits are earned on a semester basis in high school with each course worth 5 credits per semester (i.e., a year-long course is worth 10 credits). All of our high school courses are submitted to UC Doorways and are A-G approved.

MSA-Santa Ana offers three different high school diploma types: standard, advanced, and honors. Each diploma has minimum requirements that meet and exceed the state graduation requirements and the UC/CSU A-G requirements. Specific requirements include:

- at least 30 semester credits of math for a standard diploma and 40 semester credits of math for an advanced or honors diploma. These credits can be earned in middle school, but year requirements still apply. See below.
- enrollment in a math course for at least two years in grades 9-12 for a standard diploma (state requirement) and at least three years in grades 9-12 for an advanced or honors diploma. For example; a student may take Algebra-I in seventh grade, Geometry in eighth grade, and Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma and two more years of math for an advanced or honors diploma.
- earn 40 hours of community service before graduation for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.
- in order to participate in any senior activities (prom, grad night, senior picnic, and graduation), students must have a total of 150 credits at the beginning of the first semester and/or 180 credits at the beginning of the second semester of senior year.
- students have to fulfill all of the graduation requirements to participate in the Graduation Ceremony.

MSA-Santa Ana Graduation Requirements

Subject Area	Minimum Course Requirements	STANDARD Diploma	ADVANCED Diploma	HONORS Diploma
(a) History/Social Science	Three years	30	30	30
(b) English	Four years	40	40	40
(c) Mathematics	Three years (Four years recommended)	30	40	40
(d) Science	Two years with lab required; (Three years recommended)	20	30	40

(e) Language Other Than English	Two years in same language required. (Three years recommended)	20	20	30
(f) Visual & Performing Arts	One year	10	10	10
(g) Electives*	20-30 credits depending on diploma type.	30	30	20
Health & Physical Education	Two years required.	20	20	20
Computers & Technology	One year required.	10	10	10
TOTAL REQUIRED CREDITS		210	230	240
AP Course / College Credit Requirements	AP courses can be taken to meet minimum requirements or as elective.	N/A	20	40
Other Requirements	Minimum Cumulative GPA Required Service Learning Hours	2.00 N/A	3.25 40 hrs.	3.50 40 hrs.

*Elective / AP course offerings may change depending on student needs/demands and availability of teachers and resources.

Credit Recovery Opportunities

When students need extra help, the following supports are provided, including all student groups and students transferring in:

- Summer Session Credit Recovery
- Online Credit Recovery
- Academic Support classes in English and/or Math
- Tutoring After School or Saturdays

Ensuring Transfer Students Can Meet Graduation and College Entrance Requirements

Upon enrollment in high school, counselors work with individual students to create a Four-Year Plan to meet the requirements for graduation. This plan is monitored and updated once per semester during the school year. Counselors help ensure that each student is enrolled in appropriate courses, and that each student has the support he or she needs to successfully complete graduation requirements. Every transfer student participates in an intake meeting which includes a review of his/her transcript and tracking towards graduation, with creation of a Four-Year Plan for their remaining high school years. Every exiting student will also receive a transcript to provide him/her with an official record of courses completed and credits earned. Minimum requirements for a standard diploma align with UC/CSU A-G requirements.

Western Association of Schools and Colleges ("WASC")

MSA-Santa Ana is accredited by WASC through June 2024. Currently, the Charter School contributes members to participate on visiting committees. MSA-Santa Ana will follow up and complete all necessary steps for accreditation beyond June 2024.

Informing Parents, Including Parents with Limited English, About Course Transferability and College Entrance Requirements

All A-G courses at MSA-Santa Ana are transferable to other public schools and meet the rigorous requirements for admission to the UC/CSU system. Parents are notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Student/Parent Handbook, which is available in both English and Spanish, and through meetings with the Dean of Academics & College Advisor. As noted above, every transfer student participates in an intake meeting which includes a review of his/her transcript and tracking towards graduation. Every exiting student will also receive a transcript to provide him/her with an official record of courses completed and credits earned. In addition, the Charter School's master schedule will be informed by student needs to ensure sufficient intervention opportunities are available for the student population.

TRANSITIONAL KINDERGARTEN

MSA-Santa Ana offers a transitional kindergarten (TK) program for any student whose fifth birthday falls between September 1st and December 1st, with curriculum aligned to the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, (Senate Bill (SB) 858 (Chapter 32, Statutes of 2014)). Students in TK are integrated in Kindergarten classrooms. The TK program thus uses the same curriculum as the kindergarten program, but pacing and instructional delivery will be monitored through data-driven differentiation based on student needs, including slower pacing than the Kindergarten students and incorporation of Foundations curriculum goals. Teachers are trained to employ strong practices in early childhood development like language development, fine and gross motor development, and a foundational background in mathematics, science and social studies.

MSA-Santa Ana will comply with teacher credential requirements for TK classrooms, specifically, teachers assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both; or
- As determined by the LEA [Charter School] employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described above
- A child development permit issued by the CTC.

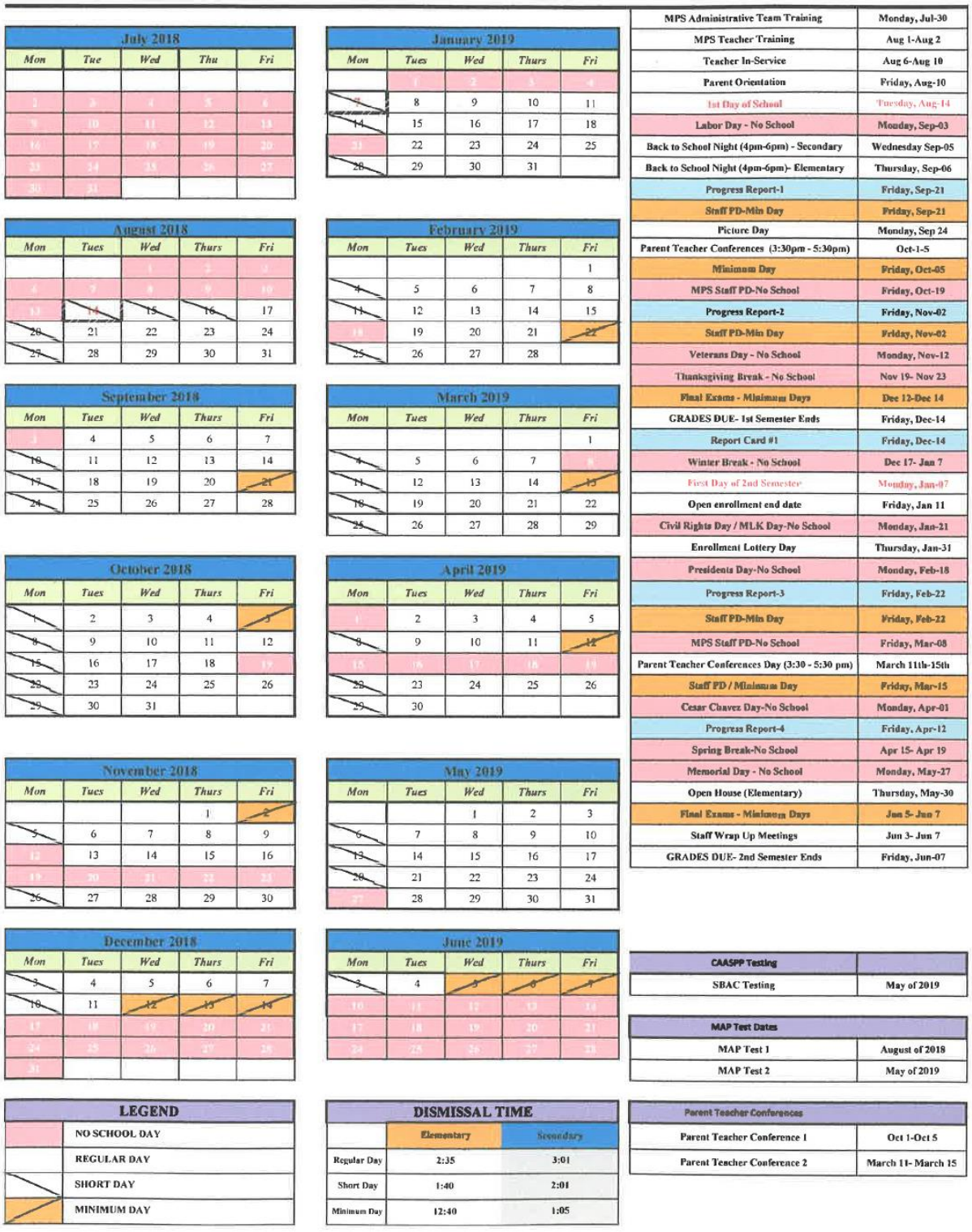
ACADEMIC CALENDAR AND SCHEDULES

Academic Calendar

MSA-Santa Ana announces its annual calendar before the beginning of each instructional year. MSA-Santa Ana's academic year includes 181 instructional days, with 135 regular days, 34 Monday "early release" days for teacher professional development and collaboration, and 12 Minimum Days for parent/teacher conferences. At a minimum, teachers attend four MPS-wide professional development days during the school year (two in summer and two during the year) and five additional professional development days held at their school site prior to the beginning of the school year for collaborative planning and training.

Following is a detailed calendar for 2018-19, followed by a more summary draft instructional calendar for the 2019-20 school year.

MSA-Santa Ana Academic Calendar 2018-19



July 2018

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

August 2018

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

September 2018

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

October 2018

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

November 2018

Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

December 2018

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

January 2019

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

February 2019

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

March 2019

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April 2019

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May 2019

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June 2019

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MPS Administrative Team Training	Monday, Jul-30
MPS Teacher Training	Aug 1-Aug 2
Teacher In-Service	Aug 6-Aug 10
Parent Orientation	Friday, Aug-10
1st Day of School	Tuesday, Aug-14
Labor Day - No School	Monday, Sep-03
Back to School Night (4pm-6pm) - Secondary	Wednesday Sep-05
Back to School Night (4pm-6pm)- Elementary	Thursday, Sep-06
Progress Report-1	Friday, Sep-21
Staff PD-Min Day	Friday, Sep-21
Picture Day	Monday, Sep 24
Parent Teacher Conferences (3:30pm - 5:30pm)	Oct-1-5
Minimum Day	Friday, Oct-05
MPS Staff PD-No School	Friday, Oct-19
Progress Report-2	Friday, Nov-02
Staff PD-Min Day	Friday, Nov-02
Veterans Day - No School	Monday, Nov-12
Thanksgiving Break - No School	Nov 19- Nov 23
Final Exams - Minimum Days	Dec 12-Dec 14
GRADES DUE- 1st Semester Ends	Friday, Dec-14
Report Card #1	Friday, Dec-14
Winter Break - No School	Dec 17- Jan 7
First Day of 2nd Semester	Monday, Jan-07
Open enrollment end date	Friday, Jan 11
Civil Rights Day / MLK Day-No School	Monday, Jan-21
Enrollment Lottery Day	Thursday, Jan-31
Presidents Day-No School	Monday, Feb-18
Progress Report-3	Friday, Feb-22
Staff PD-Min Day	Friday, Feb-22
MPS Staff PD-No School	Friday, Mar-08
Parent Teacher Conferences Day (3:30 - 5:30 pm)	March 11th-15th
Staff PD / Minimum Day	Friday, Mar-15
Cesar Chavez Day-No School	Monday, Apr-01
Progress Report-4	Friday, Apr-12
Spring Break-No School	Apr 15- Apr 19
Memorial Day - No School	Monday, May-27
Open House (Elementary)	Thursday, May-30
Final Exams - Minimum Days	Jun 5- Jun 7
Staff Wrap Up Meetings	Jun 3- Jun 7
GRADES DUE- 2nd Semester Ends	Friday, Jun-07

CAASPP Testing	
SBAC Testing	May of 2019

MAP Test Dates	
MAP Test 1	August of 2018
MAP Test 2	May of 2019

Parent Teacher Conferences	
Parent Teacher Conference 1	Oct 1-Oct 5
Parent Teacher Conference 2	March 11- March 15

LEGEND	
	NO SCHOOL DAY
	REGULAR DAY
	SHORT DAY
	MINIMUM DAY

DISMISSAL TIME		
	Elementary	Secondary
Regular Day	2:35	3:01
Short Day	1:40	2:01
Minimum Day	12:40	1:05

2019-20 MPS ACADEMIC CALENDAR
MSA-Santa Ana

Holidays & Breaks

Important Dates

Independence Day	4-Jul
First Day of Instruction	**20-Aug**
Labor Day	2-Sep
Staff P.D. Day (Pupil Free Day)	**18-Oct**
Veterans Day	11-Nov
Thanksgiving Break	11/25-11/29
Last Day of First Semester	**14-Dec**
Winter Break	12/23-1/10
First Day of Second Semester	**13-Jan**
M. L. King Day	20-Jan
Presidents' Day	17-Feb
Staff P.D. Day (Pupil Free Day)	**6-Mar**
Cesar Chavez Day	3-Apr
Spring Break	4/6-4/10
Memorial Day	25-May
Last Day of Instruction	**12-Jun**

# of Instructional Days:	181

Sample Daily Schedules

Elementary students in grades TK-K attend school from 8:30 a.m. – 1:15 p.m.; students in grades 1-5 attend school 8:20 a.m. – 2:35 p.m. Middle and High School students attend from 8:00 a.m. – 3:01 p.m. each day, with early release at 1:59 p.m. on Tuesday for teachers to attend an hour and forty-five-minute professional development and collaborative planning session.

Elementary Sample Schedules (TK-K)

	Class	Time
Breakfast		7:45-8:15
Block 1	ELA/ELD	8:30-9:30
Recess		9:30-9:50
Block 2	Math	9:50-11:10
Lunch		11:10-11:50
Block 3	Science/Social Studies	11:50-1:15

Elementary Sample Schedules (1-5)

	Class	Time
Breakfast		7:45-8:15
Block 1	ELA including SSR/ELD	8:20-9:30
Recess		9:30-9:50
Block 2	Social Studies (with embedded and designated Visual and Performing Arts)	9:50-11:10
Lunch and Health/P.E.		11:10-12:10
Block 3	Science	12:10-1:30
Block 4	Math	1:30-2:35
Club/tutoring		2:45-3:30

Sample Middle School Schedule

MIDDLE SCHOOL			**6**	**7**	**8**
1st Period	8:00 AM	9:00 AM	PHYSICAL EDUCATION	INTEGRATED SCIENCE 7	MATH 8
Nutrition	9:00 AM	9:10 AM			
2nd Period	9:13 AM	10:07 AM	MATH 6	MATH 7	PHYSICAL EDUCATION
3rd Period	10:10 AM	11:04 AM	ENGLISH LANGUAGE ARTS 6	PHYSICAL EDUCATION	HISTORY-SOCIAL SCIENCE 8
4th Period	11:07 AM	12:01 PM	COMPUTER	HISTORY-SOCIAL SCIENCE 7	INTEGRATED SCIENCE 8
LUNCH	12:04 PM	12:34 PM			
SSR (Reading)	12:37 PM	1:07 PM	SSR/ELD	SSR/ELD	SSR/ELD
5th Period	1:10 PM	2:04 PM	HISTORY-SOCIAL SCIENCE 6	COMPUTER	ENGLISH LANGUAGE ARTS 8
6th Period	2:07 PM	3:01 PM	INTEGRATED SCIENCE 6	ENGLISH LANGUAGE ARTS 7	FUNDAMENTALS OF ART
Clubs/Tutoring	3:05 PM	4:00 PM			

Sample High School Schedule

HIGH SCHOOL			9	10	11	12
1st Period	8:00 AM	9:00 AM	Computer Literacy 2 (HS Grad Reqts)	Physical Education 2 (HS Grad Reqts)	English 11 (A-G & HS Grad Reqts)	English 12 (A-G & HS Grad Reqts)
2nd Period	9:03 AM	9:57 AM	Spanish 1 (HS Grad Reqts)	Chemistry (A-G & HS Grad Reqts)	AP Art (A-G & HS Grad Reqts)	Robotics (HS Grad Reqts)
NUTRITION	9:57 AM	10:07 AM				
3rd Period	10:10 AM	11:04 AM	English 9 (A-G & HS Grad Reqts)	World History (A-G & HS Grad Reqts)	Physics (A-G & HS Grad Reqts)	Biology (A-G & HS Grad Reqts)
4th Period	11:07 AM	12:01 PM	Biology (A-G & HS Grad Reqts)	English 10 (A-G & HS Grad Reqts)	AP US History (A-G & HS Grad Reqts)	AP Calculus (A-G & HS Grad Reqts)
ADVISORY	12:04 PM	12:34 PM	Advisory/ELD	Advisory/ELD	Advisory/ELD	Advisory/ELD
LUNCH	12:37 PM	1:07 PM				
5th Period	1:10 PM	2:04 PM	Physical Education (HS Grad Reqts)	Integrated Math 2 (A-G & HS Grad Reqts)	Psychology (A-G & HS Grad Reqts)	American Government (A-G & HS Grad Reqts)
6th Period	2:07 PM	3:01 PM	Integrated Math 1 (A-G & HS Grad Reqts)	Spanish 2 (HS Grad Reqts)	Pre-Calculus (A-G & HS Grad Reqts)	Journalism (HS Grad Reqts)
Clubs/Tutoring	3:05 PM	4:00 PM				

INSTRUCTIONAL DAYS AND MINUTES

Based on the sample school calendar and bell schedules above, the following table shows calculation of the instructional minutes that will be offered at the Charter School for the 2018-19 school year. MSA-Santa Ana exceeds required instructional minutes for each grade span (36,000 minimum for Transitional Kindergarten and Kindergarten; 50,400 for grades 1-3; 54,000 for grades 5-8 and 64,800 for grades 9-12).

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of Alt. Days	Number of Instr. Minutes Per Alt. Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above / Below State Req't.
TK/K	Yes	135	245	34	245	12	240	0	0	181	36000	44285	8285
1	Yes	135	315	34	260	12	230	0	0	181	50400	54125	3725
2	Yes	135	315	34	260	12	230	0	0	181	50400	54125	3725
3	Yes	135	315	34	260	12	230	0	0	181	50400	54125	3725
4	Yes	135	315	34	260	12	240	0	0	181	54000	54245	245
5	Yes	135	315	34	260	12	240	0	0	181	54000	54245	245
6	Yes	135	378	34	318	12	285	0	0	181	54000	65262	11262
7	Yes	135	378	34	318	12	285	0	0	181	54000	65262	11262
8	Yes	135	378	34	318	12	285	0	0	181	54000	65262	11262
9	Yes	135	378	34	318	12	285	0	0	181	64800	65262	462
10	Yes	135	378	34	318	12	285	0	0	181	64800	65262	462
11	Yes	135	378	34	318	12	285	0	0	181	64800	65262	462
12	Yes	135	378	34	318	12	285	0	0	181	64800	65262	462

PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

The Principal establishes a hiring committee that may consist of the Principal, Dean of Academics, Dean of Students, Dean of Culture, and a teacher of the relevant grade or subject from MSA-Santa Ana. The Home Office staff joins the school-level hiring committee as needed. If applicable, the interview process includes, but is not limited to, a sample lesson through which prospective teachers' classroom management skills and subject competency are observed. In addition, teachers' technology and computer skills are tested and MSA-Santa Ana's years-of-success in hiring qualified teachers has proven this process to be very effective. The following schedule is used in the hiring process:

- In order to recruit new teachers, the Principal with the support of Human Resources starts advertising on frequently visited websites such as edjoin.org, teachers-teachers.com, MPS Careers website and in local newspapers by the beginning of February. Referrals from MSA-Santa Ana's staff and parents will also be taken into consideration.
- The hiring committee conducts interviews during the months of February through August to hire the teachers. The hiring committee considers the Charter School's mission and the target student population in selecting the most qualified teachers for the positions available. (Detailed job descriptions are included in Element 5.)

PROFESSIONAL DEVELOPMENT

Professional development occurs at the MPS organizational level and within each school. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-Santa Ana provides all staff with multiple opportunities to grow professionally. MSA-Santa Ana assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan in our Single Plan for Student Achievement, MSA-Santa Ana determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCS")

MSA-Santa Ana is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plans in our Single Plan for student Achievement, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials

- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-Santa Ana, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature are required on MSA-Santa Ana's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How To Differentiate Instruction In Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

School-wide Meetings and Professional Development Activities

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASSP/CAA, CAST, ELPAC, online blended learning data, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Instructional field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-Santa Ana staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in–service program.

Summer In-Service Programs

MSA-Santa Ana holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter School's operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August with two days of intensive training, after which teachers continue their training and collaboration at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MPS believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MPS' formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MPS administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MPS provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

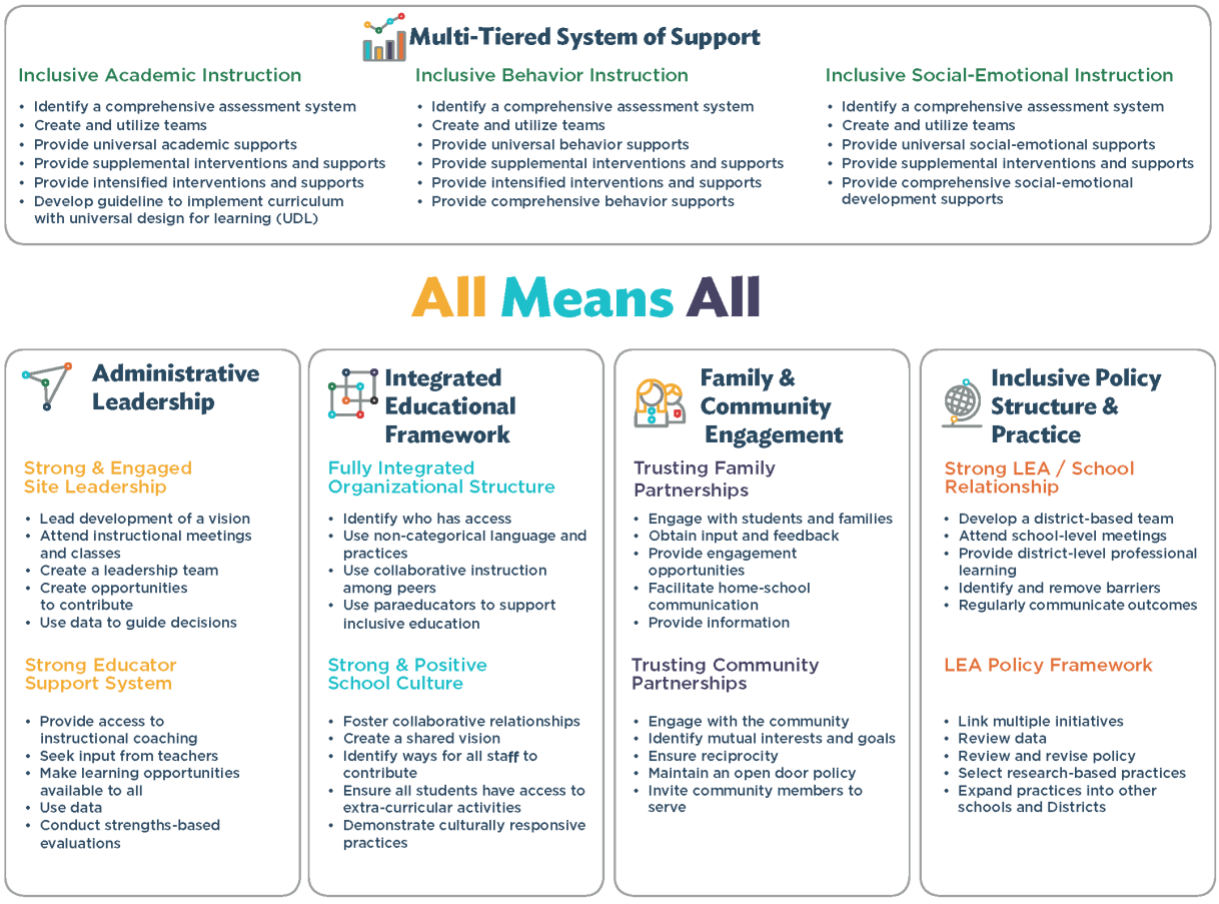
Ongoing Professional Development Program for Special Education

MSA-Santa Ana conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-Santa Ana's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-Santa Ana conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically

restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

MEETING THE NEEDS OF ALL STUDENTS

With grants from CA SUMS MTSS Initative, MSA-Santa Ana is moving forward with the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.



Adapted with permission from: SWIFT Education Center. (2016). *MTSS Placemat*. Lawrence, KS. swiftschools.org

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-SA recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-SA implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to

reward students for demonstrating positive behavior. School site Deans and upper level academic coaches lay a foundation to engage students and enhance learning. With the support of this grant initiative, our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-Santa Ana has ability to quickly identifying low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-Santa Ana utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods, and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-Santa Ana program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-SA's principal approach that a school intentionally builds consistent math and ELA intervention time into the entire school schedule.

Various implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-Santa Ana has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

As MSA-Santa Ana migrates from a Response to Intervention (RTI) to MTSS model, the intervention process will continue to use the following to inform, monitor, and implement support strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year

- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

High- quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

Across MSA-Santa Ana, support and intervention begins with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, schools establish a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Behavioral and socio-emotional supports are centered around School-Wide PBIS, led by Deans of Student. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

As the first stage of intervention/support student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time with these interventions may vary, but generally do not exceed 8 weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Exams, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are provided new, targeted interventions. A student success team is gathered to determine intensive support.

Targeted Interventions

Targeted interventions are utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive

tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory (see Course Description above)

Pull out supports are utilized to support students who require additional academic support. The learning lab will be used with the commencement of the 2018-19 school year.

Students receiving targeted interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into a more intensive stage of intervention.

Intensive Interventions and Evaluation

Our schools have both push-in and pull-out services with specialists to ensure students with the most significant needs are properly supported. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

Students may receive individualized, intensive interventions that target specific skill deficiencies that include:

- All interventions listed above
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by

working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").

- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum
MSA-Santa Ana utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-Santa Ana supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-Santa Ana fosters an inclusive model of education. As such, professional development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-Santa Ana contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-Santa Ana deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

ENGLISH LEARNERS

MSA-Santa Ana will comply with all federal and state mandates regarding English Learner education and re-designation of EL students. MSA-Santa Ana will meet all requirements of federal and state law regarding equal access to the curriculum for EL students. MSA-Santa Ana will ensure English Learners (including those who are reclassified) have equal access to instructional materials and supports in order to achieve grade-level CCSS mastery and English-language proficiency.

MSA-Santa Ana endeavors to meet and exceed the needs of all learners, and is committed to closing the achievement gap that may affect those students who are not fully proficient in English. We hope to accomplish this by facilitating the acquisition and mastery of the English language as quickly as possible, while providing English Learners (ELs) with access to the core content through specialized and targeted instruction, a research-based and state-approved curriculum, and carefully differentiated instructional strategies. MSA-Santa Ana also promotes an equitable educational experience for our ELs and their families by providing supplemental counseling services, additional tutoring and literacy services, bilingual support, access to technology, and focused workshops where available and as needed.

MSA-Santa Ana provides students with a vigorous English Language Development (ELD) program that is based on recent language acquisition research (<10 years), as well as the six key principles for teaching ELs established by the *Understanding Language District Engagement Subcommittee* at Stanford University. These principles and research are the foundation of our program and guide our professional development. They are outlined as follows:

Source	Year	Summary
The Understanding Language District Engagement Subcommittee at Stanford University	*2012*	1. *Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem.* 2. *Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.* 3. *Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.* 4. *Instruction moves ELs forward by taking into account their English proficiency levels and prior schooling experiences.* 5. *Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.*

		6. *Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.*
Research to Guide English Language Development Instruction by Saunders & Goldenberg	*2010*	1. *Providing ELD instruction is better than not providing it.* 2. *ELD instruction should include interactive activities, but they must be carefully planned and carried out.* 3. *A separate block of time should be devoted daily to ELD instruction.* 4. *ELD instruction should emphasize listening and speaking although it can incorporate reading and writing.* 5. *ELD instruction should explicitly teach elements of English (for example, vocabulary, syntax, grammar, functions, and conventions).* 6. *ELD instruction should integrate meaning and communication to support explicit teaching of language.* 7. *ELD instruction should provide students with corrective feedback and form.* 8. *Use of English should be maximized during ELD instruction; the primary language should be used strategically.* 9. *Teachers should attend to communication and language learning strategies and incorporate them into ELD instruction.* 10. *ELD instruction should emphasize academic language as well as conversational language.* 11. *ELD instruction should continue until students reach Level 5.*
Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners	*2010*	*Basic design principles for providing LTELs with equitable access to the core curriculum and improving proficiency outcomes:* • *An LTEL program must emphasize urgency, acceleration, and focus.* • *School must address the distinct needs of LTELs.* • *LTELs need both language development and literacy development.* • *Language development and academic gaps must be addressed across the curriculum.* • *An LTEL program should support home language development.*

		• *LTELs need a rigorous curriculum.* • *LTELs need invitation, support, and insistence that they become active participants in their own education.* • *An LTEL program should recognize the importance of positive relationships between the students and school staff.* • *An LTEL program should encourage full integration with other students and with the school.*

MSA-Santa Ana follows all federal and state laws in providing equal educational opportunities for ELs. MSA-Santa Ana implements the MPS-wide English Learner Master Plan that outlines the following components of a strong program:

A. Identification of English Learners
B. Assessment of English Learners
C. Parent Notification
D. Placement of English Learners
E. Newcomers and Long-Term English Learners
F. Monitoring English Learner Progress
G. Reclassification of English Learners
H. Staff Qualifications and Professional Development
I. Evaluating Program Effectiveness

A. Identification of English Learners

When a student enrolls at MSA-Santa Ana, the school will request information regarding the primary language spoken at home through a Home Language Survey (HLS), as mandated by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Before completing this survey, parents will receive an explanation of its purpose, and be informed of the possibility that their child may be given an assessment to measure their English Language Proficiency (ELP). The student's cumulative file and CALPADS records will also be checked by office staff to determine the student's ELP status.

The HLS is made up of the following four questions:

1. What language did your child learn when he or she first began to talk?
2. What language does your child most frequently use at home?
3. What language do you (parent/guardian) most frequently use when speaking with your child?
4. Which language is most often spoken by the adults in the home?

The SBE's approved guidelines for the HLS responses are as follows:

- If the answer to all four questions is "English" then the child is classified as "English Only" (EO) and will not be assessed for language proficiency.
- If the answer to any of the first three questions is a language other than English, then the student will be given an English language proficiency exam.

- If the answer to the fourth question is a language other than English, the student may be tested for ELP at the school's discretion.

Parent rights regarding the HLS are as follows:

- The parent may amend the HLS anytime. If the amendment is made before the student has taken the initial English Language Proficiency Assessments for California (ELPAC), the student's classification will be adjusted to reflect the amendment. However, if the student has already taken the ELPAC, then the amendment will not affect the student's classification subsequently determined by the results of the ELPAC. An initial student who takes the ELPAC for ELP is classified as "To Be Determined" (TBD) until the official results are received.

The first HLS on file for a student supersedes all HLS forms completed at a later time. The answers on this initial HLS must be documented in the Student Information System (SIS). If the school has a reasonable doubt of a student's ELP, then that student may be tested to establish and provide evidence of proficiency. In these cases, a certificated staff member must document the reasons for ELPAC administration on the HLS. This annotation must be signed and dated by the school principal. Parents will then be informed by a certificated staff member of the student's assessment results and program placement.

B. Assessment of English Learners

Initial Assessment ("IA"): Students whose ELP is "To Be Determined" according to their HLS (and with no other documentation of their English language designation available) will be tested in the Fall using the ELPAC.

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

Based on the initial student's performance on the ELPAC, he/she may be classified as an EL or an Initial Fluent English Proficient ("IFEP") student. If a student is classified as an IFEP student, he/she will not be eligible to receive EL services, and will receive instruction in a program designed for fluent English speakers. If a student is classified as an EL, he/she will receive both integrated and designated English Language Development. An EL student must also be assessed annually (with the ELPAC) until he/she meets the reclassification criteria established by MSA-Santa Ana according to state law.

Assessment of Annual Students: Students who are classified as ELs will be tested annually using the ELPAC Summative Assessment ("SA"). This ELP test will be administered during the Spring test administration window. At this time, MSA-Santa Ana is waiting for a recommendation from the CDE regarding reclassification threshold scores. In the interim, these scores are locally determined and outlined in Section G.

Assessment of Students with an IEP/504 Plan: EL students on an IEP or Section 504 plan will be assessed using the accommodations, modifications, or alternative assessments for the current ELP exam as specified in their plan.

C. Parent Notification

Parents of students who are administered the initial and annual ELPAC will receive notification of the following, within 30 calendar days of test administration:

- A description of initial or annual ELP levels, and how they are determined
- Current language classification
- Program placement
- Instructional Program Options
- Reclassification Criteria
- For ELs with an IEP: A description of how the program placement will contribute to meeting the objectives of the IEP
- Graduation Rate for ELs

All parent notification letters are certified by office staff and school leaders. This includes a list of notification recipients attached to each certification. Copies of notification letters are filed in each student's cumulative folder and the certification is filed in the Title III/EL Compliance folder maintained by the MSA-Santa Ana EL Coordinator.

Prior to English proficiency testing, parents will also be informed of when their child will be tested, and how the test will be used to determine placement and reclassification.

Parents of ELs are always given the option to meet with a school administrator if they have questions regarding their child's assessment results, placement, or classification.

D. Placement of English Learners - Structured English Immersion Program

All MSA-Santa Ana EL students participate in a Structured English Immersion (SEI) program. The U.S. Department of Education describes the goal of this program as "acquisition of English language skills so that the EL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English." Within this SEI program, ELs are provided with daily designated and integrated English Language Development. Integrated ELD is provided to all ELs across all disciplines utilizing the frameworks and strategies outlined below. Designated ELD is also provided to all ELs, however instructional placement and support vary according to the students' ELD level. All curriculum used within the SEI program has ELD components/resources that facilitate language acquisition. Additionally, Newcomers and Long-Term English Learners receive supplemental services in the program as outlined below.

Designated English Language Development: Designated ELD is defined by the California ELD Framework as "a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English." The following tables outline how designated ELD is delivered to EL students depending on their grade and ELD level.

Elementary Designated ELD: MSA-Santa Ana provides EL students in elementary grades with a minimum 30-minute block of designated English Language Development. Additionally, EL students are placed in in a supplemental class during the Sustained Silent Reading (SSR) period to provide additional, targeted support.

Eligible Students	***Program Description***
All ELD Levels (1-4)	• Elementary EL students receive a minimum of 30 minutes of designated ELD instruction in a protected block of time during the school day. • This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. • Teacher differentiates language instruction based on ELD levels. • Schools may provide this type of ELD through push-in or pull-out support, rotation stations, or coordinated groupings managed by the teacher and supported by a teacher's aide. • Primary curriculum used is the designated component of McGraw Hill's Wonders, used in conjunction with supplemental programs such as DuoLingo and BrainPOP ESL.

Secondary Designated ELD: Depending on the EL student's ELD level, he/she will be placed in either a designated ELD class, or will receive designated ELD in his/her core classes. The following program description is the minimum we provide at MSA-Santa Ana. Depending on the student's ELD level we provide additional support to our English Learners, as long as it does not interfere with the student's overall academic enrichment, or require additional work and/or time (for example, a mandatory tutoring session outside of regular school hours).

Middle School - Grades 6-8	
Eligible Students	***Program Description***
ELD Levels 1-2 *ELs with "minimally" or "somewhat developed" proficiency in English*	• EL students who are ELD Levels 1-2 receive one period of designated ELD. • This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. • Teacher differentiates language instruction based on ELD levels and proficiency descriptors. • Primary curriculum used is the designated component of McGraw Hill's ELA and Math curriculum, used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge.
ELD Levels 3-4 *ELs with "moderately" or "well developed" proficiency in English*	• EL students who are ELD Levels 3-4 receive designated ELD in their core classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught.

	• This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner. • Teacher differentiates language instruction based on ELD levels and proficiency descriptors. • Core teachers work with the site-level EL coordinator and Dean of Academics to determine which domains each student should focus on in order to reclassify. • Primary curriculum used is the designated component of McGraw Hill's ELA and Math curriculum, used in conjunction with supplemental programs such as No Red Ink, and Kate Kinsella's Academic Vocabulary Toolkit.

High School - Grades 9-12	
Eligible Students	***Program Description***
ELD Levels 1-2 *ELs with "minimally" or "somewhat developed" proficiency in English*	• EL students who are ELD Levels 1-2 receive one period of designated ELD during the school's Advisory or Study Skills class. This ELD class will not interfere with a student's A-G requirements. • This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. • Teacher differentiates language instruction based on ELD levels. • Primary curriculum used is the designated component of McGraw Hill's ELA and Math curriculum, used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge.
ELD Levels 3-4 *ELs with "moderately" or "well developed" proficiency in English*	• EL students who are ELD Levels 3-4 receive designated ELD in their core classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. • This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner. • Teacher differentiates language instruction based on ELD levels. • Core teachers work with the site-level EL coordinator and dean of academics to determine which domains each student should focus on in order to reclassify. • Primary curriculum used is the designated component of McGraw Hill's ELA and Math curriculum, used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge.

Integrated English Language Development:
Integrated ELD is defined by the California ELD Framework as "ELD instruction provided throughout the day and across the disciplines. Teachers with English Learners use the ELD standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English Learners."

At MSA-Santa Ana, teachers use SDAIE strategies (Specially Designed Academic Instruction in English), and the CHATS framework (see explanation of acronym below), to support integrated ELD across all content areas. Teachers are provided with professional development on how to provide integrated ELD to their students, how to apply the CA ELD standards, and how to use SDAIE strategies and the CHATS framework. This training is ongoing and provided by both MPS staff and third-party vendors. Additionally, MSA-Santa Ana EL Coordinator provides regular training to teachers of ELs, which includes showcasing specific strategies for differentiating and integrating ELD into the content area classroom.

About the CHATS Framework: Teachers will receive training on a research-based, field-tested framework for supporting EL growth in content and language. This framework was developed by Dr. Persida Himmele and Dr. William Himmele, two educators who have extensive and successful experience with ELs. Their framework is carefully broken down in the book *The Language Rich Classroom* and is "meant to empower teachers who haven't been formally trained in ESL with planning tools that make content comprehensible to their English language learners," while "providing ELs with opportunities to build up their academic language" in the content classroom. All MSA-Santa Ana teachers have access to this book and are consistently trained to use CHATS strategies. Although CHATS was developed for ELs, it is beneficial to all learners. The framework is made up of components that are broken up into five areas around the acronym:

- C – Content Reading Strategies
- H – Higher Order Thinking Skills
- A – Assessment
- T – Total Participation Techniques
- S – Scaffolding Strategies

This framework is designed to work in mixed, multilingual classrooms and the book provides resources and examples of how teachers can use each component in their planning.

E. Newcomers and Long-Term English Learners

Newcomers: A newcomer is defined as a child or youth (ages 3-21) who was not born in any state and has not attended school in any state for more than three full academic years. At MSA-Santa Ana, newcomers are identified upon enrollment in our Student Information System, and are carefully monitored by school leaders, coordinators, and teachers. Depending on the student's English language proficiency, he/she may be placed in a designated ELD class, where he/she will have an opportunity to build on foundational English language skills, as well as practice vocabulary and key concepts learned in his/her core classes. In addition to using the designated component of the McGraw Hill curriculum, a newcomer student will have access to language learning programs such as DuoLingo and Rosetta Stone, as well as BrainPOP ESL, No Red Ink, and NewsELA. When possible, MSA-Santa Ana will strive to obtain tutors that speak the student's native language to help build on prior knowledge, and provide additional clarification and support. Newcomers at MSA-Santa Ana will have access to additional academic support through optional morning and after-school tutoring, Saturday school, and summer school.

Newcomers are expected to make progress in their ELP of one level per year at MSA-Santa Ana. Newcomers are carefully monitored for growth by the MSA-Santa Ana EL Coordinator. Newcomers are assessed at the beginning of the school year for ELP and also for proficiency in their native language via a writing sample and through interview questions. If it is determined that additional academic or instructional support is needed, the site-level EL Coordinator will work with school leaders and the MPS Coordinator to determine which programs, curriculum, or supports may be needed.

Newcomer students also receive targeted social-emotional support at MSA-Santa Ana. Newcomer students and their parents are provided with a more personalized orientation (in their native language if possible) regarding school routines, school attendance, school schedule, the role of school personnel, uniform policy, using the library, emergency drills, and other topics determined by MSA-Santa Ana staff. Some other social-emotional supports that are provided to newcomers at MSA-Santa Ana are: class cohorts and linguistic partners(being paired up with a peer that speaks their language when possible) for in-class support and clarification, a safe space for the student to recess and eat lunch (for example, a classroom, the office, etc. if the student feels overwhelmed or stressed), frequent check-ins from teachers and school leaders to ensure that the student is adjusting and feels comfortable in his/her new environment, immediate response by school staff to bullying or discrimination, informal support activities that provide newcomer students with opportunities to speak informally in his/her native language, and encouraging newcomer students to participate in after-school clubs and sports. Newcomer families will also be invited to attend our Parent College Program, and will be provided with resources for helping their child improve literacy at home in their native language.

Long-Term English Learners: A Long-Term English Learner (LTEL) is defined as an EL student who has been enrolled in a U.S. school for more than six years yet has not been reclassified. MSA-Santa Ana is committed to providing these students with the support that they need to reclassify by thoroughly assessing their academic data and providing structured and targeted ELD instruction based on their needs and areas of growth.

All LTELs at MSA-Santa Ana are placed in rigorous courses designed to meet their college readiness requirements. They receive grade-level instruction that is taught using differentiated strategies and are placed with English proficient students in core and elective courses.

At the beginning of the school year, MSA-Santa Ana school leaders and EL coordinator will determine who their LTEL students are and mark them in the student information system. They will review redesignation data and determine what has prevented the student from reclassifying (MAP score, ELP exam score, ELA grade, etc.). Domains of growth will be noted in their ELD portfolios. This information is then shared with teachers and a plan of action is created to facilitate each student's growth and proficiency. If the student has an IEP, language goals and objectives will be carefully reviewed and incorporated into the plan.

LTELs (who are Levels 3 and 4; Levels 1 and 2 are enrolled in a separate designated ELD class) enrolled in middle school will be placed in a specialized "Power English" course for one semester (may be provided in a pull-out model). This class does not replace designated or integrated ELD. This class will provide an additional focus on oral and academic language development and English literacy. It will also provide students with an opportunity to practice skills in preparation for the ELPAC. At the end of the semester, each student's progress will be assessed (ELA grades, summative assessments, MAP scores, and writing samples) to see if adjustments or additional supports are needed.

LTELs enrolled in high school will receive ongoing, individualized support from the site-level EL Coordinator. Data will be reviewed and the student will work with the coordinator to create a plan of action and next steps, in order to facilitate and expedite their reclassification. If the student also has an IEP, the on-site special education professional will work with the coordinator to review language and ELD goals, and determine appropriate instructional modifications and supports.

In addition to the above-mentioned supports, MSA-Santa Ana will focus on the following universal strategies for improving academic outcomes for LTEL students:

- Ensure that students understand the reclassification process and are provided with counseling about their individual data.
- Provide additional tutoring to help students understand their assignments, clarify notes, review concepts taught in class, and prepare for tests.
- Emphasize a school-wide focus on study skills and academic vocabulary (for example, universal note-taking strategies, Word of the Week, etc.).
- Provide frequent "check-ins" with students to ensure that they do not have questions or concerns.
- Incorporate relevant texts that affirm and allow students to make connections to their diverse cultures.
- Encourage participation in school clubs, sports, and events.
- Ensure that students have a safe space to relax, study, and speak with caring adults.

Pathways for Newcomers and LTELs will be evaluated by the MSA-Santa Ana EL Coordinator every semester to determine whether or not adjustments need to be made and to ensure that both groups are making adequate progress.

F. Monitoring English Learner Progress

English Learners at MSA-Santa Ana are monitored through ELD portfolios, which are maintained by the classroom teacher and monitored monthly by the EL Coordinator. ELD portfolios will contain the following documents:

- Copy of the most recent ELP exam scores
- Copy of the most recent MAP & SBAC scores
- Record of the most recent semester grade in ELA, and any notes/observations from the teacher
- Interim assessment scores
- Progress Monitoring Chart
- Writing work samples (for example, copies of reports, essays, journals, etc.)
- “My Road to Reclassification” document (allows students to independently track their progress)
- Action plans and goals

Supplemental templates and monitoring documents are available to all Charter School coordinators in a shared secure, password protected, online folder. Additional monitoring forms and evidence may be added as needed to improve monitoring and outcomes.

Schedule for progress monitoring:

Weekly/Bi-weekly	***Monthly***	***Annually***
• Core teachers review current class grades and notify parents of ELs if their child is failing. • School staff reviews and discusses relevant student data (during staff meetings, department meetings, etc.)	• Portfolio maintenance: Relevant scores, assessments, and work samples are collected and updated in each EL student's ELD portfolio. • Teachers and EL coordinator notify parents of EL students who are not making adequate progress towards proficiency.	• January/February: Data for reclassified students is reviewed and updated in a spreadsheet maintained by the dean of academics and EL coordinator.

G. Reclassification of English Learners

MSA-Santa Ana uses the four criteria in state law as guidelines in determining whether or not an English Learner should be reclassified as fluent English proficient: English language proficiency assessment, comparison of performance in basic skills, teacher evaluation, and input from parents. All reclassification criteria must be met and maintained within the current academic year. The established criteria for reclassification are as follows:

<table>
<tr><th></th><th>Grades K-5</th><th>Grades 6-12</th></tr>
<tr><td>English Language Proficiency Assessment</td><td colspan="2">ELPAC: Overall score of 4 with a minimum score of 3 in each domain.

**Official threshold scores are forthcoming from the CDE. The MPS EL Master Plan will reflect the new recommendations as soon as they are available.</td></tr>
<tr><td>Basic Skills Assessment</td><td colspan="2">NWEA Map: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score of:</td></tr>
<tr><td></td><td>
<table>
<tr><th></th><th>Fall</th><th>Winter</th><th>Spring</th></tr>
<tr><td>Gr. 1</td><td>167</td><td>170</td><td>173</td></tr>
<tr><td>Gr. 2</td><td>173</td><td>176</td><td>179</td></tr>
<tr><td>Gr. 3</td><td>179</td><td>187</td><td>191</td></tr>
<tr><td>Gr. 4</td><td>191</td><td>197</td><td>200</td></tr>
<tr><td>Gr. 5</td><td>197</td><td>202</td><td>204</td></tr>
</table>
</td><td>
<table>
<tr><th></th><th>Fall</th><th>Winter</th><th>Spring</th></tr>
<tr><td>Gr. 6</td><td>200</td><td>204</td><td>206</td></tr>
<tr><td>Gr. 7</td><td>205</td><td>208</td><td>210</td></tr>
<tr><td>Gr. 8</td><td>208</td><td>211</td><td>212</td></tr>
<tr><td>Gr. 9</td><td>211</td><td>213</td><td>215</td></tr>
<tr><td>Gr. 10</td><td>214</td><td>216</td><td>218</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><td rowspan="3"></td><td><table>
<tr><td>Gr. 11</td><td>217</td><td>219</td><td>221</td></tr>
<tr><td>Gr. 12</td><td>220</td><td>222</td><td>224</td></tr>
</table></td></tr>
<tr><td>~OR~</td></tr>
<tr><td>C: ELA/Literacy score of 2 (Nearly Met) or above</td></tr>
<tr><td>Teacher Evaluation</td><td>Student achieves a grade of C (70%) or above in English Language Arts (ELA). Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.</td></tr>
<tr><td>Parent Consultation</td><td>Parent/Guardian agrees with the recommendation to reclassify. Each school will send home a notification informing parents of their child’s eligibility to reclassify. If a parent contests reclassification, they will have 14 days to respond to the school using a form provided by the school site.

The date of this letter will be the official date of reclassification used for the SELA report and CALPADS reporting.</td></tr>
</table>

Reclassified students are monitored for a period of four years by our EL Coordinator. This is done to ensure that they have not been re-designated too early, and that they are successfully participating in the academic program without incurring deficits. Deans and EL coordinator monitor reclassified students’ academic progress annually by reviewing benchmark scores, MAP and SBAC scores, and ELA grades. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring, counseling, and enrichment classes. The MPS EL Coordinator will follow up with MSA-Santa Ana to ensure that monitoring is taking place, and will assist the school with action planning for those students who are not making adequate progress.

H. Staff Qualifications and Professional Development Plan

The teachers and staff at MSA-Santa Ana understand that all stakeholders need to work collaboratively to help improve learning outcomes and academic achievement for ELs. They also understand that ELs need access to challenging academic content through appropriately differentiated and scaffolded instruction. In order to facilitate rigorous ELD instruction, the following staff qualifications and plans for professional development are in place at MSA-Santa Ana:

Staff Qualifications: All MSA-Santa Ana teachers providing academic instruction to EL students will hold a CLAD/BCLAD credential or other approvable CCTC certification authorizing them to teach English Language Learners. Outlined below are the duties of teachers, MSA-Santa Ana EL Coordinator, and the MPS EL Coordinator.

MSA-Santa Ana teachers:

- Consistently implement with fidelity the ELD program and curriculum as outlined in the English Learner Master Plan.

- Provide daily integrated ELD instruction during core classes, aligned with the state ELD standards and using research-based strategies to ensure students are able to access grade level instruction and do not incur academic deficits.
- Provide daily designated ELD instruction during a protected block of time during the school day, aligned with the state ELD standards and using research-based strategies to ensure students are able to access grade level instruction and do not incur academic deficits.
- Attend all professional development and professional learning community sessions.
- Consistently monitor student progress on a weekly basis to ensure that EL students are making adequate progress towards proficiency and follow appropriate protocol if a student is falling behind.
- Maintain contact with the students' families and keep them updated on their child's progress.
- Work collaboratively with other staff members to encourage ELs and ensure that they have the tools and resources needed to be successful.

MSA-Santa Ana ELD Teachers do all of the above and:

- Consistently implement with fidelity the ELD program and curriculum as outlined in the English Learner Master Plan.
- Provide a safe, enriching learning environment for ELs, with ample opportunities to practice language acquisition.
- Use the prescribed, standards-based, state-approved curriculum to instruct ELs.
- Differentiate instruction based on ELD level and grade level.
- Provide opportunities for ELs to practice all four domains in each class period.
- Utilize supplemental resources to provide additional support.
- Create structured and predictable classroom routines.
- Create weekly lesson plans aligned to the ELD standards.

MSA-Santa Ana EL Coordinator's responsibilities include:

- Conduct classroom observations on a weekly basis to ensure integrated and designated ELD is occurring in all classrooms with ELs.
- Present an ELD strategy to teachers during weekly staff meetings.
- Monitor the creation and maintenance of an ELD portfolio for each EL student to monitor and showcase progress.
- Regularly communicate with staff regarding the progress of ELs.
- Communicate on a regular basis with the MPS EL Coordinator and implement all updates and compliance requests in a timely manner.
- Participate in monthly meetings with school leadership regarding the needs of ELs (for example, plan strategies for professional development, provide insight from classroom observations, discuss data, and recommend resources).
- Attend professional development relevant to ELs and share strategies and resources with teachers.

The MPS EL Coordinator's responsibilities include:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on effective ELD strategies, and model push-in support).

- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students, and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- Lead and train EL Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.
- Oversee the adoption and implementation of the ELD curriculum.
- Oversee the Title III improvement plan, and any other Title III requirements.
- Attend EL-related professional development and share resources with teachers and school leaders.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined above, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the MPS consortium will hold MSA-Santa Ana accountable are:

- Create Title III folders for MSA-Santa Ana with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with MSA-Santa Ana school leadership and the EL Coordinator to ensure that folders are maintained and updated.
- The MPS executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- MSA-Santa Ana school leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- MPS EL Coordinator will conduct regular classroom walk-throughs to ensure program fidelity.
- MPS EL Coordinator will support teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Professional Development Plan: Professional development for teachers of English Learners will be extensive and ongoing at MSA-Santa Ana. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs. Effective professional development will include:

- ELD workshops for teachers at the MPS Summer In-Service.
- Overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all MPS schools.
- Sessions dedicated to English Language Development (ELD) training for teachers at each MPS Teacher Symposium (Winter and Spring).
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training per year (this may be done off or on site...for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders.

- When possible, site-level EL Coordinators will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators per year. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

I*. Evaluating Program Effectiveness*

The Charter School will use ELPAC results, along with scores on Smarter Balanced ELA/Literacy tests, MAP tests, teacher evaluations, and parent consultations to evaluate the success and effectiveness of the EL Programs and growth of ELs. School admin team will analyze the data at the school level. The Chief Academic Officer (CAO) at the Magnolia Public Schools Home Office (Home Office) will evaluate the assessment data for all MPS schools. MSA-Santa Ana admin team will be required to:

- Supervise classroom instruction for content and pedagogy to ensure the delivery of ELD and Access to the Core through CHATS/SIOP/SDAIE/GLAD and/or primary language instruction or support
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs
- Conduct regular classroom walkthroughs to ensure that ELD and CHATS/SIOP/SDAIE/GLAD instruction or support are being delivered in the manner outlined in the master plan
- Identify, design, and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement
- Utilize multiple sources of data to monitor EL program implementation
- Review placement of ELs in ELD instruction prior to the beginning of each semester and correct any inconsistencies with the Master Plan
- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD and CHATS/SIOP/SDAIE/GLAD and/or primary language instruction or support
- Ensure that interventions are designed and delivered consistent with the English Learners Master Plan
- Provide a welcoming environment for parents of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional program options and placement, EL progress monitoring

Additionally, the MPS EL Coordinator will work with teachers and the leadership team to monitor program effectiveness. The MPS EL Coordinator will support implementation of the MPS EL Master Plan and program, as well as ensure that all appropriate EL services are being delivered at MSA-Santa Ana, maintain and update this master plan as needed, attend relevant trainings, and provide ELD resources to all MSA-Santa Ana teachers and staff.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

MSA-Santa Ana is committed to supporting gifted and highly capable students in a safe, caring environment that promotes a college preparatory, STEAM education. Within all classes, teachers differentiate curriculum by making adjustments of content through depth, complexity, and pacing as appropriate to the needs of each learner. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MPS GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group. School site academic administrators monitor student progress through our SIS system.

MSA-Santa Ana's identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MPS understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-Santa Ana includes teacher and/or administrator recommendations as well as work samples in its identification process.

In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups. Data may include the following:

- School, class, and individual pupil records
- State and benchmark examinations
- Student portfolios or work products
- Interviews and questionnaires (teacher, parent, and others related school personnel)

Teachers, parents, and school administrators may submit referrals. Additionally, students at the middle and high school levels may refer themselves.

To identify students who are gifted, MSA-Santa Ana administers the *Otis- Lennon School Ability Test (OLSAT)*. Students are assessed for GATE in 3rd, 6th, and 9th grades. The OLSAT is a multiple-choice test that is comprised of both verbal and nonverbal questions, used to measure a child's critical thinking and reasoning skills. Students will need to perform well in the following areas:

- Following directions
- Detect similarities and differences
- Recall of words and numbers
- Classification of items
- Establishing sequences
- Solving arithmetic problems
- Completing analogies

GATE teams, comprised of the GATE coordinator or Special Education Teacher, Academic Dean, and General Education teacher, review all pieces of data and then make a determination of eligibility. All students will be monitored by our school site academic administrators through our SIS system.

Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. In secondary grades, through Honors classes, AP

classes and dual enrollment classes, students who demonstrate high achievement, interest and/or ability are provided the opportunity to collaborate with a team of teachers and peers of similar ability within a rigorous, interdisciplinary learning environment. Curriculum and instruction are designed to extend and enrich student learning through best practices. Classes are intended to engage and challenge learners to investigate, use problem-based learning, and research.

In addition, enrichment activities supplement learning for our advanced students both within and outside the regular classroom and expose students to STEAM programs early on in their educational careers. Activities may include but are not limited to:

- Math: American Mathematics Competitions, International Mathematics Olympiad, MathCounts
- Science: Science Fairs, Lego® Robot Design, Intel International Science and Engineering Fair, Science Olympiad, National Science Bowl
- Academic Decathlon and Academic Pentathlon
- Computer and Technology Related: USA Computing Olympiad, Lego® Robot Design, FIRST Robotics Competition, VEX Robotics

Congressional Award Program ("CAP")
This voluntary mentorship program is designed to help qualified students improve their skills in academics, athletics, character education, leadership, and voluntary public service. CAP is based on a committed long-term mentor-mentee relationship that encourages and equips students for life-long learning and prepares for admission into top world and U.S. colleges. Students in the CAP program commit to program goals and requirements that include weekly, monthly, and annual benchmarks. Parents are involved and community resources are used to implement a successful program. Through this program, students are eligible to receive a bronze, silver, or gold Congressional Award.

Accelerated Pathways
Students may participate in the following advanced educational opportunities:

- AP
- Honors
- Accelerated Math
- Clubs
- GATE Identification
- Online Course Options
- Dual enrollment at Community College

Students Achieving Below Grade Level

MSA-Santa Ana identifies low-achieving students in the first days of the academic year, and implements early intervention where indicated, pursuant to the MTSS model detailed above. As detailed throughout this petition, MSA-Santa Ana teachers meet regularly to work in departments and grade levels. The highlight of these meetings is evaluating student data to inform instruction. All available student data (MAP, CAASPP, School/teacher assessments) is disaggregated and subject teachers work on the data. The assessment results are interpreted; students' strengths and weaknesses in specific subjects are identified and analyzed. Student progress is monitored by teachers who utilize the data and make appropriate changes in their curriculum maps, lesson plans and instructional strategies to address the needs of our students. Goals are set with the students for specific subject areas based on the assessment data that are aligned to students Four-year Plan. Teachers differentiate instruction per their students' cognitive and social needs.

Targeted English and Math intervention classes are offered during elective periods to students who are not achieving at grade level. On an as-needed basis, an Academic Success Plan (ASP) is prepared with the involvement of the recommending teacher, the Dean of Academics, and the student's parents. Such ASP's include subject-related readings, additional homework, and mandatory after-school tutoring.

The subject teachers and the Dean of Academics monitor each student's academic progress. Parents remain informed of their student's academic progress during this process via parent-student-teacher meetings and parent access to student grades and progress reports through the online school information system.

Socio-Economically Disadvantaged/Low Income Students

The instructional design of MSA-Santa Ana addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-Santa Ana's data cycle.

Students with Disabilities

MSA-Santa Ana is committed to meeting the needs of all of our students with disabilities, and pledges to work in cooperation with the OCBE and the El Dorado County Charter Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. MSA-Santa Ana will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act ("ADA"), and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, MSA-Santa Ana will comply with OCBE and SELPA guidelines and all California laws pertaining to students with disabilities.

MSA-Santa Ana has the overarching goal of creating classrooms that reflect the natural diversity present in the surrounding community with respect to ability, socioeconomic status, language, and culture. No admission decision for MSA-Santa Ana will in any way be based upon a student's disability or special education status. Information about a student's disabilities, including special education or Section 504 status, will not be included on any enrollment applications, and will not be taken into account in determining whether a student will be admitted to MSA-Santa Ana. There are no quotas or admission spots reserved for students with or without disabilities; rather, MSA-Santa Ana supports all students

attending the school according to their particular learning needs and in full accordance with the IDEA, Section 504, the ADA, and any other state or federal civil rights law.

The following description regarding how special education and related services are provided and funded is provided for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b).

SELPA Affiliation

MSA-Santa Ana is an independent Local Education Agency (LEA) member in the El Dorado Charter SELPA for purposes of special education pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter.

As an independent local educational agency (LEA) pursuant to Education Code Section 47641(a), MSA-Santa Ana will assume full responsibility for providing special education and related services to eligible charter school students, in accordance with state and federal law.

MSA-Santa Ana will follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. MSA-Santa Ana agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student records.

Child Find

MSA-Santa Ana understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. No assessment or evaluation will be used for admission purposes.

As noted above, MSA-Santa Ana will implement a Response to Intervention (RTI) framework, prior to referring a child for an evaluation under IDEA. However, MSA-Santa Ana shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or MSA-Santa Ana staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an RTI framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. If the Student Success Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. MSA-Santa Ana may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

MSA-Santa Ana shall be solely responsible for compliance with state and federal Child Find requirements. MSA-Santa Ana shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

Referral for Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. MSA-Santa Ana's internal method for referral for assessment will be the Student Success Team (SST). Parents/guardians will be informed that special education and related services are provided at no cost to them.

In the event that MSA-Santa Ana receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. MSA-Santa Ana shall respond to a written request for assessment within 15 days.

If MSA-Santa Ana concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

ASSESSMENT

MSA-Santa Ana shall be solely responsible for conducting special education assessments deemed necessary and appropriate by MSA-Santa Ana and as agreed to by the parent in the Assessment Plan. The Principal will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

MSA-Santa Ana will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. MSA-Santa Ana will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

MSA-Santa Ana shall be solely responsible for ensuring that all aspects of the IEP are provided. MSA-Santa Ana will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment ("LRE").

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team.
The IEP team will include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- The Principal;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A SELPA Representative, if appropriate;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
- Others familiar with the student may be invited as needed.

MSA-Santa Ana will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by MSA-Santa Ana. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- The services the student will receive and the means for delivering those services;

- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances. The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b).
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age;
- When MSA-Santa Ana seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

MSA-Santa Ana shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed three times per year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, MSA-Santa Ana will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Special Education Strategies for Instruction and Services

MSA-Santa Ana will offer a comprehensive program that includes differentiated instruction for all learners, and the myriad other programmatic aspects detailed above that are designed to support diverse learners' needs, including the needs of students with disabilities. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, MSA-Santa Ana will to provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New Charter School Students

MSA-Santa Ana shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year.

MSA-Santa Ana shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to the MSA-Santa Ana from another school within the same SELPA, MSA-Santa Ana, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and MSA-Santa Ana agree to develop and implement a new IEP.

For students transferring to the MSA-Santa Ana from another school within a different SELPA, MSA-Santa Ana, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time MSA-Santa Ana shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to MSA-Santa Ana from a school outside of California, MSA-Santa Ana shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until MSA-Santa Ana conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by MSA-Santa Ana, and develops a new IEP, if appropriate, in accordance with federal and state law.

Staffing

MSA-Santa Ana will assume responsibility for special education staffing and service delivery. MSA-Santa Ana will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. MSA-Santa Ana shall ensure that all special education staff hired or contracted by MSA-Santa Ana is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

MSA-Santa Ana currently employs five special education teacher with specialization in mild/moderate disabilities and also specialization in moderate/severe disabilities. In partnership with the Principal, these teachers will ensure the implementation of IEPs and compliance with all special education policy, monitoring, and compliance procedures. MSA-Santa Ana will continue to employ an appropriate mix of mild/moderate and moderate/severe special education teachers as appropriate for the student population it serves as dictated by the needs indicated on student IEPs.

It will be the duty of the Principal to oversee and ensure the following:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education)

All teaching staff at MSA-Santa Ana will also be involved in assuring that all IEPs and 504 plans are properly implemented.

Professional Development for Charter School Staff

MSA-Santa Ana administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the SELPA.

MSA-Santa Ana shall seek professional development opportunities for its staff through potential trainings facilitated by the District, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Reporting

MSA-Santa Ana, in collaboration with the District or SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;

- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from MSA-Santa Ana of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Principal. The Principal will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal will oversee access to these records and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEP's at MSA-Santa Ana must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. MSA-Santa Ana will utilize the Notice of Procedural Safeguards used by the SBE or SELPA in which it is a member.

Concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. MSA-Santa Ana work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Dispute Resolution

MSA-Santa Ana acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of MSA-Santa Ana's alleged failure to provide FAPE to students enrolled in the charter school. MSA-Santa Ana may also initiate a due process hearing or request for mediation with respect to a student enrolled in MSA-Santa Ana if it determines such action is legally necessary or advisable.

Complaint Procedures

Parents or guardians also have the right to file a complaint with SBE and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 of the Rehabilitation Act

MSA-Santa Ana recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of MSA-Santa Ana. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

MSA-Santa Ana shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the MSA-Santa Ana shall be accessible for all students with disabilities in accordance with the ADA.

MSA-Santa Ana will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the Principal or Principal-designated 504 Coordinator and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

STUDENTS IN OTHER SUBGROUPS

Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs comprise a significant percentage of our student population (19.4% Homeless in 2017-18) and are all cared for in our supportive school community. These students are identified through teacher/family/staff referral. Our Student Success Team process ensures these students receive any additional supports or interventions they may need, including referrals to outside agencies that may assist them or their families. We track the progress of these students carefully through the use of MSA-Santa Ana's data cycle and ensure our school supports them in achieving success and realizing better futures for themselves and their families.

Education for Foster Youth
MSA-Santa Ana recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, MSA-Santa Ana shall provide them with full access to our educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in our LCAP.

As detailed in our "Education for Foster Youth Policy," in order to help facilitate the enrollment, placement, and transfer of foster youth to MSA-Santa Ana, we have designated the CEO/Superintendent as the Foster Youth Liaison. The Foster Youth Liaison, in consultation and agreement with the foster youth and the individual assigned educational rights, shall make educational and placement decisions in the "best interests" of the foster youth.

Best interests mean that consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and that the foster youth has equitable access to the academic resources, student services related to counseling and health, supplemental instruction, and extracurricular and enrichment activities that are available to all MSA-Santa Ana students. MPS will make appropriate referrals to ensure that eligible students in foster care receive necessary special education services and services under Section 504 of the Federal Rehabilitation Act of 1973. Additionally, it will collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies. MPS will develop protocols and procedures for creating awareness for its staff, including but not limited to, the Principal, teachers, attendance clerks, and office staff, of the requirements for proper enrollment, placement, transfer and support of foster youth.

Education for Homeless Youth

MSA-Santa Ana has an unusually large homeless enrollment – 19.4% in 2017-18. The school refers to "homeless youth" as individuals who lack a fixed, regular and adequate night-time residence due to economic hardship. It includes children and youth who (42 USC 11434 (a)):

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Have a primary night-time residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Runaway children or children who are abandoned; and
- Migratory children and unaccompanied youth may be considered homeless if they meet the above definition of "homeless."

The Principal of MSA-Santa Ana serves as the Homeless Liaison for homeless students ((42 USC 22432 (g)(1)(J) & (e)(3)(c).)

The Principal who serves as the Homeless Liaison shall ensure that:

- Homeless students are identified by Charter School personnel and through coordination activities with other entities and agencies
- Homeless students enroll in, and have full and equal opportunity to succeed at MSA-Santa Ana
- Homeless students and families receive educational services for which they are eligible
- Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Homeless children and youth shall be provided services comparable to those received by other students in the Charter School, including transportation services, educational programs, services provided under Title 1, programs for students with disabilities, programs for students with Limited English Proficiency ("LEP"), vocational and technical programs, gifted and talented programs, and school nutrition programs.
- The Principal or designee will monitor Homeless students' progress.

"A TYPICAL DAY"

If prospective students spent a day visiting MSA-Santa Ana, they would notice students on campus before school began, from about 7:30 a.m. to 7:55 a.m., some having breakfast (as part of the federal meals program) and visiting with friends, others having breakfast and working on an assignment, perhaps with the help of an older student or an adult tutor. As it nears time for class to begin, they would see students heading toward their classrooms. Across different grade levels as a full TK-12th grade school, visitors see a diverse array of engaging instructional activities taking place in different classrooms throughout the day.

A prospective third grader, for example, would see the morning start off with homework return and then oral language/math SBAC prep following the morning routines on the daily agenda of activities. Using the MyMath curriculum objective posted standards, the visitor would see students engage in a series of activities: Hook, ABC, I Do, We Do, You Do, Active Practice, and finally an Exit Ticket to head to nutrition/recess. Going back to class after the break students would then head over to ELA using Wonders Curriculum Objectives and Standards posted to introduce key instructional routines with

Listening Comprehension, students participate in class discussions, take turns talking, listen carefully and add new ideas. For vocabulary reinforcement, students will define/have examples, word walls and a Close Reading of Literature. This session would end to administer placement and diagnostic assessment. Students would then head out to lunch and enjoy a meal from our lunch provider.

Once class is back in session, third graders would focus on science with objectives and standards referenced and written on board configuration. An intro topic example is when forces can change motion. Students would be engage in hands-on experiments to develop understanding about how forces can push and pull objects and make observations and measurements to determine how forces can push and pull objects. The hands-on activity would have the students investigate balanced forces. With literacy and math connections, students would be speaking and listening as well as to reason abstractly and quantitatively.

In social studies, a visitor might see students engage in animated social discussions about how rules help us get along with one another. The teacher might pose an "essential question" such as: Why is government important? The teacher might then discuss words relating to governance and their meaning, relating the new words to other concepts students already know. Then the teacher would explain to students that laws are a lot like classroom rules; laws help to keep our community safe. The teacher would then ask students: Where do laws come from? Why does our government create laws? Students would then pair/share and discuss the meaning of words and share/write the definitions. Finally, as a formative assessment the students are asked to summarize why laws and government services are important.

These prospective students would observe enthusiasm in both the teachers and students. Visitors would see periods of the day where the teacher is working with half the students while the rest are working online. In the computer lab, students are seen working on a core content course during their technology integration class, focusing on applying technology skills to the current unit of study.

Prospective sixth graders might be intrigued by how the teachers used fun technology to explain things. One teacher would be seen introducing a poem about a pond through a PowerPoint with pictures of the pond, pond creatures and even a picture of the author when he was a kid and playing in a pond. Then she would use a smart board to show her students information on the web about the author, with the class continuing to research links on the web and read more about the author and his other poems.
In an Advanced Math class, students are seen tackling math brain teasers in groups. They would see sixth graders singing about the life cycle of a frog, and describing the ecosystem of the desert to their peers, some in Spanish.

Throughout middle and high school, students are seen collaboratively working on experiments and projects, independently working online, meeting with their teachers in small groups and listening to their teachers review information learned and prompting students to reflect on what they have learned. Students are using STEAM and writing skills in hands-on projects that reinforce their learning. Visitors would see students were having fun and were engaged as they learned.

What the prospective student visitors might see but not been able to put into words is that teachers were using the inquiry-based method:

- Open-ended question or demonstration (as opposed to beginning a lesson with definitions and explanations)

- Student responses and questions
- Student collaboration designing experiments or methods of inquiry
- Team experiments “data” gathering
- Student presentations of findings (oral presentation, a poster presentation or an evaluative write-up.)

At lunch, visitors would observe all students practicing proper manners and good dining skills, and conversations taking place at an appropriate volume. A balanced lunch is provided, through the federal meals program, and students are encouraged to drink plenty of water. Visitors might see one of our frequent guest presenters during the lunch hour, such as a local college rhetoric instructor hosting an informal chat on the history of public speaking.

The after-school program is similarly appealing to visitors. The prospective new students would see students staying after school to participate in clubs, service learning projects, preparation for local, national and/or international competitions, and access to free tutoring by teachers, volunteers and advanced students. By the time the visiting students went home teachers were engaged in discussion with parents regarding the progress of their children and discussing cooperative strategies and action plans.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

"The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes,' for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." Ed. Code § 47605(b)(5)(B).

MSA-Santa Ana will meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605. MSA-Santa Ana will comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, and will continue to as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

As a California charter school, MSA-Santa Ana assumes an increased level of accountability for all aspects of its programs and for achieving the goals described within the vision and mission of the school. The Charter School will adopt a comprehensive set of benchmarks for student and school outcomes that support the achievement of the school's vision and mission, based on the state and common core standards, state priorities, and our definition of an educated person in the 21st Century and the school's goals. On an annual basis, the school will engage stakeholders to prepare the Local Control Accountability Plan Annual Update that details specific goals aligned with each of the state's priorities, along with specific actions to realize each goal and fiscal allocations to support those efforts.

Our LCAP goals, actions, measurable outcomes, and measurements – aligned with the eight state priorities -- are included in Element 1, above.

Full implementation of the educational program and frequent monitoring of student and school outcomes ensures that MSA-Santa Ana is an academic success and is achieving all of its overarching goals.

The CEO, Chief Academic Officer and other central office management staff, along with the Principal and school-site faculty are accountable for meeting MSA-Santa Ana's defined goals and objectives and achieving the school's mission and vision. The Principal is responsible for meeting target goals, and held accountable by the Chief Academic Officer, who in turn is held accountable by the CEO. The CEO reports directly to the MPS Board of Directors, which monitors student academic achievement and other stated goals included in the LCAP and individual position performance goals. The Principal is accountable for meeting applicable state accountability measures under the California State Dashboard, and any applicable federal accountability measures as may be developed.

MSA-Santa Ana will pursue the following student outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including CA CCSS) and reflect proficiency measures required by the CAASPP, California Science Test (CAST) and California Alternative Assessment (CAA), as well as state priorities detailed in California Education Code § 52060(d).

Specifically:

- MSA-Santa Ana schoolwide results on state assessments will meet or exceed the established growth target(s).
- CAASPP ELA and Math “Met/Exceeded” rates and annual growth rates will meet or exceed surrounding comparison schools, with a goal of 100% proficiency.
- Statistically significant subgroups will meet or exceed established growth targets and demonstrate a closing of the achievement gap.

In addition:

- English Learners will progress at least one level on the ELPAC each year.
- English Learner reclassification rates will meet or exceed the District’s reclassification rate.
- Special education students will demonstrate appropriate progress toward stated goals in their IEPs each year.
- MSA-Santa Ana will maintain at least 95% Average Daily Attendance.
- Suspension and expulsion rates will be lower than comparable surrounding schools in the District.
- Students will demonstrate a mastery of grade-level standards and designated outcome goals in the areas of English Language Arts, Mathematics, Science, Social Science/History.

These student outcomes are directly tied to the goal of providing students with a rigorous standards-based program while preparing them for a rigorous, college-preparatory high school.

In addition to the specific academic achievement goals detailed above, additional goals over the charter term include:

- MSA-Santa Ana will realize a high teacher retention rate and high teacher satisfaction rate (>80%) as measure on annual surveys.
- MSA-Santa Ana will demonstrate a high level of parent satisfaction (>85%) based on annual surveys.
- The Board of Directors will carry out its responsibilities with the utmost degree of good faith, honesty, integrity, loyalty and undivided service to the school as demonstrated by the actions of the Board and adherence to legal requirements.
- Financial planning and annual budgets will reflect the appropriate allocation of resources to ensure achievement of the school’s vision and mission as demonstrated by balanced budgets that address the school’s priorities and successful external audits.

These goals and our progress toward goals communicated regularly with our entire school community via our website, meetings and newsletters sent home.

ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(b)(5)(C).)**

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENTS

Measurable outcomes and assessment tools in each of the academic areas of the curriculum are important to tracking performance progress and provide key data about the efficacy of MSA-Santa Ana's academic program. This data is used to drive decisions about overall program development, as well as informing ongoing curriculum modifications and allocation of resources. The Principal, staff, and teachers of MSA-Santa Ana are held accountable by the MPS Board of Directors for meeting student outcome goals.

The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-Santa Ana also uses the Smarter Balanced Interim Benchmark Assessments and Block Assessments approximately five times a year that are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. The Smarter Balanced Interim Assessments[20] are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-Santa Ana administers both the Interim Comprehensive Assessments ("ICAs") and Interim Assessment Blocks ("IABs") to assess student learning and inform instruction which are started in 3rd grade.

Computer adapted NWEA MAP testing is utilized to measure student progress three times a year and are started as early as 2nd grade. As explained above in Element 1, students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample Smarter Balanced questions (as provided by the CDE's website), curriculum based assessments, and teacher-designed tests. For students achieving substantially below grade level, we use educational materials that provide review and re-teach programs. McGraw Hill's publisher's resources, Curriculum Associates' Ready Common Core program, and ALEKS Math[21] programs allow teachers to monitor the progress of students who are achieving below grade level and provides software generated tests and personalized instructional materials based on CCSS/frameworks which have not been achieved. All formative assessments for elementary are given through McGraw-Hill publishers teachers can access them online as well as their Teacher Manuals. Teachers also, with the help of published

[20] http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp

[21] The Charter School reserves the right to utilize alternate [resources/curriculum/vendors/providers/etc.] as long as consistent with applicable law and the needs of the Charter School, and as adopted by the Charter School administration and/or MSA Board of Directors, as applicable.

materials, create standards-aligned formative assignments and tests that are evaluated using rubrics. Individual and team projects are evaluated using rubrics, and students are required to demonstrate research and critical thinking skills.

Assessment	Purpose/Performance Expectations	Grade	Timeline
Internally-Created Tests and Performance Tasks (presentations, papers, experiments, etc.)	Measure standards mastery across all courses/subjects.	TK-12	Daily and/or weekly
Publisher-Designed Assessments	Assess mastery of unit/lesson content.	TK-12	End of unit/end of semester or year.
AP Exams	College readiness	8-12	In May
CAASPP/California Alternate Assessments (CAA)	State Criterion-Based Assessment in ELA and Math	3-8, 11	In May
California Science Test (CAST)	State Criterion-Based Assessment in Science	5, 8, 11	In May
NWEA MAPs	National Normed-Referenced assessments in ELA and Math	TK-11	September, December (optional), and June
PSAT/SAT/ACT	College readiness	7-12	October, November, or December
ELPAC	Measure language acquisition	TK-12	Initial: within 30 days of enrollment Annual: February to May
SBAC /Interim Assessment Blocks	To support teaching and learning throughout the year	3-8, 11	Throughout the year
SBAC Interim Comprehensive Assessment Block	Designed to provide meaningful information for gauging student progress	6-8, 11	February
PFT	To assist students in establishing lifetime habits of regular physical activity	5, 7, 9	February to May

DATA ANALYSIS AND REPORTING

As discussed extensively in Element 1, teachers use standards-aligned formative assessments to continually monitor student progress and to make adjustments on the curriculum and instructions when such is necessary and appropriate. MSA-Santa Ana utilizes diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. Assessments are aligned to the Charter School's mission, exit outcomes and the curriculum. Results of these assessments are used to facilitate continuous improvement of the programs offered at the school site, direction of executive leadership, and short and long-range planning of the Board of Directors.

The Charter School's staff, led by the Deans of Academics, department chairs, and intervention/enrichment coordinator, collects, analyzes and reviews the results of school-wide assessments and recommend modifications, if they are needed, to the Charter School's curriculum and other programs at the end of every semester.

All parents are apprised of their students' progress through quarterly report cards issued for all grade levels. The Charter School records grades, attendance, homework, and student progress reports online and provide regular access to parents. For those parents without access to a computer, MSA-Santa Ana has computers on campus available for parent use.

ILLUMINATE: MSA-SANTA ANA'S SCHOOL INFORMATION SYSTEM

MSA-Santa Ana uses Illuminate or equivalent for its internal school information system. Aside from providing a very effective online communication tool for teachers, students and parents (for course material, homework assignments, projects, course grade statistics and records of student grades), the system enables MSA-Santa Ana administrators to create and print any reports within seconds. The system can produce more than 100 pre-designed reports including CA State Average Daily Attendance and CalPads reports as well as empowering administrators to easily design reports customized to their needs. Illuminate or equivalent is a great asset to MPS such that:

- Illuminate or equivalent empowers Home Office staff to supervise schools easily from anywhere. Home Office staff can take a snapshot of MSA-Santa Ana at any time in any aspect, including past data.
- This custom-made system is highly adjustable according to the charter schools' needs and is continuously being developed to meet specific demands as they arise.
- Longitudinal studies can be performed using Illuminate or equivalent.

Illuminate Education is built for educators, by educators. Illuminate's mission is to create tools to promote educator and student success. They focus on student achievement and provide the teacher a tool to do it all. Assessments, report cards, gradebooks, data analysis and parent communication will no longer be in multiple places but be entered in one system. District and site-level educators can analyze trends, instructional leaders can shape curriculum, and teachers can make improvements and provide differentiated instruction.

Illuminate helps free our data. No matter where the data lives you can now see it all in one place. Therefore, we can make real-time, data-informed decisions. We can get a holistic view of the students. From groups to individuals, we can visualize the data based on academics, demographics, attendance, social-emotional, and quantitative ways.

Once we have the students' data, we can analyze it through 23 pre-built assessment reports or custom reports based on what we need. We can start intervention sooner to use it as an early warning system that helps identify at-risk students based on factors you determine. Students can feel empowered to take ownership of their learning by viewing assessment results and teacher feedback to see opportunities for growth.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

The primary purpose for grading is to provide feedback to students and parents on the achievement of learning goals. At least two progress reports and two report cards are mailed home per year. Progress reports are not final and indicate a student's performance to-date in the semester. Report cards are issued at the conclusion of each semester. Report cards are mailed home and include final grades that are reflected on a student's transcript.

At MSA-Santa Ana course report card grades in secondary school are to be represented in letter-grade equivalent to the percentage earned in each course. Course report card grades are based on in-class performance tasks (assessments, projects, assignments, and classroom participation), homework, responsibility, and in some instances, additional discretionary components. Each department works with the Department Chair in conjunction with the Charter School's Dean of Academics to develop specific and consistent weights for each component, to be shared with parents and students.

MSA-Santa Ana follows a standard scale to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses and 5.0 (Honors weighted) scale for Advanced Placement and honors courses.

Elementary School Grade Promotion

In grades K through 5, students receive one of the following marks for their grade level performance on each component or standard in Language Arts, Math, Science, and Social Science.
Academic Grades:
1 = Standard Not Met, 2 = Standard Nearly Met, 3 = Standard Met, 4 = Standard Exceeded

Arts, Citizenship & Work/Study Skills Key:
S = Satisfactory, does consistently
N= Needs time, help and practice to improve
U= Unsatisfactory, more effort needed
ELD Grades:
1 = Minimally Developed, 2 = Somewhat Developed, 3 = Moderately Developed, 4 = Well Developed

The following is MSA-Santa Ana's policy regarding the retention of pupils in grades TK–5:

- Grades TK–2: Any student who is not at benchmark based on reading benchmark assessments or math benchmark assessments or report card grades will be identified for retention. Retention will only occur if the teacher and parent are in agreement that retention is the best intervention to ensure student success.
- Grades 3–5: Any student who does not meet the achievement standards and needs substantial improvement to demonstrate the knowledge and skills in ELA/Literacy or math needed or likely success in future coursework based on Smarter Balanced assessments (Level 1 on Smarter Balanced assessments) or any student who is more than one year behind grade level in mathematics or ELA/Literacy as determined by the MAP tests will be identified for retention.

An identified student who is performing below the minimum standard for promotion shall be recommended by the student's teacher for retention in the current grade unless the student's teacher determines in writing that retention is not the appropriate intervention for the student's academic

deficiencies. The teacher's recommendation to promote is contingent upon a detailed plan to correct deficiencies. At MSA-Santa Ana, the following steps will be taken prior to a student's being retained:

- A letter shall be sent to the student's parent(s) or guardian(s) informing them that their child is at risk of retention.
- The teacher's evaluation shall be provided to and discussed with the student's parent(s) or guardian(s) and the principal before any final determination of pupil retention. The parent(s)/guardian(s) are informed at that meeting that their child is recommended for retention. This meeting is documented with an academic support plan signed by both the teacher and parent/guardian.
- The principal shall make a decision regarding the recommended retention. Upon the acceptance or rejection of the above stated reports by the principal, a letter shall be sent within five school days to formally inform the student's parent(s) or guardian(s) of the principal's decision regarding the retention.
- The parent(s) or guardian(s) shall have the right to appeal the decision to the Chief Academic Officer of Magnolia Public Schools (MPS). If the decision of the Chief Academic Officer is not in agreement with the parent(s)/guardian(s), the latter have the right to appeal directly to the MPS Board of Directors. This meeting will take place at the next regularly scheduled board meeting or by direction of the board president. Or the Board may form a committee to review the appeal and make a recommendation to the Board for approval at the next regularly scheduled meeting.

The program design of MSA-Santa Ana is to ensure that all children succeed. Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern, both in class and through intervention offerings.

Middle School Grade Promotion

In middle school, course grades are semester-based and credit is granted at the end of each semester. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course.

To be promoted to the next grade, a middle school student must have a 2.0 GPA and passing grades in all core courses by the end of the school year or by the end of the summer before the start of the next school year. Core courses are Math, Science, English Language Arts, and History/Social Science.

If the student has a failed core course or has a recalculated GPA less than 2.0 after the summer before the start of the next school year, the student will be recommended for retention in the current grade unless the Charter School administration determines that retention is not the appropriate intervention for the student's academic deficiencies. In that case, promotion is contingent upon a detailed plan to correct deficiencies.

High School Grade Promotion

In high school, course grades are semester-based and credit is granted at the end of each semester. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course.

To be promoted to the next grade, a high school student must have a 2.0 GPA and the minimum required credits described below before the start of the next school year. (Core courses are Math, Science, English Language Arts, and History/Social Science.) A detailed description of our student appeals can be found in our Student/Parent Handbook.

- To be enrolled in grade 10, a student must have a minimum of 50 credits, including at least 20 credits in core courses.
- To be enrolled in grade 11, a student must have a minimum of 100 credits, including at least 50 credits in core courses.
- To be enrolled in grade 12, a student must have a minimum of 150 credits, including at least 90 credits in core courses.

ELEMENT 4: GOVERNANCE

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." **(Ed. Code § 47605(b)(5)(D).)**

MSA-Santa Ana is a direct-funded independent charter school operated by MPS as a California non-profit public benefit corporation with 501(c)(3) designation by the IRS. MSA-Santa Ana will be governed by the MPS Board of Directors ("Board") in accordance with the Charter Schools Act, California law, the MPS Bylaws, and the terms of this charter. MPS shall comply with the Brown Act and the Public Records Act. Copies of the MPS Articles of Incorporation, Bylaws and Conflict of Interest Code are in Appendix B.

MSA-Santa Ana shall operate autonomously from the SBE, with the exception of supervisory oversight as required by statute and other contracted services as may be negotiated between the SBE and MSA-Santa Ana. Pursuant to Education Code Section 47604(c), the SBE shall not be liable for the debts and obligations of MSA-Santa Ana, nor will the SBE be liable for claims arising from the performance of acts, errors, or omissions by MSA-Santa Ana as long as the SBE has complied with all oversight responsibilities required by law.

All of the MPS Board of Director members shall serve in a volunteer capacity and shall not be compensated for their services. The MPS CEO shall serve as the President of the corporation. All officer positions shall be filled by members of the Board. The roles and duties of the officers are as established in the Bylaws and in any resolutions adopted by the Board of Directors.

MPS and its Board of Directors shall comply with the Charter, the Articles of Incorporation, Bylaws and the California Corporations Code, and all laws controlling charter schools. MPS, its Board of Directors, administrators, managers and employees, and any other committees of the Board, shall comply with all applicable federal and state laws and nonprofit integrity standards regarding ethics and conflicts of interest, including the Public Records Act (Government Code section 6250 *et seq*.), the Political Reform Act of 1974 (Gov. Code Section 81000 *et seq*.), the Brown Act (Government Code sections 54950 *et seq*.), and the requirements described at Government Code Section 1090 *et seq*. and any attendant regulations as they may be amended from time to time, and any other applicable conflict of interest prohibitions. MPS shall not have any employees on its Board of Directors. By the terms of its Charter, MSA-Santa Ana is obligated to comply with the requirements of the Public Records Act, the Brown Act, Government Code Section 1090 *et seq*. and the Political Reform Act to the same extent as if MSA-Santa Ana were a non-charter California public school district, regardless of any arguments regarding the applicability of those laws to California charter schools. However, should a law, regulation, or applicable court decision clarify which conflicts of interest laws apply to charter schools, the SBE and Charter School agree to comply with the updated law or decision.

MPS has adopted a Conflict of Interest Code, pursuant to California Code of Regulations, title 2, Section 18730, including the formal designation of reporters and reporting categories and the forms to be filed thereunder. MPS shall review, revise and maintain that Code as current throughout the term of the Charter, and shall require all affected MPS officers, employees, representatives, consultants, and governing board members to comply therewith.

MSA-Santa Ana shall comply with the provisions of Education Code Section 52176(b) for the establishment and operation of an English Language Advisory Committee (ELAC), as applicable to the Charter School.

In the case of a conflict between the requirements of this Charter and provisions of the Articles of Incorporation and/or Bylaws, action taken in accordance with such Articles or Bylaws which conflicts with or is inconsistent with the requirements of the Charter shall be deemed a violation of this Charter. Should the provisions of the Charter conflict with the policies, practices, or terms of any collective bargaining agreement or other agreement of MPS, the provisions of the Charter shall prevail.

GOVERNANCE STRUCTURE

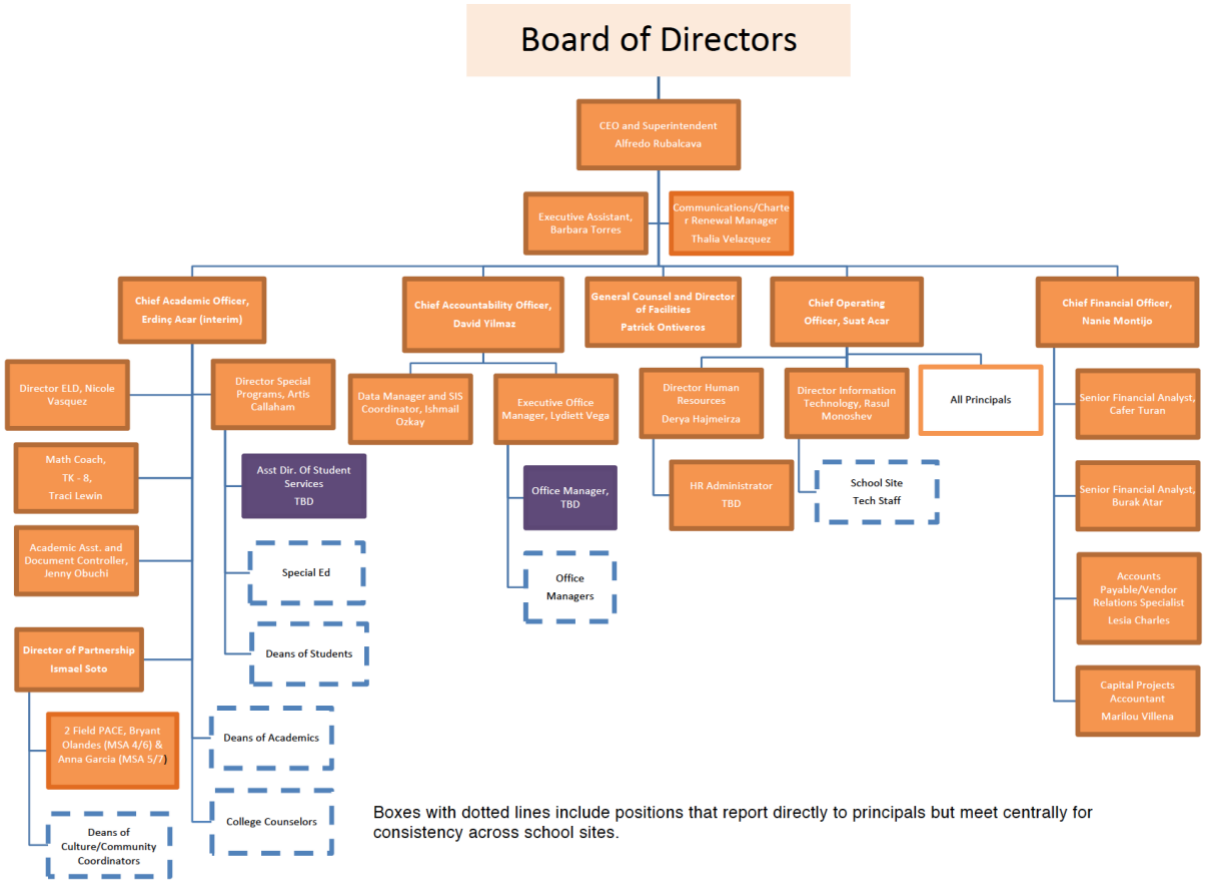
NONPROFIT PUBLIC BENEFIT CORPORATION

MSA-Santa Ana is a direct funded independent charter school operated by the Magnolia Education and Research Foundation, doing business as Magnolia Public Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law. The MPS Board of Directors is responsible for the oversight of MSA-Santa Ana. The Board delegates all school management decisions, such as hiring teachers and school staff, day-to-day school management and adherence to Charter School policy, to the Chief Executive Officer/Superintendent of MPS and lead school site staff.

ORGANIZATIONAL CHARTS

The following briefly details the roles of the Home Office lead staff, followed by an Organizational Chart for the school site.

MPS Organizational Chart:



(A school site organizational chart is included below.)

MPS is structured as a single 501(c)(3) nonprofit organization which includes both the Home Office and the ten Charter Schools. Charter School personnel report to the Charter School Principal who, in turn, reports to the Home Office Chief Operations Officer. The Chief Operations Officer ensures that the Charter School receives effective operational, academic, and financial support from the Home Office staff on a shared basis with the rest of the Magnolia charter schools. The leadership and Board receive financial reports broken out by each Charter school and the Home Office, and annual independent Charter School audits, as well as a consolidated audit, conducted by outside auditors (in addition to all required reviews).

BOARD OF DIRECTORS

The MPS Board of Directors ("Board") is responsible for overseeing Magnolia Science Academy-Santa Ana's operation and governance. The Board is responsible for hiring and supervising the CEO. (See below for further details about the Board's role and operation.)

MAGNOLIA PUBLIC SCHOOLS HOME OFFICE ("HOME OFFICE")

The MPS Home Office executes the decisions and policies set by the Board. Through the Home Office, MPS establishes its educational mission in all MPS schools. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to:

- Academics
    - Academic standards, assessment, compliance and evaluation
    - Curriculum
    - Professional development and coaching
    - Special Education support
    - English Learner support
    - Gifted and Talented and special programs support
    - Science and blended learning advisory
- Operations
    - Governance support
    - Finance and accounting
    - Purchasing and contract compliance
    - Policies and procedures management
    - Legal
    - Facilities
    - Risk management
    - Information technology and data management
    - Auditing and compliance
    - Regional school site operational support
- Talent
    - Human resources operations
    - Recruitment and hiring
    - Credentials and qualifications oversight
    - Leadership development and career path support
- External Relations
    - Family and community engagement
    - Facilitation of school site governance councils and LCAP management
    - Development
    - Communications

Chief Executive Officer/Superintendent (“CEO”)

The CEO embodies, advocates, and puts into operation the vision, mission, and strategic direction of MPS, and oversees all aspects of the organization, including financial, operational, educational operations, and strategic planning. The CEO is not a member of the Board, but will fulfill the role of the corporation’s general manager and will have general supervision, direction, and control over the corporation’s business and officers, subject to the control of the Board. The CEO hires, supervises, disciplines, and as needed, dismisses the Charter School’s Principal, who, in collaboration with the CEO and the HR department at the MPS Home Office, hires, promotes, disciplines, and as needed, dismisses staff and teachers at the Charter School. The CEO also oversees hiring, supervision, professional

development, evaluation and dismissal of all C-level positions at the Home Office. All the C-level positions report to the CEO.

The Board ensures that the CEO is evaluated formally at least once annually, and the CEO, in turn, evaluates the Home Office staff.

Chief Academic Officer ("CAO")
Reporting to the CEO, the CAO is responsible for both sustaining and improving the culture of high academic excellence in all Magnolia Public Schools. The school administrators at each charter school as well as the curriculum and instructional support staff report directly to the CAO, who has primary authority and accountability for the academic performance of all schools. The CAO provides leadership, vision, and strategic direction for MPS' curriculum, instruction, assessment and school improvement initiatives overseeing professional development for all school leaders and supervising academic management of the charter schools.

Chief Operations Officer ("COO")
The COO leads all internal operations and, working in partnership with the Magnolia's Home Office Executive Team, Board and other leaders, creates the strategic five-year plan and implement new processes and approaches to achieve it. The COO serves as the internal leader of MPS, coordinating the annual operations plan and leading the performance management process that measures and evaluates progress against goals for the MPS. The COO provides for all staff a strong day-to-day leadership presence; bridges all functions and supports an open-door policy among all staff; provides Board support; and leads the organization's Regional Directors and Principals. Additionally, the COO directs and manages the various core business, financial, process, and systems functions of the MPS centralized HR Department. Provides strategic and operational direction to assigned organizational components, and provides leadership to the institution in strategic human resources planning and policy, process, and systems development. Directs organizational structuring and staffing, and oversees the supervision of all managerial, professional, paraprofessional, and support staff in each organizational component. Facilities and Technology Departments report to the COO as well.

Chief Financial Officer ("CFO")
The CFO is responsible for the financial performance of MPS and each of its schools. The CFO provides effective leadership to ensure sustainability, growth, and expansion and advises the CEO and Board on strategic financial plan, financial analysis and business modeling. The CFO ensures ethical and responsible decision-making, and appropriate financial management and governance practices.

Chief Accountability Officer
The Chief Accountability Officer is responsible for overseeing all non-financial reporting and compliance functions, preparing and implementing the annual surveys, and ensuring that the organization and staff use consistent, rigorous evaluation tools to maintain the efficacy of Magnolia programs.

Director of Student Services
The Director of Student Services is responsible for the effective coordination, delivery, evaluation and refinement of student services throughout MPS schools, and for ensuring that all programs are aligned with the outcomes for student success. Student services programs include student health services, psychological services, social work services, guidance services, and other student services.

Assistant Director of Student Services

The Assistant Director of Student Services coordinates the administration, implementation, and evaluation of the MTSS, Positive Behavioral Support Program, Restorative Justice Implementation and support Charter School Deans to create a positive school climate. The Assistant Director of Student Services work collaboratively with all stakeholders to plan and support the implementation of MSA Santa Ana's Discipline Policy to create a culture shift that utilizes a restorative framework.

Director of Informational Technology
The Director of Informational Technology develops instructional material, coordinates educational content, and incorporates current technology in specialized fields that provide guidelines to educators.

Director of Partnerships
The Director of Partnerships works under the supervision of CEO, is involved with all aspects of developing and maintaining external program partnerships, corporate partnership and volunteer programs. This position requires an individual who is a strategic thinker, can anticipate and troubleshoot possible issues that may arise in volunteer and external partnership development.

CMO EL Coordinator
The CMO EL Coordinator reports to the CAO. The Coordinator provides direct supplemental services to English Learners and teachers of EL at all consortium member schools. The EL Coordinator supports implementation of the LEA's EL Master Plan and Program and ensures that all appropriate EL services are being delivered at each member school.

Academic Assistant and Document Controller
The Academic Assistant and Document Controller provides assistance to the administrative team. Duties include, but are not limited to: answering phones, producing reports for district and government agencies, and performing diverse managerial responsibilities within the areas and limits of authority as delegated by the school principal.

Data Manager and SIS Coordinator
The Data Manager and SIS Coordinator leads the implementation and subsequent operations of both the Student Information System and the Library Automation System within the MPS Site.

Senior Financial Analyst ("SFA")
The Senior Financial Analyst monitors and oversees accounting, budgeting, accounts payable, payroll, cash management, financial reports, audits, and fiscal compliance and reporting. The SFA ensures that Magnolia has the accounting and compliance systems and procedures in place to support effective school operations and will work closely with the school principals, program and operations leaders, and the accounting staff.

Capital Projects and Facilities Manager
The Capital Projects and Facilities Manager is responsible for managing the design, planning, construction and maintenance of equipment, machinery, buildings and other facilities. The Facilities Manager plans, budgets and schedules facility modifications, including estimates on equipment, labor materials and other related costs.

Director of Human Resources
The Director of Human Resources is responsible for executing the direction of human resources operations and support across all employee types including faculty and non-faculty employees. This

includes interpretation of MPS HR policies, providing consultation and advice on HR issues and concerns, and implementing HR strategies and plans within the MERF.

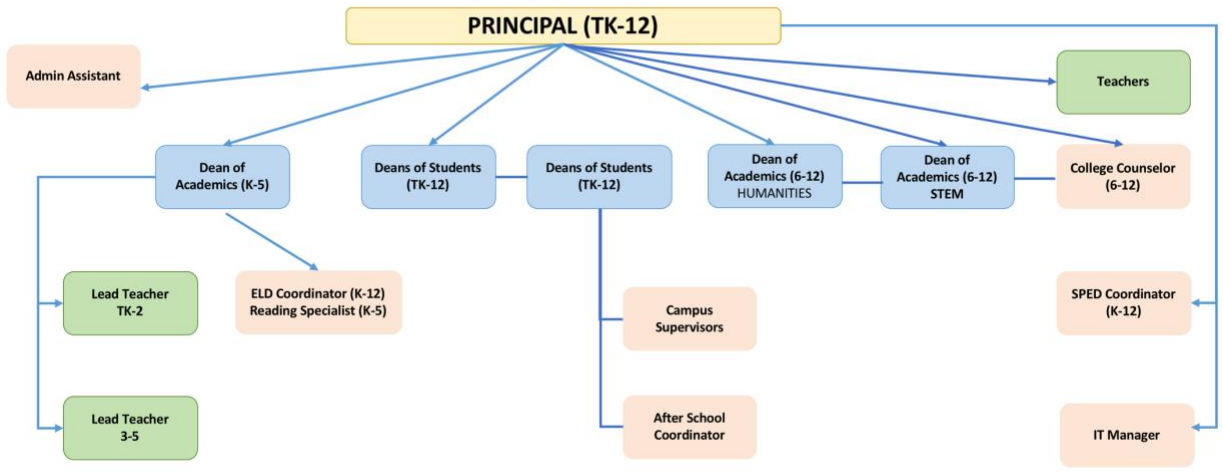
HR Administrator
This position acts as a liaison between employees and provides administrative support to the HR function as needed (e.g., correspondence generation, record keeping, file maintenance, Human Resource Information System ("HRIS") entry). The HR Administrator also ensures plans are administered in accordance with federal and state regulations and plan provisions are followed.

Math Coach
The Math Coach is a certified teacher who works with classroom teachers in assisting with the full implementation and monitoring of the District's adopted math program in response to intervention needed for student achievement. The Math Coach conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.

Current Organizational Chart of MSA-Santa Ana

MSA-Santa Ana is not independent from the rest of the MPS Charter Schools and Home Office. The Charter School personnel report to their Charter School principal who, in turn, reports to the Home Office Chief Operation Officer. The Chief Operations Officer ensures that the Charter School receives effective operational, academic, and financial support from the Home Office staff on a shared basis with the rest of the MPS Charter Schools.

MSA-SA ORG CHART



While full job descriptions are provided as required in Element 5, the following briefly summarizes the leadership team roles at MSA-Santa Ana:

Principal
The Principal is the senior authority at the Charter School and is responsible for the day-to-day operation of the Charter School. The Principal is the educational and instructional leader of the Charter

School, and collaborates with the Chief Academic Officer on school operations and management. The Principal serves as the primary contact with the SBE as required.

Deans of Academics
The Deans of Academics coordinate all academic activities, leads professional development, and oversees curriculum, instruction, and assessment at the Charter School.

Deans of Students
The Deans of Students provides for enforcement of school rules, oversees appropriate and reasonable student discipline, and helps students develop positive behavior through a student discipline management system.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The current Board consists of nine dedicated individuals. Each member of the Board has been carefully chosen for his/her passion and commitment to the MPS vision and mission, dedication to education, area of professional expertise, service to the community, and ability to support the vision and mission of MPS. No current employees may serve on the Board of Directors.

Each director shall hold office for five (5) years and until a successor director has been designated and qualified. Board terms are renewable upon mutual consent between the Board and the member. MPS's governance structure provides for staggered terms; this is accomplished through our Bylaws by appointing members of the Board at different times and for staggered terms.

In accordance with the Bylaws, all directors are designated by a vote of the existing Board of Directors. Any vacancy occurring on the Board of Directors shall be filled in accordance with the Bylaws. Any member of the community may refer a potential candidate to the Board. The Chairman of the Board of Directors will appoint a committee to designate qualified candidates for election to the Board of Directors. This Nominating Committee shall make its report and forward it to each board member with a list of all candidates nominated by the committee. The Board shall strive to include directors who have expertise in education, law, finance, non-profit management, community engagement and more. The Board is committed to maintaining community representation on the Board (e.g., persons who live within the communities where our schools reside). Although not required, the Board will strive to create an odd number of Directors for voting purposes. The Board will strive to seat new Directors as promptly as possible upon any vacancy or change in the Board's designated number of directors.

Pursuant to California Education Code § 47604(b), the SBE reserves the right to appoint a representative to MPS' Board. If the SBE chooses to do so, MPS may choose to appoint an additional member to ensure that the Board is maintained with an odd number of directors.

GOVERNANCE PROCEDURES AND OPERATIONS

BOARD MEETINGS AND DUTIES

All meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board shall meet annually for the purpose of organization,

appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board.

Regular meetings of the Board of Directors shall be held monthly at a date and time set by the Board (the second Thursday of the month, unless otherwise stated). Meetings will be held in person in a location within the Board's jurisdiction. The schedule for regular Board meetings will be included in the Charter School's monthly calendar that will be distributed to all parents at the Charter School. Meeting notices and agendas will be made available and posted to the public prior to board meetings (both online posting as well as physical posting at the school site for public viewing on the school's bulletin board, front gate, and/or school entrance). For all regular meetings, an agenda will be posted 72 hours in advance. A book of minutes of all meetings, proceedings, and actions is kept at the MPS Home Office or such other place as the Board may direct according to its Bylaws. All of our approved minutes are accessible online through our Board on Track platform, which is linked on our website giving easy access to parents and stakeholders. In accordance with the Brown Act, special meetings of the Board may be held only after twenty-four (24) hours' notice is given to each director and to the public through the posting of an agenda.

As a multi-jurisdictional entity and per filings with the Fair Political Practices Commission ("FPPC"), the Brown Act authorizes MPS to hold its meetings in one of several counties across the state. (Government Code Section 54954(b).) To ensure public participation for Orange County stakeholders, MPS provides video and/or phone conferencing access at its school site within the District's boundaries. This allows members of the public to watch and participate in Board meetings via live video and/or phone conferencing capabilities from the Charter School, homes, or the location of their choice. Information about the participation procedure is included on the agenda and information web pages for the meetings. All participants/speakers have access to language translation services if requested in advance.

Members of the Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- At a minimum, a quorum consisting of a majority of the members of the Board shall participate in the teleconference meeting from locations within the boundaries of a school district in which at least one of the charter schools operated by MPS operates;
- All votes taken during a teleconference meeting shall be by roll call and in compliance with Brown Act;
- If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

MPS has adopted a Conflicts of Interest Policy that complies with the Political Reform Act, Corporations Code, and SBE policy. The Board of Directors attends an annual in-service for the purposes of training

individual Board members on their responsibilities with topics including at minimum, Conflicts of Interest and the Brown Act.

The Board's responsibilities include, but are not limited to, the following:

- Exercises fiduciary role to ensure that the Charter School is properly managed;
- Maintains legal status; ensures the proper paperwork is submitted to governmental agencies;
- Reviews financial and business dealings and exercises proper judgment in avoiding conflicts of interest;
- Approves and monitors the annual budget and budget revisions;
- Reviews and approves periodic financial reports (balance sheet, income statement, changes in financial position);
- Determine the methods of raising revenue and approving all debts;
- Ensures that proper internal controls are in place and maintained;
- Establishes mission and strategic direction for the organization and approves goals and objectives designed to achieve those ends;
- Reviews strategic plan and progress;
- Assesses program evaluation plan;
- Assesses compliance/progress in achieving educational and other outcomes agreed to in the charter petition;
- Develop, adopt and periodically review written policies;
- Hires CEO and evaluates the CEO's performance;
- Assures long-range commitments of resources; establishes a fund development plan and participates in its implementation;
- Establishes and communicates clear expectations of Board membership;
- Assures effective participation of all directors;
- Defines, communicates and assures the role of the Board, committees, and CEO in making decisions;
- Promotes the organization to parents and the general public, including serving as an emissary of the organization to the broader community;
- Promotes cooperative action with other charter and traditional public schools, including activities and occasions when the Charter School should take part in coalitions, shared programs, and joint action;
- Approves awarding of contracts in excess of the delegated authority adopted. Our purchasing software has a control feature that limits approval authority per position as stated in the Fiscal Policy PUR101: up to $5,000 for Principals, up to $10,000 for Executive Team, up to $25,000 for CEO/Superintendent, over $25,000 for MPS Board of Directors. The Board reserves the right to update its fiscal policies, including approval authorities, from time to time in public meetings.
- Approves charter resolutions as necessary and submit requests for material revisions as necessary to the authorizer for consideration;
- Appoints an administrative panel or act as an appellate hearing body and take action on recommended student expulsions;
- Recruits and appoints new Board members and provide for orientation training;
- Maintains Board operations; and,
- Assesses its own performance.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with this charter or the purposes for which MPS and its schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of MPS any of those duties such as, but not limited to budget approval or revision, contract approval, approval of the fiscal audit and performance reports, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the MPS Site designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

BOARD COMMITTEES

The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the authorized number of directors. The Board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board's resolution, except that no committee may:

- Take any final action on any matter that, under the California Corporations Code, also requires approval of the members or approval of a majority of all members;
- Fill vacancies on the Board or any committee of the Board;
- Amend or repeal bylaws or adopt new bylaws;
- Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;
- Create any other committees of the Board or appoint the members of committees of the Board;
- Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- Approve any contract or transaction to which the corporation is a party unless delegated such authority by the full board.

Meetings and actions of committees of the Board shall be governed by the Brown Act. Minutes of each meeting shall be kept and shall be filed with the corporate records.

STAKEHOLDER INVOLVEMENT

All stakeholder groups within the school community play a vital role in advancing the vision and mission of MSA-Santa Ana and its programs. MPS is committed to ensuring that all stakeholder groups – staff, families, students and community members – have a voice in matters critical to the Charter School's success. MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA-Santa Ana. In addition to parent representatives on the Board of Directors, parents are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the Charter School, and reviewing parental and community concerns. The following are the primary mechanisms through which stakeholders as the school site impact decision-making:

SCHOOL SITE COUNCIL ("SSC")

The School Site Council is a body that works with the Principal to develop, review, and evaluate school programs. The SSC consists of:

- The Principal
- 4 teacher representatives selected by teachers at the Charter School
- 1 other school personnel selected by peers at the Charter School
- 3 parents of students attending the Charter School selected by such parents
- 3 students selected by students attending the Charter School

The SSC meets at least four times a year and makes recommendations and participates in a shared decision-making process regarding matters of interest to families and teachers, including budget priorities, approval of Title I budget, resource allocation, school events/activities and fundraising at the local school level. The SSC also develops and approves Single Plan for Student Achievement, recommends it to the Board for implementation, and evaluates its effectiveness annually.

The Charter School will use their website to update parents and stakeholders with their school calendar, meeting dates, accountability plans, upcoming events, and more.

The Principal is responsible for communicating the SSC's recommendations to the CEO and/or Board (though all parents/teachers are invited to attend any Board meeting per the Brown Act.)

ENGLISH LEARNER ADVISORY COMMITTEE ("ELAC")

State law mandates each school site with 21 or more students of Limited English Proficiency in attendance, regardless of language, to form a functioning English Learner Advisory Committee. The ELAC will be formed at MSA-Santa Ana when the site has 21 or more students of LEP. The ELAC membership will include: Parents of ELs (at least the same percentage of the ELAC membership as ELs constitute of the Charter School's total student population), Charter School staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained. The ELAC will advise the Principal and staff on programs and services for English Learners, and participate in annual goal setting and evaluation of EL achievement and needs (including the LCAP).

PARENT TASK FORCE ("PTF")

The PTF is the Parent/Guardian Club at MSA-Santa Ana, with a mission to contribute in building a rich supportive environment for students. The PTF works in partnership with the administration, teachers and parents of MSA-Santa Ana. All parents or guardians of students currently enrolled in MSA-Santa Ana are general members of the PTF, who elect leaders annually including a President, Vice President, Secretary, and Treasurer. The PTF holds monthly members' meetings during the school year.

The PTF facilitates students' success in the 21st century classroom and workforce by promoting and supporting high levels of academic performance, while fostering positive growth in social/emotional behaviors and attitudes. This will include, but is not limited to:

- Supporting the Charter School in its mission;
- Promoting communication and mutual respect among parents, faculty and administration;

- Supporting the educational and social objectives of the Charter School through PTF-sponsored programs;
- Providing direct financial support to the Charter School through organized fundraising events;
- Providing financial assistance to programs that directly impact teachers and students;
- Organizing community-building and civic engagement events.

There are various opportunities for parents to volunteer at MSA-Santa Ana. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor, assist with lunch distribution, and attend instructional field trips. All parents are encouraged – but not required – to contribute 10 hours per year to the Charter School. Parents are encouraged to volunteer at Back to School Nights, PTF meetings, newsletter and various other opportunities. Parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

STUDENT-TEACHER-PARENT PORTAL

As noted above, MSA-Santa Ana uses Illuminate or equivalent, an online web portal, to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers are encouraged to come to the Charter School and use one of the available computer stations. Classes are held at the Charter School on how to use the portal as well as how to access it via computers, smartphones and free Internet access at public libraries.

The charter school will use its website to support stakeholder involvement by actively updating the school calendar with meetings and opportunities for parents in both English and Spanish. Feedback from parents is collected through our PTF meetings and our yearly stakeholder surveys. We also give parents the opportunity to be a part of the LCAP process during the School Site Council meetings.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(b)(5)(E).)**

Teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of federal law. All teachers at MSA-Santa Ana will be required to have credentials equivalent to those required by the SBE as applicable and required by law for Core and College-preparatory courses. MSA-Santa Ana's core and college preparatory classes are English Language Arts, math, science and history/social science.

MPS prohibits discrimination and harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

SCHOOL SITE EMPLOYEE POSITIONS AND QUALIFICATIONS

All personnel commit to the MPS mission and vision and abide by the MPS Employee Handbook. All employees' job descriptions and work schedules are reviewed and modified as needed to meet the needs of the Charter School and its students. The job descriptions are based on the job duties for each employee and determined as part of the individual employment agreement.

PRINCIPAL

The Principal will orchestrate program and service delivery to students through teaching and auxiliary staff. Deans will assist the Principal in instructional program administration and student activities and services.

Skills and Qualifications for the Principal:

- Bachelor's degree required (preferably in Education, or a STEAM related field)
- Administrative credential or related Master's Degree preferred
- Experience in teaching STEAM related subjects and administrative duties preferred
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills

Principal's Responsibilities and Duties:

- Monitor instructional and administrative processes to ensure that program activities are related to program outcomes and use findings to take corrective actions

- Report to and consult with the Home Office
- In collaboration with the CEO and Human Resources Department, hire, supervise, and evaluate the faculty and Charter School staff
- Hire, supervise, and evaluate the faculty and charter school site staff
- Comply with local, state and federal laws and regulations affecting the Charter School
- Compile, maintain, and file all physical and computerized reports, records, and other documents required by law and MPS policy, including accurate and timely reports of maximum attendance to requisition textbook
- Manage use of school facilities and supervise maintenance of facilities to ensure a clean, orderly and safe campus
- Direct and manage instructional extracurricular and intramural programs
- Oversee the Special Education program as described in Element 1
- Work with faculty and students to implement a student discipline management system that encourages positive student behavior and enhances the school climate
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the Student/Parent Handbook
- Conduct conferences about student and school issues with parents, students, and teachers
- Demonstrate awareness of school and community needs and initiate activities to meet those needs
- Use appropriate and effective techniques to encourage community and parent involvement
- Communicate with the chartering agency and attend necessary meetings
- Communicate with the District when required

DEAN OF ACADEMICS

Skills and Qualifications for the Dean of Academics:

- Bachelor's degree required (preferably in Education, or a STEAM related field)
- Administrative and/or teaching credential preferred
- Experience in teaching science and/or technology and administrative duties
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills

Dean of Academics' Responsibilities and Duties:

Academic Program

- Assist with curriculum developments and improvement
- Supervise textbook review and textbook ordering
- Oversee the development of curriculum, lesson plans and instruction in the classroom
- Update course descriptions and offerings to UC Doorways, school manual and school website
- Coordinate teacher and student involvement of after school program
- Evaluate course credits for all incoming high school students
- Responsible for developing and changing of daily class schedule
- Coordinate all academic activities with the department chairs
- Oversee all instructional fieldtrip planning

- Coordinate failing letters and summer school/preparation
- Bring academic and event calendar to weekly administrative meetings

Student Performance

- Help students prepare a Four-Year Plan
- Conference with students/parents on academic issues
- Responsible for scheduling and coordination of the tutorial program and instructional after school/Saturday school activities
- Assess grade reports and mid-quarter reports before they go home to families
- Prepare standardized testing schedules, and inventory for standardized testing in a combined effort with the administrative assistant
- Oversee homework, class work, projects, tests, for teachers in Illuminate or equivalent
- Report weekly at administration meeting any teachers who are not using Illuminate or equivalent properly
- Review student progress at the end of each quarter and notify parents of students on academic probation
- Maintain list of high honor/honor students

School Improvement

- Assist in organization of school improvement plan with staff, parents and community members

Personnel Management

- Hold teacher evaluation conferences based on records of performance evaluation
- Administration and Fiscal/Facilities Management
- Oversee school operations in Principal's absence
- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules
- Oversee student attendance records and assist the office manager on truancy issues
- Aid in safety drill practices and inspections

Staff Development

- Hold teacher orientation and in-service training throughout the year
- Regularly prepare items for staff development for weekly faculty meetings and attend weekly administrative meetings
- Conference with teachers on academic issues in the classroom
- Conduct formal and informal teacher observations

DEAN OF STUDENTS

Skills and Qualifications for the Dean of Students:

- Bachelor's degree required (preferably in Education, or a STEAM related field)
- Administrative and/or teaching credential preferred
- Experience in teaching and administrative duties preferred
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills

Dean of Students' Responsibilities and Duties:
Student Management

- Provide for supervision of students during non-instructional hours
- Help students develop positive behavior through a student discipline management system
- Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline
- Hold parent/teacher/student conferences regarding student and school issues
- Demonstrate use of productive and efficient skills to raise community and parent involvement

Supervision

- Supervise teachers with their before/after school and lunch duties
- Supervise at transition periods, lunch, before and after school

Discipline

- Oversee discipline issues for teachers in Illuminate or equivalent
- Coordinate and chair the Charter School's Restorative Justice Committee

Support Services

- Supervise safety and welfare of students
- Manage support services including transportation, custodial and cafeteria

TEACHERS

The primary role and purpose of a teacher is to provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Teachers will help students develop the skills necessary to be productive members of society.

Skills and Qualifications:

- B.A. or B.S. (as appropriate) degree
- Teaching credential, certificate, permit or other documentation required by laws and regulations as they apply to charter schools
- Understanding of subjects assigned
- Knowledge of curriculum and instruction
- Capability of instructing students and managing their behavior
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication and interpersonal skills

Teacher's Responsibilities and Duties:
Instructional Strategies

- Design, write and use lesson plans that conform to the charter's curriculum; ensure written plans are available for review by the Dean of Academics
- Ensure lesson plans show modifications for differences in student learning styles
- Teach instructional subjects according to guidelines established by California Department of Education, charter polices and administrative regulations
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs
- Design instructional activities by using data from student learning style assessments

- Collaborate with special education teachers on student Individualized Education Programs to ensure all modifications are met
- Collaborate with staff to determine charter requirements for the instructional goals, objective and methods
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process

Growth and Development

- Help students assess and enhance their study methods and habits
- Produce formal and informal testing to evaluate student success
- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the Principal
- Serve as an example for students, support mission of the charter

Classroom Management and Organization

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students
- Manage student behavior in agreement with the Student/Parent Handbook
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities
- Provide input on book, equipment and material selection

Communication

- Establish communication rapport with parents, students, Principals, deans and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills

Other

- Enrich job skills through professional development activities
- Keep up to date on and abide by state and charter regulations and policies for classroom teachers
- Gather, manage and file all reports, records and other documents required
- Be active in faculty meetings and assist in staff committees as necessary

Special Education Teacher

The primary role and responsibility of a Special Education Teacher is to provide services to special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. The Special Education teacher will develop student ability level instructional materials through modified curriculum and prepared lesson plans. The Special Education teacher will conduct work in self-contained, team, departmental or itinerant capacity as necessary. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute, prior to placement in the classroom.

Skills and Qualifications:

- B.A. or B.S. degree
- Master's degree preferred
- California Commission on Teacher Credentialing certificate, permit or other documentation equivalent to what a special education teacher in other public schools would be required to hold

- Knowledge of special needs of students in assigned area
- Knowledge of IEP goal setting process and implementation
- Knowledge of curriculum and instruction

Special Education Teacher's Responsibilities and Duties:

- Work in conjunction with students, parents and other members of staff to develop IEPs
- Design, write and use instructional, therapeutic or skill development programs for assigned students and ensure written plan is available for review
- Ensure student needs and learning styles are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment
- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate
- Design instructional activities by using data from student learning style assessments
- Ensure IEP guidelines are met when presenting subject matter
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process
- Produce formal and informal testing to evaluate student success
- Oversee or ensure personal care, medical care and feeding of students as stated in IEP
- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the charter principal
- Serve as an example for students, support mission of the charter
- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students
- Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEPs.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEPs
- Collaborate with Charter School staff and outside resources regarding education, social, medical and personal needs of students
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities
- Provide input on book, equipment and material selection
- Ensure good communication rapport with parents, students, principals and teachers through conferences
- Create and maintain a professional relationship with colleagues, students, parents and community members
- Present information accurately through clear communication skills
- Enrich job skills through professional development activities
- Keep up to date on and abide by state and charter regulations and policies for classroom teachers
- Gather, manage and file all reports, records and other documents required
- Be active in faculty meetings and assist in staff committees as necessary
- Provide scalable instructional program leadership to all school leaders with specific responsibility for planning, development, implementation, assessment and improvement across all schools.

College Counselor

The College Counselor reports to the Principal and is responsible for administering all aspects of the college search and admissions process.
Skills and Qualifications:

- B.A. or B.S. degree
- Excellent written and verbal communication skills, strong organizational ability and the ability to meet deadlines.
- Experience in college admissions or high school college counseling, teaching experience, and computer skills are plusses.
- Strong interpersonal, communication, and organizational skills; familiarity with the goals, objectives, and mission of an independent college preparatory school
- Ability to respond effectively to the needs of a diverse and demanding student and parent population; knowledge of colleges, their academic programs, admission policies, and financial policies and procedures.

Responsibilities and Duties:

- Educate students and parents about colleges, the college admissions process, trends, procedures, and testing; advising and supporting classes of 30-50 seniors and families as they go through the process; and helping students and families aspire realistically and choose wisely
- Meet with juniors and seniors, individually and in groups, to talk about process and individual college choices
- Advise 9th and 10th graders on curricular choices, as needed, and work with international students to understand U.S. college admissions, especially aspects unique to them
- Meet with all college admissions representatives who visit the school campus and facilitating meetings between college representatives and students
- Serve as a liaison with college admissions offices throughout the year
- Compile an annual Profile of the Charter School, as well as information on grade distributions in junior and senior courses and courses offered at the school
- Work with Office Staff to maintain records on seniors, including GPAs and transcripts
- Write an official school recommendation for each senior
- Create and update an annual College Search Handbook, a resource mailed to junior and senior parents each summer, with an extensive assembly of information about the college search process
- Keep parents informed through a monthly column, a newsletter for parents, and in letters about test dates, local college events, and financial aid
- Act as lead advisor to the senior class as a whole and advising several individual seniors each year, providing academic and personal counseling
- Work with the senior class on class events, class meetings provide an opportunity to disseminate information about the college application process
- Keep track of admission decisions, statistics, and make a report to the Board
- Make informational presentations to parents, such as the annual presentations to parents of 8th graders, parents of juniors, new parents, and the Parents' Association
- Maintain and disseminate information about standardized tests such as SAT and ACT
- Other duties as needed

AFTER SCHOOL COORDINATOR

The After School Coordinator is responsible for serving as a role model for students, providing homework support, and maintaining student safety.

Skills and Qualifications:

- High School Diploma or G.E.D. Required;
- Ability to speak and write Standard English appropriate in a public school setting
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

Responsibilities and Duties:

- Serve as a positive adult role model for children in the program through appropriate dress, speech, and attitude
- Provide homework assistance, academic enrichment and physical activity, using curriculum and materials provided by the program
- Create an engaging environment that fosters a sense of belonging that the students want to be in
- Support students in making positive behavior choices and take disciplinary measures when appropriate
- Engage children and youth by following, implementing, and assisting in creating lesson plans
- Ensure student safety by assisting in set up, break down, and ongoing maintenance in an effort to keep the school or community site clean and orderly
- Promote positive interactions between volunteers and students in accordance with child safety guidelines
- Maintain student safety by taking roll and reviewing sign-in/sign-outs for students and volunteers
- Identify student needs and communicate to the Site Coordinator, teachers, school administration, parents, and volunteers as appropriate
- Participate in staff development activities
- Other duties as needed

IT MANAGER

The IT Manager is responsible for providing assistance to the school site in the area of Information Technology.

Skills and Qualifications:

- Proven experience as IT manager or similar role
- Experience in network management and help desk support is appreciated
- Solid knowledge of IT systems and applications
- Understanding of TCP/IP protocols and LAN/WAN configuration
- Ability to troubleshoot and repair issues
- Strong communication and interpersonal skills
- Great attention to detail
- Excellent organizational and coordination abilities

- BSc/BA in information technology or computer science is preferred
- Certification (CompTIA Network+, CompTIA Security+ etc.) is a plus

Responsibilities and Duties:

- Institute protocols for the use of IT across departments and projects
- Provide advice on the most suitable IT choices
- Provide technical support or training for systems and networks
- Act as link between end users and higher level support
- Install and configure software and hardware (printers, network cards etc.)
- Monitor system and network performance
- Perform troubleshooting, repairs and data restoration
- Performance maintenance activities (e.g. backups)
- Maintain licenses and upgrade schedules
- Collaborate with other professionals to maintain standards and functionality

Language & Literacy Coach

The Literacy Coach will lead building efforts to increase literacy achievement for all student populations.

Skills and Qualifications:

- Multi-Subject Teacher Certification
- Five years recent experience teaching reading/aiding
- Teaching experience at more than one grade-level
- A deep level of understanding of the State Standards for English Language Arts
- Participation in comprehensive literacy training
- Evidence of success in working with adult learners
- Evidence of strong interpersonal skills
- Evidence of strong written communication and presentation skills
- Evidence of strong planning and organizational skills
- Evidence of successful leadership in reading and writing content at a grade level, building level or district level
- Experience in conducting reading and writing staff development
- Experience in mentoring/coaching teachers

Responsibilities and Duties:

- Assist teachers with the implementation of State Standards for English Language Arts
- Assist teachers with the continued implementation of the District's Literacy Plan
- Demonstrate exemplary literacy instruction for MPS teachers through the following researched-based practices: observation, coaching, model lessons, collaborative lesson planning, and small and large group professional development
- Plan and conduct Literacy team meetings
- Assist teachers in diagnosing individual student reading and writing weaknesses and match these areas of need with appropriate strategies and resources based on the State Standards for English Language Arts
- Monitor and report the effectiveness and progress of improved reading instruction and student performance
- Help make recommendations regarding instructional

EL Intervention Teacher

The English Language Intervention Teacher (Title III) develops and implements differentiated plans to support MPS's English Learners.
Skills and Qualifications:

- B.A. or B.S. (as appropriate) degree in subject matter.
- California Commission on Teacher Credentialing credential, certificate, permit or other documentation equivalent to what a teacher in other public schools would be required to hold
- Capability of instructing students and managing their behavior

Responsibilities and Duties:

- Utilize, refine, and implement existing ELD Plan across the Charter School
- Play a lead role in annual examinations and reclassification of ELs
- Develop and implement a plan for the fidelity and progress monitoring of the ELD Plan as well as the use of agreed upon instructional classroom practices
- Support and train (or arrange for training) teachers on the use of MPS ELD process and procedure.
- Produce, analyze, and publish quarterly reports on the progress of ELs at MPS

School Psychologist

The job of the School Psychologist was established for the purpose/s of developing strategies and interventions to assist students in succeeding; measuring and interpreting the intellectual, adaptive, academic, social and emotional development of children; interpreting results of psychological studies; and interpreting and applying state and federal codes.
Skills and Qualifications:

- Must possess a Master's degree and be eligible for a California License as a school psychologist.
- Must possess the ability to synthesize and interpret diagnostic and assessment data. Must possess a comprehensive knowledge of school psychology theory, child development, substance abuse education, tests and measurements, and crisis management.
- Must possess the ability to practically apply assessment, counseling, interviewing, and crisis intervention skills.
- Must possess the ability to work cooperatively as an interdisciplinary team member.
- Must possess excellent communication and time management skills.
- Must possess the ability to establish and maintain effective working relationships with community agencies, students, families, team members, and others.

Responsibilities and Duties:

- Identify and assess the learning, development, and adjustment characteristics and needs of individuals and groups, as well as, the environmental factors that affect learning and adjustment
- Use assessment data about the student and his/her environment(s) in developing appropriate interventions and programs
- Perform casework services with students and families to help resolve student's behavioral and social problems
- Select and administer age appropriate assessment methods and materials in order to determine then needs of the student

- Consult with teachers and other school personnel to obtain information regarding the reason for referral
- Gather background information on the student's psychological history by conducting behavioral observations, making home visits, conducting interviews, and reviewing school records
- Interpret assessment results and compile comprehensive psychological assessment reports that address the reason for referral and include appropriate recommendations
- Serve as a member of the interdisciplinary assessment team assigned to each school and work as a team member in making placement decisions, developing intervention plans, and planning programs to meet the special needs of children
- Communicate case findings and recommendations to teachers and other school personnel as needed
- Participate in eligibility committee meetings and contributes to the development of the Individualized Education Plan
- Serve as a resource to teachers and staff regarding psychological services and the academic/psychological needs of students
- Conference with and provide information, support, and counseling to parents/guardians of students
- Provide in-service training and workshops for teachers and staff regarding mental health issues and proper procedures for the identification and referral of students
- Organize and conduct specialized programs to include parent training classes and student support activities
- Conduct specialized individual and group counseling sessions to address specific emotional, social, and behavioral needs of students
- Serve as a liaison between the student, home, school, private counseling facilities and community resources such as social services, court services, and family service agencies
- Provide follow-up support and periodic re-evaluation services as necessary
- Act as a member of the school crisis team to provide intervention to students as necessary
- Make court appearances to present data and performs court-requested evaluations
- Compile monthly reports and maintains accurate case records
- Model nondiscriminatory practices in all activities
- Maintain adequate and current testing materials required by school psychologists

Special Education Aide

The primary role and purpose of a Special Education Aide is to provide assistance to the Special Education teacher for the physical and instructional needs of the charter students with disabilities in the special education program. The Special Education Aide will help implement educational programs, including self-help, behavior management and instructional programs for students. The Special Education Aide will work under direct supervision of a certified teacher and indirect supervision of the Principal. Special education aides who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute, prior to placement in the classroom.

Skills and Qualifications:

- Capable of working with children with disabilities
- Capable of following verbal and written instructions
- Capable of communicating effectively
- Able to use general office equipment

- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- High School Diploma

Special Education Aide's Responsibilities and Duties:
Instructional Support

- Prepare educational materials and displays for the classroom with the assistance of the classroom teacher
- Assist in keeping class neat and orderly
- Assist teacher in handling administrative records and reports
- Help substitute teachers with classroom layout, or other pertinent classroom management
- Assist with inventory, care and maintenance of equipment

Student Management

- Help physically disabled students according to their needs, including but not limited to transferring to and from wheelchairs, lifting, or positioning
- Help students with physical needs and personal care, including but not limited to feeding, bathroom needs, and personal hygiene
- Assist in student behavior management; this includes handling crisis situations and restraining disruptive or dangerous students as needed
- Take responsibility for learning and conforming to each student's special medical, physical, communicative and emotional needs
- Coordinate educational activities assigned by the teacher; help individual students or small groups
- Assist in overseeing students throughout school day, inside and outside classroom; this includes lunchroom, bus and playground duty
- Advise teacher on special needs or problems of individual students

Other

- Ensure confidentiality
- Enhance job skills by participating in staff development programs
- Be active in faculty meetings and special events as assigned

Substitute Teachers and Tutors

A pool of daily substitute teachers and tutors will be established for tutoring activities during weekdays and weekends under the flexible education program. All tutoring activities at MSA-Santa Ana are free of charge for all students.

Office Personnel/Manager

Clerical staff will be selected by the Principal on an applicant and interview basis. Selection will be based on experience and the ability to perform the job duties for that position.
Skills and Qualifications:

- Capable of working with students
- Capable of following verbal and written instructions
- Capable of communicating effectively
- Knowledge of office management
- Able to use general office equipment

- Up-to-date computer and technology knowledge
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills.
- Three years of experience in increasingly responsible role similar to office management
- HS Diploma supplemented by additional training in office
- Bilingual English/Spanish preferred but not required
- Excellent written and verbal communication skills
- Comfort with fast-paces environment

Responsibilities and Duties:

- Answering phones
- Filing reports
- Enrolling students
- Managing and monitoring office operations in collaboration with the Charter School administration
- Ordering and purchasing supplies and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other duties as assigned
- Bilingual translation and communication with parents

PARAPROFESSIONALS

Charter School shall comply with the Title I paraprofessional requirements[22] as defined by the ESEA:

Title I paraprofessionals whose duties include instructional support must have:

1. High school diploma or the equivalent, and
2. Two years of college (48 units), or
3. A. A. degree (or higher), or
4. Pass a local assessment of knowledge and skills in assisting in instruction.
   (This is a locally approved assessment. Local education agencies may develop their own assessment or use an existing assessment so long as it measures the knowledge and skills in assisting in instruction. Many districts, and MPS, use the California Basic Educational Skills Test ["CBEST"] for this purpose).

Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions do not have to meet these requirements; however, all must demonstrate a proven commitment to the values, mission and vision of Magnolia Public Schools, as well as a belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education.

Appropriate records of credentials held by MSA-Santa Ana teachers and supporting documentation will be monitored and maintained by the Principal at the charter school site and Human Resources at the MPS Home Office. Credentials will be monitored annually in compliance with state and federal law.

[22] http://www.cde.ca.gov/nclb/sr/tq/paraprofessionals.asp

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237." **Ed. Code § 47605(b)(5)(F).**

The health and safety of MSA-Santa Ana staff and students is the highest priority for the school. As such, MSA-Santa Ana has adopted and will continue to implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts.

Charter School will continue to train all staff at least annually in these Policies and Procedures. Emergency response drills will continue to be held regularly for all students and staff. Charter School will periodically review, and modify as necessary, its Health and Safety Policies and Emergency Policies and Procedures, and keep these documents readily available for use and review upon request.

The Health and Safety Policies and Procedures will continue address, at a minimum, the following:

- Child Abuse Reporting
- Child predators (gates, walls, child pick-up and drop-off, etc.)
- Sexual/Other Harassment Reporting
- Asbestos management
- ADA adherence
- Food service safety
- Blood borne pathogens
- Pest management
- FERPA
- Immunizations
- Tuberculosis Risk Assessment and Examination
- Medication in school
- Vision, hearing, and scoliosis screening
- Student Illness & Injury Policies

Emergency Policies and Procedures will address, at a minimum, the following:

- Earthquake
- Fire
- Flood
- Terrorist threats
- Hostage situations
- School lock-down procedures
- Evacuation plans
- Safety drills
- Annual testing of sprinkler systems, fire extinguishers, and fire alarms

The following is a summary of the Health and Safety Policies and Procedures of MSA-Santa Ana:

PROCEDURES FOR BACKGROUND CHECKS

All employees of MPS, all volunteers who will be performing services that are not under the direct supervision of a credentialed Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, will be required to submit to criminal background checks and fingerprinting in accordance with Education Code Sections 44237 and 45125.1. All applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or non-certificated/classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Volunteers who will be outside the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering on campus. The Principal of MSA-Santa Ana shall monitor compliance with this policy (the Board President shall monitor fingerprinting and background clearance of the Principal and MPS staff) and make quarterly reports to the Board. Charter School will maintain on file and available for inspection evidence that the school has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. MSA-Santa Ana shall also ensure that the Principal receives subsequent arrest notifications of all individuals subject to background checks from the Department of Justice to ensure the ongoing safety of its students.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

In accordance with state law, all MPS employees will be mandated to report any suspected child abuse and will follow all applicable reporting laws. Staff members will receive in-service training in accordance with Education Code Section 44691 and sign a document verifying notification and understanding regarding this responsibility.

BLOOD-BORNE PATHOGENS

Charter School shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. Charter School will continue to maintain a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students, and staff should follow the latest medical protocol for disinfecting procedures.

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

IMMUNIZATIONS

Charter School will adhere to all laws related to legally required immunizations for entering students as is required of non-charter public schools pursuant to Health and Safety Code §120325-120375, and Title 17, California Code of Regulations §6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

MEDICATION IN SCHOOL

Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

VISION/HEARING/SCOLIOSIS SCREENINGS

MSA-Santa Ana shall adhere to Education Code §49450, *et seq.*, to provide screening of students' vision, hearing, and scoliosis to the same extent required of non-charter public schools.

DIABETES

MSA-Santa Ana will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

SUICIDE PREVENTION POLICY

The MPS Board of Directors recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this Suicide Prevention Policy has been developed in consultation with MPS and community stakeholders, MPS-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations. MPS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact for Charter School. This policy shall be reviewed and revised at least annually in conjunction with the previously mentioned community stakeholders.

EMERGENCY PREPAREDNESS

Charter School shall adhere to an Emergency Preparedness Handbook containing procedures for safety, drafted specifically to the needs of the school facility. This handbook shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. All staff members will receive detailed training on emergency procedures. The handbook shall be kept on file for review.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

FEMININE HYGIENE PRODUCTS
The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED PRICE MEAL
The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT
The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

SAFETY PLAN
Charter School shall adopt and annually update a comprehensive school safety plan.

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT
Charter School shall function as a drug, alcohol and smoke-free environment.

FACILITY SAFETY
Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

COMPREHENSIVE ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES
Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. MSA-Santa Ana shall develop a comprehensive policy regarding discrimination or harassment (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be promptly addressed in accordance with MSA-Santa Ana's policies.

FERPA
MPS, its employees and officers, will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

STUDENT RECORDS
Charter School will continue to adhere to procedures related to confidentially and privacy of student records. Charter School will keep student records in a locked file cabinet to which only designated staff will have keys, in accordance with MPS policies. Student special education files will be kept in separate

locked cabinets to which only staff designated to have access shall have keys. Electronic student information systems will use password protected accounts to ensure the same limits on access to student files. In the event that a student enters the school upon transfer from an existing district school, the student's records will be requested from the respective district.

CUSTODIAN OF RECORDS

In accordance with California Department of Justice requirements, the CEO shall serve as MSA-Santa Ana's Custodian of Records.

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

"The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." **Ed. Code § 47605(b)(5)(G*).***

MSA-Santa Ana will continue to actively recruit a diverse student population who value the school's mission, are committed to the school's instructional and operational philosophy, and who benefit from the school's design.

District Demographics
As the seventh largest school district in California, the SBE enrolls more than 50,000 students in transitional kindergarten through 12th grade, at over 50 schools, including six public charter schools. The boundaries spread over 24 square miles.[23]

The following data shows MSA-Santa Ana vs. District enrollment in 2017-18 by ethnicity:

	# of students	% Hisp	% AA	% White	% Asian
SBE	53,131	92.9%	0.3%	2.6%	2.7%
MSA-Santa Ana	736	86.7%	1.1%	7.6%	2.2%

To be reflective of the general population residing within SBE, MSA-Santa Ana will pursue strategies to increase the percentage of enrollment for student racial and ethnic groups that do not have the same percentage of enrollment as in the District. Based on the comparative data, MSA-Santa Ana will strive to increase the percentage of enrollment by the end of the charter term. See the Recruitment Plan below.

Recruitment Plan
MSA-Santa Ana pursues a wide variety of venues for the distribution of information about the Charter School, such as local events, community centers, parks and recreation activities, social service agencies, shopping centers, apartment complexes and other dwellings. The following recruitment plan lists sample activities that MSA-Santa Ana will undertake in order to achieve its Racial and Ethnic Balance goal.

Outreach efforts use English, Spanish, and any other language needed, based on the needs of the community. The MPS and MSA-Santa Ana website includes comprehensive information about our educational program under our Academics tab on the website. While open to all students, MSA-Santa Ana focuses outreach efforts within a 10-mile radius of the Charter School's location.

MSA-Santa Ana uses a variety of strategies to recruit a diverse population including:

- Direct mailing of 10,000 postcards to the parents/guardians who have TK through and 12th grade children; (October)

[23] http://achieve.SAUSD.net/about

- Distributing flyers at key locations to reach socioeconomically disadvantaged members of the community. Key locations include community meeting points: libraries, religious gathering places, family centers, local grocery stores, playgrounds, recreation centers and/or sports clubs, and coffee establishments; (October-May)
- Holding presentations at community meetings at the key locations listed above; (October-May)
- Hosting Open Houses and providing tours of the Charter School on a regular basis; (October-May)
  A Spanish-speaking representative will assist non-English speaking parents of prospective students. Should the need arise, other non-English languages will be similarly accommodated.
- Hosting individual/family meetings;
- Doing neighborhood walks in the community; (October-May)

As needed, school staff and volunteers may go door-to-door, talk to families, and hand out applications, and use press and advertising campaigns in local Spanish and English media.

MSA-Santa Ana uses a variety of strategies to recruit a diverse population. With our current partnerships in the City of Santa Ana we are able to participate in community events with Supervisor Andrew Do. In addition to our outreach strategies in the community we also use media outlets such as Facebook, Twitter, and website as well as local ads on magazines/newspapers.

Anticipated Recruitment Events

Date & Time	Event	Location
Weekly Tuesdays, 10:00 am RSVP recommended.	School Tours	MSA-SA 2840 W. 1st Street Santa Ana, CA 92703
Saturday, January 10 AM - 12 PM	Open House Presentation and School Tour	MSA-SA 2840 W. 1st Street Santa Ana, CA 92703
3rd week of January	School Choice Week Events – Open House and School Tours; Chipotle Night	MSA-SA 2840 W. 1st Street Santa Ana, CA 92703
Saturday, February	Santa Ana Charter School Fair; Distribute Enrollment Flyers	TBD
Saturday, February 10 AM - 4 PM	Black History Parade & Cultural Fair; Distribute Enrollment Flyers	Downtown Anaheim Anaheim Center Street Promenade
February	Lottery, Open House, and School Tour	MSA-SA 2840 W. 1st Street Santa Ana, CA 92703
February	Open House and School Tour	MSA-SA 2840 W. 1st Street Santa Ana, CA 92703
Saturday, March	Parenting OC Jamboree at the Cube	Discovery Cube of Orange County 2500 N Main St. Santa Ana, CA 92705

Saturday, March 10am-12pm	STEAM Competition, Open House, and School Tours Grades: 2nd-5th and 6th grade	MSA-SA 2840 W. 1st Street Santa Ana, CA 92703
April	Open Streets – Re-Imagine Garden Grove	Downtown Garden Grove
April	Santa Ana Dia de Los Ninos/Dia de Los Libros	Santa Ana Public Library
First week of May	Charter School Week Events – Open House and School Tours	MSA-SA 2840 W. 1st Street Santa Ana, CA 92703
First week of May	Santa Ana Cinco de Mayo Festival	Downtown Santa Ana
May	Garden Grove Strawberry Festival	Village Green of Garden Grove

Following the conclusion of the open enrollment/lottery application period each year (see Element 8), the CEO and Board will review data regarding the efficacy of our outreach efforts and any necessary changes to ensure an appropriate racial/ethnic balance of students.

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

"Admission policies and procedures consistent with [Education Code Section 47605] subdivision (d)."
Ed. Code § 47605(d)

ADMISSION REQUIREMENTS

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. An Application Form is required for each student. No other requirements (test scores, transcripts, behavior records, etc.) are required. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

If the number of students who wish to attend the Charter School exceeds the openings available, entrance shall be determined by a single random public drawing ("lottery") in accordance with Education Code §47605(d)(2) and as set forth below.

LOTTERY PREFERENCES AND PROCEDURES

An open application period will be publicly announced each year and communicated during outreach/recruiting efforts detailed in Element 7. The Charter School will include specific information in its outreach materials, on the Charter School website, at community meetings and open forums notifying parents of the Charter School's open application period and lottery dates. MSA-Santa Ana will ensure that all application materials will reference the application deadline and proposed lottery dates as well as provide complete information regarding application procedures, key dates, and enrollment preferences (in the case of a lottery) and requirements consistent with the approved charter.

In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

ENROLLMENT PREFERENCE

Pursuant to Education Code § 47605(d)(2)(B), if the number of pupils who wish to attend the Charter School exceeds the school's capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing (lottery). In the event of a lottery for any impacted grade level(s), with the exception of existing students who are guaranteed enrollment in the following school year, enrollment preferences will be given. In accordance with Education Code, priority will be given first to students who reside within the attendance boundaries of SBE, as determined by their guardian's home address, with additional preferences given in the following order:

- Siblings of students admitted to or attending the Charter School
- Children of Board members or employees of Magnolia Public Schools, not to exceed 10% of students admitted through the lottery process.

- Students matriculating from other Magnolia Public Schools
- Foster youth or homeless students[24]

The Charter School and the SBE agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

We provide preference for siblings of admitted students for the convenience of families. Children of Board members and employees are provided preference in deference to the work and commitment of these individuals to Magnolia and the instructional model. No more than 10% of students admitted through the lottery process annually will be drawn from this category. Finally, we know that Foster and homeless youth need a strong school to attend. As a school, we make sure that they can be accepted at our campus and go ahead of others in the waitlist as part of the lottery.

LOTTERY PROCEDURE

The public random drawing ("lottery") will take place within 30 days of the closing of the open application period. The Charter School will choose a date and time (preferably on the weekend or on a weekday evening) so that most interested parties will be able to attend. (Typically, the open application period starts on the first day of school and ends by mid-January, and if applicable, a lottery is held at least two weeks after the open application period ends.)

MSA-Santa Ana's office manager will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery through mail, e-mail, charter school website, phone, and other available outlets prior to the lottery date. The lottery will be held at the charter school site if the charter school facility can accommodate all interested parties. Otherwise, the Charter School will secure a meeting room that is large enough to accommodate all parties and to allow them to observe the lottery. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

In the lottery, all names in the first preference group are drawn by the notary public and listed in order for each grade level. Names from the second and third preferences are drawn in the same way according to preference order if space is available. Once the grade level capacity is met, the remaining students' names will continue to be drawn randomly and placed in the order they are drawn on the waiting list. The students who do not apply in the open enrollment period are added to the end of the waiting list in the order they applied.

MSA-Santa Ana will invite a SBE representative to serve as an official observer of the lottery to verify the lottery procedures are fairly executed. Application forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists will be readily available in the Charter School's main office for inspection upon request. Each application form will be kept on file for the academic year with the applicant's assigned lottery number in the Charter School database and on his or her enrollment application.

---

[24] Disclosure of foster youth or homeless student status is not required at the time of application. However, families that would like their students to be granted a preference on that basis may apply using the preference, and MSA-Santa Ana will verify eligibility at the time of enrollment.

NOTIFICATIONS OF ADMISSION STATUS

Notifications of admission status will be mailed to all applicants within two weeks of the lottery. Enrollment packets will be sent to admitted students; students not admitted will be informed by the office manager of their waiting list priority number as determined by the admissions lottery or application order. If the enrollment packets are not returned to the school, in person or by mail, complete within 10 business days from the date of postage, then admission for that student is forfeited, and an admission notice will be mailed to the next student on the waiting list. The school's office manager and/or office staff will be available to assist families in completing this paperwork if needed.

Vacancies that occur during the school year will be filled according to the wait list order determined during the lottery drawing except that homeless and foster care students will be moved to the top of the waiting list to provide priority placement. When an offer occurs during the school year that is not filled by a homeless or foster care student, families will be contacted by the school site office manager and/or office staff through a call and email in the order of the wait list and will be given 48 hours to decide whether or not to accept a space at the Charter School. In the event that no such wait list is required enrollment will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until the end of the school year and does not "roll over"; applicants must reapply for the lottery annually if the Charter School is unable to offer them admission for the current year.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." Ed. Code § 47605(b)(5)(I).

An annual independent financial audit of the books and records of MSA-Santa Ana shall be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of MSA-Santa Ana shall be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

MPS's Board of Directors shall select an independent auditor through a request for proposal format. The auditor shall have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

ANNUAL AUDIT PROCEDURES

Procedures:

- The Board of Directors will appoint an Audit Committee by January 1 of each year.
- The Audit Committee may include persons who are members of the Board, but may not include any the staff of the charter school, including the CEO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for identifying an audit firm from the State Controller's list of approved education audit providers by March 1 of each year, unless the existing contract is a multi-year contract. The Board of Directors hires the audit firm after the Audit Committee performs a rigorous search and interview process.
- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor, describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the SBE along with an anticipated timeline for the same. MPS works with the SBE to establish action items for correction if needed. Implementation recommendations of procedures is monitored closely by executive staff.
- The Board of Directors will review and approve the audit no later than December 15.
- The CFO will be responsible for submitting the audit to all reporting agencies including the SBE, the Orange County Superintendent of Schools, the State Controller, and to the CDE no later than December 15 of each year.
- Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.
- The independent financial audit of the Charter School is a public record to be provided to the public upon request.

In the case that MSA-Santa Ana either does not pay for or have an independent audit completed within one month of the applicable timelines, the authorizer, may, at its option, pay for an audit to be completed and invoice MSA-Santa Ana for the expense, which shall be immediately due and payable, or subtract such payment from any funds due to MSA-Santa Ana.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

"(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

"(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

"(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

"(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

"(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." **Ed. Code § 47605(b)(5)(J).**

DISCIPLINE FOUNDATION POLICY

The following Student Suspension and Expulsion Policy (Policy) has been established in order to promote learning and protect the safety and well-being of all students at MSA-Santa Ana. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating the Student Suspension and Expulsion Policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This Policy shall serve as MSA-Santa Ana's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Changes to this Policy to comport to changes in

law shall not be considered material revisions to the charter. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures clearly describes discipline expectations, and will be printed, distributed and discussed with students and families as part of the Student/Parent Handbook which is sent to each student at the beginning of the school year and signed by their guardian.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision.

POSITIVE DISCIPLINE

MSA-Santa Ana staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive/Encouraging contact with parent/guardian (certificate, post card, phone message)
- Special activities (instructional field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive Illuminate or equivalent points

Positive student behavior and improvements will be acknowledged and encouraged by the MSA-Santa Ana staff. Teachers will not only report discipline issues in the school information system, Illuminate or

equivalent, but will also report positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at MSA-Santa Ana. This plan is published at the beginning of each school year in the Student/Parent handbook. The Student/Parent Handbook also includes a school-parent-student compact that outlines how parents, the entire Charter School staff, and students will share the responsibility for improved student academic achievement and the means by which the Charter School and parents will develop a partnership to help students achieve high academic and behavioral standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. MSA-Santa Ana provides its staff with professional development in the area of restorative practices alternatives to suspension, and positive behavior supports.

MSA-Santa Ana believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative detention, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

GROUNDS FOR SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MSA-Santa Ana; or (3) an MSA-Santa Ana sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

a) while on school grounds;
b) while going to or coming from school;
c) during the lunch period, whether on or off the school campus; or
d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in minor harm.

2. Willfully used force or violence upon the person of another, except self-defense resulting in minor injury.

3. Unlawfully possessed, used, sold or otherwise furnished nominal amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

   Was unlawfully under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

5. Committed or attempted to commit robbery or extortion.

6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases, resulting in negligible loss.

7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

13. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

16. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

17. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

18. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently offensive as to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

19. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

20. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating

or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.
        iii. Causing a reasonable student to experience interference with his or her academic performance.
        iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
        i. A message, text, sound, video, or image.
        ii. A post on a social network Internet Web site including, but not limited to:
            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
            (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
            (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
        iii. An act of cyber sexual bullying.
            (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means

of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

22. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to paragraphs 1 and 2 of this section.

23. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

MANDATORY SUSPENSION OFFENSES

Students shall be suspended and recommended for expulsion for any of the following acts:

1. Possessing, selling, or furnishing a firearm, as defined in Section 921 of Title 18 of the United States Code.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing a sexual battery.
5. Possession of an explosive, as defined in Education Code Section 48915(h). E.C. 48915(c)(5)

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

CONFERENCE

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended, by Principal or Designee, without this conference, both the

parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School administrators. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing, by the Principal or Designee, of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If Charter School administrators wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from the Charter School for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another public school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code Sections 48903, 48911, and 48912) The expulsion process shall not take longer than 30 days from the first day of the initial suspension. Suspension and expulsion policies and procedures for students with disabilities is outlined in the section below.

Suspension Appeals

Students and/or a parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made, verbally or in writing, to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will be comprised of at least one school administrator, and at least two teachers, and may also include a non-certificated employee. Current teachers of the student are not eligible to participate as a member of the Reflection Committee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension

- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings. The Charter School administrators shall make arrangements to provide the student with classroom materials and assignments for the duration of student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Sections 35253 and 49076 and 5 CCR 16024.

Recommendation for Expulsion

Upon a recommendation of Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference with school site administrators to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Principal or Designee has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian or representative, unless the student and the student's parent/guardian or representative fail to attend the conference, at which time the school shall proceed with the extension.

This determination will be made by the Principal or designee upon either of the following findings: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, the Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, the Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct, that are described below if the act is (1) related to school activity; (2) school attendance occurring at MSA-Santa Ana or at any other school; or (3) an MSA-Santa Ana sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

a) while on school grounds;
b) while going to or coming from school;
c) during the lunch period, whether on or off the school campus; or
d) during, going to, or coming from a school-sponsored activity.

The length of an expulsion shall not exceed one year.

Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.

2. Willfully used force or violence upon the person of another, except self-defense resulting in serious bodily injury.

3. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

4. Was nlawfully under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

6. Committed or attempted to commit robbery or extortion in excess of $1,000.

7. Caused or attempted to cause damage to school property or private property in excess of $1,000.

8. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases, in excess of $1,000.

9. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

10. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

11. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

12. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

13. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not

the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

14. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

15. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

16. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

17. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

18. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

ii. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site including, but not limited to:
i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
iii. An act of cyber sexual bullying.
i. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
ii. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

2. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

19. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to paragraphs 1 and 2 of this section.

20. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

MANDATORY EXPULSION OFFENSES

Students shall be suspended and recommended for expulsion when the following occur on school campus or at a school activity off campus, for any of the following acts:

1. Possessing, selling, or furnishing a firearm, as defined in Section 921 of Title 18 of the United States Code.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing a sexual battery
5. Possession of an explosive, as defined in Education Code Section 48915(h).

EXPULSION PROCEDURES

AUTHORITY TO EXPEL

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel, presided over by a designated neutral hearing chairperson, following a hearing before it. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the Charter School in which the student is enrolled. The Administrative Panel members shall have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. The Administrative Panel may expel any student found to have committed an expellable offense. The pupil will be notified on the same day of the Administrative Panel's decision and will later be followed up with a written letter acknowledging the Administrative Panel's decision.

A decision to expel a pupil for an expellable offense shall be based on a finding of one or both of the following:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
(2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Expulsion Hearing

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal determines that the student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel the student. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian by the Principal or Designee, at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of MSA-Santa Ana's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MSA-Santa Ana may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the Panel.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. MSA-Santa Ana administrators must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel from removing a support person whom the presiding Administrative Panel finds is disrupting the hearing. The Administrative Panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MSA-Santa Ana administrators must present evidence that the witness' presence is both desired by the witness and will be helpful to MSA-Santa Ana. The Administrative Panel presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the hearing chairperson shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding entity from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student recommended for expulsion, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Administrative Panel conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made,

the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the student recommended for expulsion, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to expel, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice within 30 days of the initial suspension of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MSA-Santa Ana
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence and the SBE. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MSA-Santa Ana shall maintain records of all student suspensions and expulsions at MSA-Santa Ana. Such records shall be made available to the SBE upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of receiving the written notice of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a special meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

At the hearing on the appeal, the student or his/her representative shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant at the conclusion of the hearing, in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

The Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

The Charter School shall work with parents/guardians of expelled students and the SBE for an interim placement at a community day school or other alternative program. Should the Charter School determine after the recommendation for expulsion that the student will remain enrolled at the Charter School pending the expulsion hearing based on the best interest of the student, or if the Charter School secures another alternative interim placement at another charter school or school within MPS, if appropriate and aligned with applicable charter petitions, the Charter School will notify the SBE of such determination.

Rehabilitation Plan

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

READMISSION

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

NOTIFICATION OF SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

SERVICES DURING SUSPENSION

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

PROCEDURAL SAFEGUARDS/MANIFESTATION DETERMINATION

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability for discipline reasons, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

1. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

3. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

DUE PROCESS APPEALS

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

SPECIAL CIRCUMSTANCES

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates the Charter School's disciplinary procedures.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

3. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

2. The parent has requested an evaluation of the child.

3. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ADDITIONAL PROVISIONS

BULLYING

Bullying is listed as an offense for which a student may be suspended or expelled. The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code Section 234 et seq. MPS' policy on bullying prohibits discrimination, harassment, intimidation, and bullying on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics.. MPS' process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on these characteristics and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." Ed. Code § 47605(b)(5)(K).

CERTIFICATED STAFF MEMBERS

All certificated staff members who are eligible, including, but not limited to, administrators, counselors, school psychologists, special education program administrators, and teaching employees will participate in, the California State Teachers' Retirement System ("STRS").

CLASSIFIED STAFF MEMBERS

All full-time classified staff members, including, but not limited to, office staff and instructional aides are eligible to participate in the California Public Employees' Retirement System ("PERS"). MERF acknowledges that the Charter School must continue such participation for the duration of the Charter School's existence under the same County-District-School Code.

Charter School employees in PERS also qualify for Social Security.

MSA-Santa Ana employees participate either in PERS or STRS according to their eligibility. Staff members who leave MSA-Santa Ana to work for the MERF Home Office have the option of retaining their PERS or STRS status, if eligible.

OVERSIGHT OF BENEFITS

The Human Resources Department, specifically the Human Resources Director, alongside the Finance Department at the MERF Home Office are responsible for monitoring the appropriate administration of benefits and ensuring appropriate arrangements for retirement coverage are made for all employees. The Charter School will make any contribution that is legally required of the employer, including STRS, PERS, social security, workers compensation, and other payroll obligations. All withholdings from employees and the Charter School will be forwarded to the STRS and PERS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. The Charter School will submit all retirement data and will comply with all policies and procedures for payroll reporting. The Charter School assures that it will provide retirement information in a format required by the SBE.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." Ed. Code § 47605(b)(5)(L).

MSA-Santa Ana is a school of choice and no students shall be required to attend. Students who reside within the District who choose not to attend MSA-Santa Ana may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies.

Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in MSA-Santa Ana, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." Ed. Code § 47605(b)(5)(M).

No public school district employee shall be required to work at MSA-Santa Ana. Employees of the District who choose to leave the employment of the District to work at MSA-Santa Ana will have no automatic rights of return to the District after employment by MSA-Santa Ana unless specifically granted by the District through a leave of absence or other agreement. MSA-Santa Ana employees shall have any right upon leaving the District to work in MSA-Santa Ana that the District may specify, any rights of return to employment in a school district after employment in MSA-Santa Ana that the school district may specify, and any other rights upon leaving employment to work in MSA-Santa Ana that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to MSA-Santa Ana. Employment by MSA-Santa Ana provides no rights of employment at any other entity, including any rights in the case of closure of MSA-Santa Ana.

ELEMENT 14: DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." Ed. Code § 47605(b)(5)(N).

DISPUTES BETWEEN THE CHARTER SCHOOL AND THE SBE

MSA-Santa Ana and the SBE will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures.

If the SBE determines that a violation of the Charter or law may have occurred or a problem has arisen related to the operation of MSA-Santa Ana or the SBE's oversight obligations, or a dispute otherwise arises between the SBE and MSA-Santa Ana, the following procedures shall be followed to resolve the dispute:

(1) Should the SBE determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations, or take action as it deems necessary.

(2) In the event that the SBE believes that the dispute relates to an issue that could lead to revocation of the Charter under Education Code Section 47607, participation in the dispute resolution procedures outlined herein by the SBE shall be entirely voluntary and shall not be interpreted to impede or act as a pre-requisite to the SBE's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the SBE may choose, in its sole discretion, to proceed directly with the revocation procedures in accordance with Education Code Section 47607 and its implementing regulations, or may choose to participate in all or part of the dispute resolution procedures set forth below.

(3) If the violation or issue in question does not constitute a severe and imminent threat and the SBE has not decided to commence revocation procedures, either party shall provide written notification of the violation or issue ("Dispute Statement") and refer the issue to the SBE Superintendent and Charter School Principal, or their respective designees. The date that this written notice is provided or sent shall be the "Dispute Statement Date." Upon issuance of the Dispute Statement, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within ten (10) calendar days after the Dispute Statement Date. The SBE representative at the meeting will be the Superintendent or the Superintendent's designee, and the MSA-Santa Ana representative will be MSA-Santa Ana's Principal or the Principal's designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties may proceed to Step 4 or the parties may take other action as they deem appropriate in response to the dispute.

(4) If the dispute is not resolved in accordance with the procedures through Step 3 above, either party may pursue any alternative legal options for resolution, including the SBE may commence

revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 and its implementing regulations, or applicable law.

MSA-Santa Ana recognizes that, because it is not an LEA, the SBE may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.

If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with EC Section 47604.5, the matter will be addressed at the SBE's discretion in accordance with that provision of law and any regulations pertaining thereto.

The charter school recognizes that the SBE cannot be pre-bound to a contractual obligation to split the costs of mediation or agree to mediation to resolve disputes.

INTERNAL DISPUTES

MSA-Santa Ana shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. MSA-Santa Ana shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at MSA-Santa Ana shall be provided with a copy of MSA-Santa Ana's policies and internal dispute resolution process.

The SBE will refer all disputes or complaints it receives not related to a possible violation of the Charter or other agreement between the SBE and MSA-Santa Ana or law or to the operation of the Charter School or the SBE's oversight obligations to MSA-Santa Ana's Principal for resolution according to MSA-Santa Ana's internal dispute resolution process. The SBE may choose to submit disputes that are related to possible violations of the Charter or other agreement between the SBE and MSA-Santa Ana or the law or to the operation of the Charter School or the SBE's oversight obligations to MSA-Santa Ana's Principal for resolution according to MSA-Santa Ana's internal dispute resolution process. Should the SBE receive a complaint regarding MSA-Santa Ana that is referred to MSA-Santa Ana for investigation and/or resolution, MSA-Santa Ana shall provide the SBE with updates regarding MSA-Santa Ana's investigation and resolution of the matter upon written request of the SBE and upon resolution of the complaint or issue. In the event that MSA-Santa Ana's adopted policies and processes fail to resolve the dispute, the SBE agrees not to intervene in the dispute without the consent of MPS's Board of Directors unless the matter relates to a possible violation of the Charter or other agreement between the SBE and MSA-Santa Ana or law or to the operation of MSA-Santa Ana or the SBE's oversight obligations.

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." Ed. Code § 47605(b)(5)(O).

The following procedures shall constitute the "Closure Protocol" and shall apply in the event MSA-Santa Ana ceases to be a charter school or otherwise closes for any reason.

Any decision to close MSA-Santa Ana as a charter school operating pursuant to this Charter shall be documented by official action of the MSA-Santa Ana Board ("Closure Action"), and will identify the person or entity responsible for all closure-related activities and actions. Each notice required as part of the closure procedure shall include information on the responsible person or entity and contact information for the person(s) to whom reasonable inquiries regarding the closure may be made. The action will identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur: the charter is revoked or non-renewed and MSA-Santa Ana has exhausted all appeal procedures to County and State Boards of Education, the MSA-Santa Ana governing body votes to close MSA-Santa Ana, or the charter lapses. In the event of a Closure Action, the following steps shall be implemented, which follow the procedures and requirements set forth in Education Code section 47605(b)(5)(O) and Title 5 California Code of Regulations sections 11962 and 11962.1.

MSA-Santa Ana governing body will notify the authorizer in writing of the determination of the Closure Action and of the effective date of the closure as a charter school within 72 hours of the Closure Action.

MSA-Santa Ana will provide written notification to the districts of residence of the list of enrolled students within 72 hours of the determination of the Closure Action.

MSA-Santa Ana will notify within 120 hours parents and students of MSA-Santa Ana, the Santa Ana Office of Education, MSA-Santa Ana's SELPA, the retirement systems in which MSA-Santa Ana's employees participate (e.g., State Teachers' Retirement System, Public Employees' Retirement System and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements, grade reports, discipline records, and immunization records.

MSA-Santa Ana will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close MSA-Santa Ana.

MSA-Santa Ana will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, MSA-Santa Ana will provide parents, students, the receiving school districts and the County with copies of all appropriate student records within seven calendar days from the determination of the Closure Action or within seven calendar days of the last student attendance day at MSA-Santa Ana if MSA-Santa Ana is to remain open as a charter school beyond the date a Closure Action is determined, and will otherwise assist students in transferring to other schools. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 USC §1232g. MSA-Santa Ana will ask the SBE to store as necessary original records of Charter School students. All student records of MSA-Santa Ana shall be transferred to the SBE upon school closure. If the SBE will not or cannot store the records, MSA-Santa Ana shall work with the Orange County Department of Education to determine a suitable alternative location for storage.

As soon as is reasonably practical, but no later than 60 days after the latter of the Closure Action or the effective date of the closure, MSA-Santa Ana will prepare final financial records. MSA-Santa Ana will also have an independent audit (which may also serve as the annual audit) completed by an independent auditor who meets the qualifications to perform MSA-Santa Ana's annual audits as soon as is reasonably practical, but in no case later than six months after closure and provide the audit report to the SBE within seven days of its completion. The audit shall comply with all of the requirements for Charter School's annual audit and must include at least the following (i) All information required in an annual audit; (ii) An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies; (iii) An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation; (iv) An assessment of the disposition of any restricted funds received by or due to MSA-Santa Ana, and (v) A delineation of the disposition of all assets and liabilities. In the case that MSA-Santa Ana either does not pay for or have an independent audit completed within the six-month timeline, the SBE may, at its option, pay for an audit to be completed and subtract such payment from any funds due to MSA-Santa Ana. Any costs for the audit incurred by the MSA-Santa Ana shall remain a liability of MSA-Santa Ana until repaid in full. Any liability or debt incurred by MSA-Santa Ana shall be the responsibility of MSA-Santa Ana and not the SBE. Any unused monies at the time of the audit will be returned to the appropriate funding source. The Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. MSA-Santa Ana understands and acknowledges that MSA-Santa Ana will cover the outstanding debts or liabilities of MSA-Santa Ana. Any unused special education related funds will be returned to the SBE or SELPA, as appropriate, and other categorical funds will be returned to the source of funds as required by applicable law.

Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of MSA-Santa Ana, all assets of MSA-Santa Ana – including but not limited to all leaseholds, personal property, intellectual property , and all ADA apportionments and other revenues generated by students attending the Charter School – which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to a California public school or school district. Any assets acquired from the SBE or SBE property will be promptly returned to the SBE upon MSA-Santa Ana's closure. The distribution shall include the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of MSA-Santa Ana will be liquidated and all creditors will be paid first.

On closure of MSA-Santa Ana, any remaining assets of MSA-Santa Ana not addressed in the preceding paragraph, including but not limited to all leaseholds, personal property, intellectual property, remain the sole property of the nonprofit public benefit corporation. Upon either closure of the Charter School or the winding up and dissolution of the corporation if the corporation is to be dissolved as a result of the closure of the Charter School, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted), any capital assets, including facilities or property, purchased in whole or part with public funds will be distributed to the SBE or another California public school, school district, or county office of education. Upon the winding up and dissolution of the corporation, any remaining assets of the corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

On closure, MSA-Santa Ana shall remain solely responsible for all liabilities arising from the operation of MSA-Santa Ana.

As MSA-Santa Ana is operated as a non-profit public benefit corporation, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

For a minimum of six calendar months from the date of the Closure Action or effective date of the closure, whichever comes first, sufficient staff will maintain employment to take care of all necessary tasks and procedures required for smooth closing of MSA-Santa Ana and student transfers.

In addition to the final audit, MSA-Santa Ana shall also submit any required year-end financial reports to the California Department of Education and the Orange County Superintendent of Schools, in the form and timeframe required, including, but not limited to, those required by Education Code Section 47604.33.

This Closure Protocol shall survive the revocation, expiration, termination, or cancellation of this Charter or any other agreement between the SBE and MSA-Santa Ana or any other act or event that would end MSA-Santa Ana's right to operate as a charter school pursuant to the Charter or cause MSA-Santa Ana to cease operation. MSA-Santa Ana and the SBE agree that, due to the nature of the property and activities that are the subject of this petition, the SBE and public shall suffer irreparable harm should MSA-Santa Ana breach any obligation under its Closure Protocol. The SBE, therefore, shall have the right to seek equitable relief to enforce any right arising under the Closure Protocol or any provision of the Closure Protocol or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the SBE. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

MSA-Santa Ana shall use budget reserves normally maintained for contingencies and emergencies to fund closure proceedings.

In the event that the Charter School closes, the CEO will serve as the Charter School's closure entity.

ADDITIONAL PROVISIONS

FACILITIES

The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate." Education Code Section 47605(g).

As part of Charter School Facilities Program Proposition 1D program - a government program whereby the State of California sells bonds that are used to fund school construction for charter schools, MSA-Santa Ana was awarded bonds totaling $17.4 million.

During 2015-2016 school year, MSA-Santa Ana designed and built a two-story facility totaling 48,353 square feet with 34 classrooms on a lot of 2.68 Acres at 2840 W 1st Street in the City of Santa Ana in Orange County. The new two-story facility can house up to 1,100 students in grades TK through 12th. The design incorporates 34 standard classrooms, science lab and computer labs, library, conference rooms, offices and administration areas. MSA- Santa Ana Campus also include a-6,509 square feet gym with cafeteria, shade structures and a playground.

ADMINISTRATIVE SERVICES

"The manner in which administrative services of the charter school are to be provided." Education Code Section 47605(g).

MSA-Santa Ana will procure its own administrative services through an appropriately qualified third-party contractor. MSA-Santa Ana currently contracts with DMS for back-office services including, but not limited to, the following:

- Accounting
- Budgeting
- Accounts Payable/Receivable
- Budget
- Board Reporting
- Financial reporting and forecasting
- Accounting and bookkeeping services
- Cash management
- Compliance and data management services

MSA-Santa Ana will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. MSA-Santa Ana shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

CIVIL LIABILITY IMPACT

"Potential civil liability effects, if any, upon the charter school and upon the school district." Education Code Section 47605(g).

MSA-Santa Ana shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. MSA-Santa Ana shall work diligently to assist the SBE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other SBE-requested protocol to ensure the SBE shall not be liable for the operation of MSA-Santa Ana.

Further, MSA-Santa Ana intends to enter into a memorandum of understanding with the SBE, wherein MSA-Santa Ana shall indemnify the SBE for the actions of MSA-Santa Ana under this Charter and MSA-Santa Ana shall comply with the indemnification, defense and hold harmless provisions set forth in this Charter.

The corporate bylaws of MSA-Santa Ana shall provide for indemnification of the MSA-Santa Ana Board, officers, agents, and employees, and MSA-Santa Ana will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

Insurance amounts and types will be, at a minimum as specified below, and shall be increased or added to (but shall not be reduced) as necessary based on recommendation of the SBE and MSA-Santa Ana's insurance company for schools of similar size, location, and student population. The SBE shall be named an additional insured on the general liability insurance of MSA-Santa Ana.

The MSA-Santa Ana Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

Attached, as Appendix C, please find the following documents:

- A five-year projected budget with three-year monthly cash flow projections
- A budget narrative
- MPS' Fiscal Policies & Procedures

MSA-Santa Ana shall provide reports to the SBE and the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual,

independent financial audit report for the preceding fiscal year shall be delivered to the SBE, the County Superintendent of Schools, State Controller, and California Department of Education.

- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the SBE shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

MSA-Santa Ana shall provide reporting to the SBE as required by law and as requested by the SBE including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP.

MSA-Santa Ana agrees to and submits to the right of the SBE to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, MSA-Santa Ana shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the SBE. MSA-Santa Ana agrees to permit the SBE to inspect and receive copies of all records relating to the operation of MSA-Santa Ana. MSA-Santa Ana is subject to the California Public Records Act, however, the SBE's right to inspect and receive records is not based on the Public Records Act, but rather on the SBE's oversight role.

INSURANCE

Prior to the start of the charter term, the Charter School will submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings, and consistent with any memorandum of understanding between the Charter School and the SBE and CDE. Additionally, the Charter School will provide a document stating that the District will hold harmless, defend, and indemnify the SBE and the CDE, their officers and employees, from every liability, claim, or demand that may be made by reason of: (1) any injury to volunteer; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, or default, or omission of the Charter School, its officers, employees, or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the SBE or the CDE, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the parties.

INDEMNIFICATION

To the fullest extent permitted by law, MSA-Santa Ana agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to SBE and hold harmless the SBE, the SBE Board, Superintendent, Board members, officers, Board- or Superintendent-appointed groups, committees, boards, and any other Board- or Superintendent-appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the "SBE and the SBE Personnel") (collectively "Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or

liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of MSA-Santa Ana, and/or on the part of the board of directors, officers, board appointed groups, committees, boards, and any other MSA-Santa Ana appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of MSA-Santa Ana in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under this Charter and/or any Memorandum of Understanding or other agreement between MSA-Santa Ana and the SBE and/or in any way related to the operation or operations of MSA-Santa Ana or of any other facility, program, or activity.

The obligations of MSA-Santa Ana to defend the SBE and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate MSA-Santa Ana to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence or from an Indemnitee's willful misconduct where such sole negligence or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the sole negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of MSA-Santa Ana shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitee(s).

MSA-Santa Ana further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the Indemnitees harmless from any and all financial obligations in the event of an unbalanced budget.

MSA-Santa Ana's obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this Charter and/or any Memorandum of Understanding or other agreement between MSA-Santa Ana and the SBE or any other act or event that would end MSA-Santa Ana's right to operate as a charter school pursuant to its Charter or cause MSA-Santa Ana to cease operations.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authorizing entity has complied with all oversight responsibilities required by law.

MSA-Santa Ana shall at all times be operated by or as a nonprofit public benefit corporation and shall provide to the SBE proof of its federal and state tax exempt status on or before July 1 following approval of this Charter, or as soon as such tax exempt status is approved by the IRS, and shall maintain its tax exempt status throughout the term of the Charter. Nothing in this paragraph shall serve to reduce or excuse MSA-Santa Ana's obligations to obtain and maintain the insurance required by this Charter and/or its obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this Charter.

TRANSPORTATION

MSA-Santa Ana is not required to provide transportation to and from school, except as required by law, including but not limited to the IDEA and the McKinney-Vento Homeless Assistance Act.

Business and Operations Management

MSA-Santa Ana is being operated as a nonprofit public benefit corporation and shall at all times operate as a distinct and separate LEA and shall maintain its own set of financial records, distinct from any other school(s) or entities that may be operated by related individuals or entities, including any existing charter schools or additional or new charter schools that may be approved after the effective date of this Charter. MSA-Santa Ana shall also maintain its own separate and distinct financial records and account code(s) (i.e. Site Code).

At all times MSA-Santa Ana shall submit financial reports for the Charter School as a distinct LEA and have audits performed on the financial statements of the Charter School. In areas where overlap in purchasing or resource allocation might occur between MSA-Santa Ana and any other entity, the Charter School shall maintain Financial Policies and Procedures describing how allocations will occur between distinct LEAs and entities and provide the Financial Policies and Procedures to the SBE prior to any such overlap or sharing. In no event shall MSA-Santa Ana develop or revise such Financial Policies and Procedures or its practices in any manner which would be inconsistent or in conflict with the terms of its Charter or other agreement between MSA-Santa Ana and the SBE. The Financial Policies and Procedures shall specify whether there will be shared costs, resources, services, staff, etc., and the methodology that will be used to ensure a fair and appropriate distribution of services and costs. Such financial policies shall include a means of ensuring that all funds generated by and attributable to MSA-Santa Ana authorized pursuant to this Charter will be maintained and expended for the educational benefit of the students at this Charter School.

Should any related entity obtain approval of or otherwise open another charter school or any other entity with which MSA-Santa Ana will share expenses or services, prior to such other school/entity commencing operation and prior to the commencement of each fiscal year thereafter, MSA-Santa Ana shall provide to the SBE, if applicable, a calculation of all costs projected to be shared between MSA-Santa Ana and any such related entity-operated school(s)/entity(ies), including the factual and fiscal basis on which the projected cost share has been calculated. Should there be a significant deviation from the projections during the fiscal year, MSA-Santa Ana shall immediately provide the SBE with an updated calculation, including the factual and fiscal basis for the revisions. Any shared costs shall be clearly accounted for in MSA-Santa Ana's financial records and reviewed as part of MSA-Santa Ana's annual fiscal audit.

Should the SBE or FCMAT seek records or information related to MSA-Santa Ana's operations, including its finances, which records or information are held by any other entity – including but not limited to an educational management organization, charter management organization, back office or administrative services provider, or any other contractor or consultant – MSA-Santa Ana shall make every effort promptly to obtain from such entity and provide to the SBE and/or FCMAT all such requested records or information.

Free Schools

MSA-Santa Ana shall at all times comply with the terms and requirements of the free schools guarantee of the California Constitution, Article IX, Section 5, Education Code Section 49010-49013, and California

Code of Regulations, Title 5, Section 350, in all aspects of the MSA-Santa Ana program. Under no circumstances shall any student be adversely impacted by MSA-Santa Ana, in any manner, in admission, registration, offers of course credit or educational activities for financial reasons, including without limitation a failure to make a financial contribution of any kind or for failure to make donations of goods or services, including in-kind or volunteer services, to MSA-Santa Ana, nor shall any course credit or privileges related to MSA-Santa Ana education activities be provided in exchange for money or donations of goods or services, including in-kind and/or volunteer services. Any and all volunteer policies, documents, or other communications requesting or encouraging parents/guardians to volunteer shall clearly specify that any such volunteering or making of donations is purely optional and not required as a condition of admission, continued enrollment, or any other privilege offered by MSA-Santa Ana. Any complaints alleging unlawful pupil fees shall be processed by MSA-Santa Ana in accordance with Education Code Section 49013 and the Uniform Complaint Procedures.

Annually, MSA-Santa Ana shall send a notice to all parents/guardians informing them that parental involvement is not a requirement for acceptance to, or continued enrollment at, MSA-Santa Ana.

SUPERVISORIAL OVERSIGHT FEE

The SBE may charge for the actual cost of supervisory oversight of MSA-Santa Ana, up to any maximum permitted by law (currently described and limited in Education Code Section 47613). MSA-Santa Ana acknowledges that the SBE's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the SBE shall not be required to submit documentation of its actual oversight costs.

OTHER SERVICES FEES

MSA-Santa Ana may opt to seek to contract with the SBE for additional services for a fee, including Financial Services, STRS Enrollment and Report Preparation, Library Resources, Payroll Processing, Professional Development, and Program Evaluation. Whether to provide such services upon request shall be in the SBE's sole discretion. The terms for the provision and cost of such services shall be set forth in a separate written agreement(s).

ENROLLMENT

The Charter School shall obtain a CDS code number from the CDE and shall complete and submit enrollment and other necessary demographic information to the SBE, to the California Longitudinal Pupil Achievement Data System (CALPADS), and to the California Basic Education Data System (CBEDS) consistent with State timelines and requirements.

REPORTING TO PUBLIC AGENCIES

MSA-Santa Ana shall submit to the SBE a copy of all reports or other documents that MSA-Santa Ana is required to submit to the State or other public agency in the State, including, but not limited to:

- P-1 Attendance Report to be submitted to the State each January 15th and reflecting attendance through the last full school month ending prior to December 31;

- P-2 Attendance Report to be submitted to the State each May 1st and reflecting attendance through the last full school month ending prior to April 15;

- Annual P-3 Attendance Report to be submitted to the State each July 15th and reflecting the entire fiscal year's attendance (July 1 – June 30).

Such reports will be submitted to the SBE concurrently with submittal to the State or other public agency.

Notification to SBE Regarding Governing Body Composition

As part of the annual oversight process, the Charter School shall send to the SBE a list of its directors and officers annually, at any time the composition changes, and at any other time upon request.

School Calendar and Schedules

MSA-Santa Ana shall provide to the SBE by July l of each year the school calendar and bell schedule for the following school year, including calculation of instructional minutes. If summer school, extended day or intersession is offered, MSA-Santa Ana shall include calendars and bell schedules for such programs.

Performance Assessments

MSA-Santa Ana shall forward results, excepting individual student results, from all statewide assessments, to the SBE promptly upon receipt by the Charter School, but in no event later than thirty (30) days after such receipt, except that results of the ELPAC shall be submitted to the SBE no later than two (2) weeks after receipt of test results. MSA-Santa Ana shall post the School Accountability Report Card (SARC) to its website by February 1st and submit an electronic copy of the SARC to the SBE simultaneously.

Cash Flow and Reserve

MSA-Santa Ana shall maintain an end-of-year reserve of four percent (4%) or greater of expenditures in each respective fiscal year or, in the event MSA-Santa Ana projects a lower reserve amount given the fully inclusive educational program offered by MSA-Santa Ana, as otherwise mutually agreed upon in writing following good faith discussion(s) between MSA-Santa Ana and the SBE.

Banking Arrangements

MSA-Santa Ana will reconcile the ledger(s) with its bank accounts or accounts in the SBE Treasury on a monthly basis and prepare a balance sheet. A cash flow statement will be submitted using the same time frame as the SBE. MSA-Santa Ana will deposit all funds received as soon as practical upon receipt. A petty cash fund, not to exceed five hundred dollars ($500), may be established with an appropriate ledger to be reconciled quarterly.

Property Inventory

MSA-Santa Ana's Principal or designee shall establish and maintain an inventory of all MSA-Santa Ana non-consumable goods and equipment according to a policy established by MSA-Santa Ana's Board of Directors board that shall comport with all relevant statutory requirements.

PAYROLL

MSA-Santa Ana or its payroll service provider will prepare payroll checks, tax and retirement withholdings, tax statements and perform other payroll support functions in coordination with MPS Payroll staff. MSA-Santa Ana's Principal or designee will establish and oversee a system to prepare time and attendance reports and submit payroll check requests. MSA-Santa Ana's Principal or designee and home office payroll and human resources personnel will review payroll statements monthly to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks. Upon hiring of staff, a personnel file will be established with all appropriate payroll-related documentation including a federal I-9 form, tax withholding forms, retirement data and use of sick leave.

BUSINESS SERVICES

MSA-Santa Ana shall engage the services of a Business/Financial Professional to carry out the business and fiscal functions of MSA-Santa Ana. Such services may be provided either by an employee of MSA-Santa Ana by MPS staff or a third-party service provider hired by MSA-Santa Ana. Any such employee or consultant (or consultant group) shall have a minimum of three years of experience serving a California public school (charter or non-charter) in the capacity of business manager or similar, or providing the services of a Chief Financial Officer or similar to a California public school (charter or non-charter) in a consultant capacity.

LITIGATION

MSA-Santa Ana shall notify the SBE of any pending litigation or legal action taken by any party against MSA-Santa Ana or any employee, including any Special Education complaint, or due process hearing within 30 calendar days of MSA-Santa Ana's receiving said notice.

SCHOOL NAME

MSA-Santa Ana shall be known as Magnolia Science Academy – Santa Ana. MSA-Santa Ana may not change its name, nor operate under any other name, without the prior express written approval of the SBE.

TERM, RENEWAL AND MATERIAL REVISION

MSA-Santa Ana may submit a request for renewal of its charter unless otherwise agreed with the SBE, and only after MSA-Santa Ana is able to provide to the authorizer the statewide testing results for the fourth year of its current term, which are necessary in order for the authorizer to consider MSA-Santa Ana's academic performance, specifically including any increases in pupil academic achievement both schoolwide and for numerically significant pupil subgroups, as required by law. Furthermore, MSA-Santa Ana shall not submit its request for renewal at a time that would result in the period for the authorizer's consideration and action on the renewal request to include the authorizer's winter break as any such submittal would improperly and unnecessarily limit the authorizer's ability fully to evaluate and act on the renewal request.

MSA-Santa Ana understands and agrees that only after all renewal documentation, specifically including formal documentation of compliance with the applicable academic performance requirements (from a source such as CDE, not solely created internally by MSA-Santa Ana) and the documents specified below, has been submitted to the authorizer, receipt of the Charter renewal will be placed on the next regular authorizer Board meeting agenda for which meeting the agenda deadline has not passed, and only such receipt by the authorizer's Board shall commence the timelines for action on the renewal request. MSA-Santa Ana further acknowledges the SBE's agenda deadlines for Board meetings, and understands that receipt of the renewal request will be placed on a Board agenda in accordance with the authorizer's normal agenda deadline requirements, and MSA-Santa Ana may obtain specific agenda deadline information promptly from the authorizer's Superintendent or designee prior to submittal.

Any renewal or material revision request shall include all of the following materials:

1. At least 12 hard copies (in notebook or otherwise bound) of the entire renewal/materially revised Charter, with the entire document (including any appendices, exhibits, or attachments) sequentially numbered from the first through the last page (including any appendices, exhibits, or attachments), and also including a table of contents which includes references to all appendices/exhibits/attachments;

2. A redline comparing the renewal/materially revised Charter to the current Charter included in the notebook;

3. An electronic (Word) version of both the clean and redline versions of the renewal/materially revised Charter along with all updated appendices.

4. An electronic (Excel) version of the Budget with all supporting calculations (i.e., LCFF calculator, etc.)

The renewal and material revision process shall be governed by the provisions of Education Code Sections 47605 and 47607 and California Code of Regulations, Title 5, Section 11966.4, or the provisions of law that may supersede, modify, amend, or succeed those provisions. Each renewal of the Charter shall be for the time period specified by law applicable at the time of the renewal.

MSA-Santa Ana is encouraged to consult with the authorizer regarding submittal of a draft of the renewal request prior to the formal submittal of any renewal request in order to provide additional time for authorizer review and comment, and for the parties to work cooperatively on any outstanding issues relative to MSA-Santa Ana's operations or the Charter document. Any review of or comment on the proposed renewal Charter prior to the formal submittal will be at the authorizer's sole discretion.

The authorizer's Board delegates to the Superintendent or designee and the MSA-Santa Ana Board of Directors delegates to the Principal or designee authority to waive or extend the timelines in this Charter, law, or applicable regulation for consideration or action on material revisions and/or renewals of the Charter.

MSA-Santa Ana shall at all times maintain clean Word copies of each version of the Charter that is approved by the authorizer. If a material revision or renewal request is submitted to the authorizer, MSA-Santa Ana shall maintain both the prior approved version(s) of the Charter and the revised version in electronic Word format and make any and all such versions available to the authorizer upon request.

Debts and Obligations

MSA-Santa Ana shall be solely responsible for all costs and expenses related to the Charter and its operation, including, but not limited to, costs of insurance, reserves, staff and operations.

MSA-Santa Ana shall have no authority to enter contracts for or on behalf of the authorizer. Any contracts, purchase orders, or other documents to which the authorizer is not a party and/or which are not approved or ratified by the authorizer Board as required by law, shall be unenforceable against the authorizer and shall be MSA-Santa Ana's sole responsibility.

To the extent practicable, MSA-Santa Ana shall include the following language in any contracts it enters into:

> MSA-Santa Ana shall have no authority to enter contracts for or on behalf of the authorizer. The parties to this agreement understand, acknowledge, and agree that any contracts, purchase orders, or other documents to which the authorizer is not a specific party and/or which are not approved or ratified by the authorizer's Governing Board, as required by law, shall be unenforceable against the authorizer's Board of Education and shall be MSA-Santa Ana's sole responsibility.

Independent Entity

MSA-Santa Ana and its officers, board members, employees and volunteers, shall operate and provide the school services pursuant to this Charter as a wholly independent entity. MSA-Santa Ana and the authorizer shall not in any way or for any purpose become or be deemed to be agents, partners, joint venturers, or a joint enterprise. The authorizer shall not be liable for the actions or liabilities of Charter School.

Compliance with Laws

MSA-Santa Ana agrees to comply at all times with federal or state laws (which may be amended from time to time), as applicable to charter schools, including but not limited to the following:

- The Brown Act (Cal. Gov. Code, § 54950 *et seq*.);
- The Public Records Act (Cal. Gov. Code, § 6250 *et seq*.);
- The Political Reform Act (Gov. Code, § 87100 *et seq*.) and MSA-Santa Ana has agreed by the terms of this Charter to follow the rules set forth in Government Code Section 1090 *et seq*. irrespective of any arguments about the applicability generally of that provision to charter schools.
- The Child Abuse and Neglect Reporting Act (Cal. Penal Code, § 11164 *et seq*.);
- The Individuals with Disabilities Education Act ("IDEA") (20 U.S.C. § 1400 *et seq*.);
- The Americans with Disabilities Acts (42 U.S.C. § 12101 *et seq*.).
- The U.S. Civil Rights Acts, including Title VII of the 1964 Civil Rights Act;

- The California Fair Employment and Housing Act ("FEHA") Cal. Gov. Code, § 12900 *et seq*.);
- Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §§ 794 *et seq*.);
- The Uniform Complaint Procedure (5 Cal. Code Regs., tit. 5, § 4600 *et seq*.);
- The Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g *et seq*.); and
- The Elementary and Secondary Education Act ("ESEA") as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

NOTIFICATIONS

All notices, requests, and other communications under this Charter shall be in writing and mailed to the proper addresses as follows:

To the Superintendent at:
Superintendent
State Board of Education
1601 East Chestnut Ave.
Santa Ana, CA 92701

To the Charter School at:
CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Suite 1500
Los Angeles, CA 90012

ATTACHMENTS, EXHIBITS, AND APPENDICES

All of the attachments, exhibits, and appendices to this Charter are hereby incorporated herein and made a part hereof by this reference.

RESOLUTION OF THE
BOARD OF DIRECTORS OF
MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

Approval of Revisions to Charter Petition (Santa Ana)
(CalSTRS Dissolution Compliance)

WHEREAS, Magnolia Educational & Research Foundation (the "Corporation") operates Magnolia Science Academy – Santa Ana (the "Charter School"), whose eligible employees participate in the California State Teachers' Retirement System ("CalSTRS");

WHEREAS, to obtain CalSTRS certification on Form 0765, the Corporation's governing documents, including the charter petitions, must provide that, upon dissolution or final liquidation, net assets be distributed only to a public school that meets the requirements of IRS Notice 2015-07 § III.A, or to the State of California or a political subdivision, agency, or instrumentality of the State, as required by Form 0765 subdivision (f);

WHEREAS, the charter petition for Magnolia Science Academy – Santa Ana does not presently conform to that requirement, and revisions to the dissolution and asset-distribution provisions of the petition (the "Charter Revisions") have been prepared to conform; and

WHEREAS, the Board of Directors (the "Board") has reviewed the Charter Revisions, which are limited to the dissolution and asset-distribution provisions of the petition and are made to comply with the CalSTRS certification requirements;

NOW, THEREFORE, BE IT RESOLVED, that the Charter Revisions to the Magnolia Science Academy – Santa Ana charter petition, in the form presented to the Board, are approved and adopted to conform the dissolution and asset-distribution provisions of the petition to the CalSTRS certification requirements; and

RESOLVED FURTHER, that the staff and officers of the Corporation are authorized and directed to submit the Charter Revisions to the Charter School's chartering authority to the extent required, and to take any and all further steps and to execute and deliver any and all documents as they deem necessary or appropriate to carry out the intent of this resolution.

Ayes: _____
Noes: _____
Abstentions: _____
Absent: _____

_____
Name: _____
Title: Secretary, Magnolia Educational & Research Foundation

Coversheet

Approval of Board Resolution Regarding Authorization to Submit CalSTRS Certification Form 0765 On Behalf of Charter Schools

Section: VII. Action Items
Item: G. Approval of Board Resolution Regarding Authorization to Submit CalSTRS Certification Form 0765 On Behalf of Charter Schools
Purpose: Vote
Submitted by:
Related Material:
VII.G - Board Resolution Regarding Authorization to Submit CalSTRS Certification Form 0765 On Behalf of Charter Schools_Final.pdf

Agenda Item:	VII.G - Action Item
Date:	June 17th, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer Andrew Zarnich, Director of Charter Petitions and Reporting
RE:	Board Resolution Regarding Amendment to Magnolia Science Academy – San Diego Charter

Action Proposed:

Staff recommends and moves that the Board approve the Board Resolution Regarding Authorization to Submit CalSTRS Certification Form 0765 On Behalf of Charter Schools, which authorizes the administration to complete, execute, and submit the CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification Form 0765 on behalf of Magnolia Educational & Research Foundation and its applicable charter schools.

Purpose:

The purpose of this item is to authorize MPS administration to complete, execute, and submit CalSTRS Certification Form 0765 in order to certify compliance with CalSTRS requirements for charter schools and nonprofit public benefit corporations whose eligible employees participate in CalSTRS.

Approval of this item supports continued CalSTRS participation for eligible MPS charter school employees by authorizing the appropriate officer or representative to submit the Certification after the governing documents have been reviewed and conformed as necessary.

Background:

CalSTRS Certification Form 0765 is a formal certification required for charter schools that offer CalSTRS, including those operated by nonprofit public benefit corporations. Through the Certification, the charter school and/or nonprofit public benefit corporation certifies that it meets and will comply with the applicable requirements of IRS Notice 2015-07 and related legal requirements.

Analysis:
Approval of this Resolution would authorize the administration to complete the CalSTRS Certification Form 0765 and authorize the appropriate officer of Magnolia Educational & Research Foundation to execute and submit the Certification on behalf of the Corporation.

This item is connected to the accompanying Board actions regarding amendments to the Articles of Incorporation, bylaws, and applicable charter petitions. Together, these actions are intended to ensure that MPS's governing documents support the representations required by the Certification, including the requirement that net assets, upon dissolution or final liquidation, be distributed only to a qualifying public school, the State of California, a political subdivision of the State, or another qualifying governmental agency or instrumentality.

Approval of the Resolution also authorizes officers and administration to take further steps and execute any documents necessary or appropriate to complete the Certification process and carry out the intent of the Resolution.

Impact:
Approval of this item supports continued CalSTRS access for eligible MPS charter school employees and helps ensure timely submission of the required Certification.

The proposed action is not expected to affect educational programs, instructional services, student services, staffing structures, or day-to-day school operations. The impact is primarily governance, compliance, and retirement-system eligibility-related.

Budget Implications: N/A

Exhibits:
- Board Resolution Regarding Authorization to Submit CalSTRS Certification Form 0765 On Behalf of Charter Schools
- CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification Form 0765 for each MPS school

RESOLUTION OF THE
BOARD OF DIRECTORS OF
MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
Authorization to Complete and Execute CalSTRS Certification (Form 0765)

WHEREAS, Magnolia Educational & Research Foundation operates one or more California charter schools whose eligible employees participate in the California State Teachers' Retirement System ("CalSTRS");

WHEREAS, CalSTRS has issued recent guidance, CalSTRS Directive 2026-1 (Feb. 2, 2026), and requires each charter school nonprofit public benefit corporation to complete and submit the CalSTRS Charter School Certification (Form 0765), by which the Corporation certifies that its governing documents satisfy the dissolution and asset-distribution requirements of IRS Notice 2015-07 § III.A, as incorporated into Form 0765 subdivision (f);

WHEREAS, this requirement triggers the need to review the Corporation's governing documents and, where they do not conform, to amend the articles of incorporation, the bylaws, and in some cases the charter petitions, so that net assets are distributed upon dissolution only to a qualifying public school or to the State of California or a political subdivision, agency, or instrumentality of the State, as the CalSTRS directive requires; and

WHEREAS, the Board of Directors (the "Board") has determined that completing the CalSTRS certification and conforming the governing documents is needed to maintain access to CalSTRS for the charter school employees;

NOW, THEREFORE, BE IT RESOLVED, that the administration is authorized and directed to complete the CalSTRS Charter School Certification (Form 0765), and that the appropriate officer of the Corporation is authorized to execute Form 0765 and submit it to CalSTRS on behalf of the Corporation; and

RESOLVED FURTHER, that the officers and administration of the Corporation are authorized and directed to take any and all further steps, and to execute and deliver any and all documents, as they deem necessary or appropriate to complete the CalSTRS certification and to carry out the intent of this resolution.

Ayes: _____

Noes: _____

Abstentions: _____

Absent: _____

_____
Name: _____
Title: Secretary, Magnolia Educational & Research Foundation

RESOLUTION OF THE
BOARD OF DIRECTORS OF
MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
Authorization to Complete and Execute CalSTRS Certification (Form 0765)

WHEREAS, Magnolia Educational & Research Foundation operates one or more California charter schools whose eligible employees participate in the California State Teachers' Retirement System ("CalSTRS");

WHEREAS, CalSTRS has issued recent guidance, CalSTRS Directive 2026-1 (Feb. 2, 2026), and requires each charter school nonprofit public benefit corporation to complete and submit the CalSTRS Charter School Certification (Form 0765), by which the Corporation certifies that its governing documents satisfy the dissolution and asset-distribution requirements of IRS Notice 2015-07 § III.A, as incorporated into Form 0765 subdivision (f);

WHEREAS, this requirement triggers the need to review the Corporation's governing documents and, where they do not conform, to amend the articles of incorporation, the bylaws, and in some cases the charter petitions, so that net assets are distributed upon dissolution only to a qualifying public school or to the State of California or a political subdivision, agency, or instrumentality of the State, as the CalSTRS directive requires; and

WHEREAS, the Board of Directors (the "Board") has determined that completing the CalSTRS certification and conforming the governing documents is needed to maintain access to CalSTRS for the charter school employees;

NOW, THEREFORE, BE IT RESOLVED, that the administration is authorized and directed to complete the CalSTRS Charter School Certification (Form 0765), and that the appropriate officer of the Corporation is authorized to execute Form 0765 and submit it to CalSTRS on behalf of the Corporation; and

RESOLVED FURTHER, that the officers and administration of the Corporation are authorized and directed to take any and all further steps, and to execute and deliver any and all documents, as they deem necessary or appropriate to complete the CalSTRS certification and to carry out the intent of this resolution.

Ayes: _____

Noes: _____

Abstentions: _____

Absent: _____

_____
Name: _____
Title: Secretary, Magnolia Educational & Research Foundation

CALSTRS
HOW WILL YOU SPEND YOUR FUTURE?

CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification (IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME Magnolia Science Academy 1
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 19101996119945
NPBC NAME Magnolia Educational and Research Foundation
NPBC MAILING ADDRESS 250 E 1st Street, Suite 1500, Los Angeles, CA 90012

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☑ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

(a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.

(b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.

(c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.

(d) NPBC satisfies either of the following:

(1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.

(2) NPBC satisfies all of the following requirements:

(i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

(ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

Powered by BoardOnTrack

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Powered by BoardOnTrack

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE Alfredo Rubalcava	
REPRESENTATIVE'S POSITION TITLE CEO & Superintendent	
REPRESENTATIVE'S EMAIL arubalcava@magnoliapublicschools.org	
REPRESENTATIVE'S PHONE NUMBER 213-628-3634	
REPRESENTATIVE'S SIGNATURE 	SIGNATURE DATE 6/17/26

Powered by BoardOnTrack

CALSTRS
HOW WILL YOU SPEND YOUR FUTURE?

CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification (IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME Magnolia Science Academy 2
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 19101990115212
NPBC NAME Magnolia Educational and Research Foundation
NPBC MAILING ADDRESS 250 E 1st Street, Suite 1500, Los Angeles, CA 90012

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☑ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

(a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.

(b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.

(c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.

(d) NPBC satisfies either of the following:

(1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.

(2) NPBC satisfies all of the following requirements:

(i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

(ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

Powered by BoardOnTrack

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Powered by BoardOnTrack

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE Alfredo Rubalcava	
REPRESENTATIVE'S POSITION TITLE CEO & Superintendent	
REPRESENTATIVE'S EMAIL arubalcava@magnoliapublicschools.org	
REPRESENTATIVE'S PHONE NUMBER 213-628-3634	
REPRESENTATIVE'S SIGNATURE 	SIGNATURE DATE 6/17/26

Powered by BoardOnTrack

CALSTRS
HOW WILL YOU SPEND YOUR FUTURE?

CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification (IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME Magnolia Science Academy 3
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 19101990115030
NPBC NAME Magnolia Educational and Research Foundation
NPBC MAILING ADDRESS 250 E 1st Street, Suite 1500, Los Angeles, CA 90012

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☑ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

(a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.

(b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.

(c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.

(d) NPBC satisfies either of the following:

(1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.

(2) NPBC satisfies all of the following requirements:

(i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

(ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

Powered by BoardOnTrack

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Powered by BoardOnTrack

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE Alfredo Rubalcava	
REPRESENTATIVE'S POSITION TITLE CEO & Superintendent	
REPRESENTATIVE'S EMAIL arubalcava@magnoliapublicschools.org	
REPRESENTATIVE'S PHONE NUMBER 213-628-3634	
REPRESENTATIVE'S SIGNATURE Alfredo Rubalcava	SIGNATURE DATE 6/17/26

Powered by BoardOnTrack

CALSTRS
HOW WILL YOU SPEND YOUR FUTURE?

CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification (IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME Magnolia Science Academy 4
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 19647330117622
NPBC NAME Magnolia Educational and Research Foundation
NPBC MAILING ADDRESS 250 E 1st Street, Suite 1500, Los Angeles, CA 90012

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☑ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

(a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.

(b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.

(c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.

(d) NPBC satisfies either of the following:

(1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.

(2) NPBC satisfies all of the following requirements:

(i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

(ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

Powered by BoardOnTrack

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Powered by BoardOnTrack

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE Alfredo Rubalcava	
REPRESENTATIVE'S POSITION TITLE CEO & Superintendent	
REPRESENTATIVE'S EMAIL arubalcava@magnoliapublicschools.org	
REPRESENTATIVE'S PHONE NUMBER 213-628-3634	
REPRESENTATIVE'S SIGNATURE 	SIGNATURE DATE 6/17/26

Powered by BoardOnTrack

CALSTRS
HOW WILL YOU SPEND YOUR FUTURE?

CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification (IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME Magnolia Science Academy 5
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 19101990137679
NPBC NAME Magnolia Educational and Research Foundation
NPBC MAILING ADDRESS 250 E 1st Street, Suite 1500, Los Angeles, CA 90012

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☑ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

(a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.

(b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.

(c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.

(d) NPBC satisfies either of the following:

(1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.

(2) NPBC satisfies all of the following requirements:

(i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

(ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

Powered by BoardOnTrack

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Powered by BoardOnTrack

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE Alfredo Rubalcava	
REPRESENTATIVE'S POSITION TITLE CEO & Superintendent	
REPRESENTATIVE'S EMAIL arubalcava@magnoliapublicschools.org	
REPRESENTATIVE'S PHONE NUMBER 213-628-3634	
REPRESENTATIVE'S SIGNATURE 	SIGNATURE DATE 6/17/26

Powered by BoardOnTrack

CALSTRS
HOW WILL YOU SPEND YOUR FUTURE?

CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification
(IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME Magnolia Science Academy 6
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 19647330117648
NPBC NAME Magnolia Educational and Research Foundation
NPBC MAILING ADDRESS 250 E 1st Street, Suite 1500, Los Angeles, CA 90012

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☑ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

(a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.

(b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.

(c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.

(d) NPBC satisfies either of the following:

(1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.

(2) NPBC satisfies all of the following requirements:

(i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

(ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

Powered by BoardOnTrack

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Powered by BoardOnTrack

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE Alfredo Rubalcava	
REPRESENTATIVE'S POSITION TITLE CEO & Superintendent	
REPRESENTATIVE'S EMAIL arubalcava@magnoliapublicschools.org	
REPRESENTATIVE'S PHONE NUMBER 213-628-3634	
REPRESENTATIVE'S SIGNATURE 	SIGNATURE DATE 6/17/26

Powered by BoardOnTrack

CALSTRS
HOW WILL YOU SPEND YOUR FUTURE?

CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification (IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME Magnolia Science Academy 7
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 19647330117655
NPBC NAME Magnolia Educational and Research Foundation
NPBC MAILING ADDRESS 250 E 1st Street, Suite 1500, Los Angeles, CA 90012

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☑ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

(a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.

(b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.

(c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.

(d) NPBC satisfies either of the following:

(1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.

(2) NPBC satisfies all of the following requirements:

(i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

(ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

Powered by BoardOnTrack

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Powered by BoardOnTrack

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE Alfredo Rubalcava	
REPRESENTATIVE'S POSITION TITLE CEO & Superintendent	
REPRESENTATIVE'S EMAIL arubalcava@magnoliapublicschools.org	
REPRESENTATIVE'S PHONE NUMBER 213-628-3634	
REPRESENTATIVE'S SIGNATURE 	SIGNATURE DATE 6/17/26

Powered by BoardOnTrack

CALSTRS
HOW WILL YOU SPEND YOUR FUTURE?

CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification (IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME Magnolia Science Academy Bell
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 19647330122747
NPBC NAME Magnolia Educational and Research Foundation
NPBC MAILING ADDRESS 250 E 1st Street, Suite 1500, Los Angeles, CA 90012

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☑ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

(a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.

(b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.

(c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.

(d) NPBC satisfies either of the following:

(1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.

(2) NPBC satisfies all of the following requirements:

(i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

(ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

Powered by BoardOnTrack

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Powered by BoardOnTrack

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE Alfredo Rubalcava	
REPRESENTATIVE'S POSITION TITLE CEO & Superintendent	
REPRESENTATIVE'S EMAIL arubalcava@magnoliapublicschools.org	
REPRESENTATIVE'S PHONE NUMBER 213-628-3634	
REPRESENTATIVE'S SIGNATURE 	SIGNATURE DATE 6/17/26

Powered by BoardOnTrack

CALSTRS
HOW WILL YOU SPEND YOUR FUTURE?

CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification (IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME Magnolia Science Academy Orange County
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 30103060165217
NPBC NAME Magnolia Educational and Research Foundation
NPBC MAILING ADDRESS 250 E 1st Street, Suite 1500, Los Angeles, CA 90012

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☑ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

(a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.

(b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.

(c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.

(d) NPBC satisfies either of the following:

(1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.

(2) NPBC satisfies all of the following requirements:

(i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

(ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

Powered by BoardOnTrack

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Powered by BoardOnTrack

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE Alfredo Rubalcava	
REPRESENTATIVE'S POSITION TITLE CEO & Superintendent	
REPRESENTATIVE'S EMAIL arubalcava@magnoliapublicschools.org	
REPRESENTATIVE'S PHONE NUMBER 213-628-3634	
REPRESENTATIVE'S SIGNATURE Alfredo Rubalcava	SIGNATURE DATE 6/17/26

Powered by BoardOnTrack

CALSTRS
HOW WILL YOU SPEND YOUR FUTURE?

CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification (IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME Magnolia Science Academy Santa Ana
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 30768930130765
NPBC NAME Magnolia Educational and Research Foundation
NPBC MAILING ADDRESS 250 E 1st Street, Suite 1500, Los Angeles, CA 90012

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☑ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

(a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.

(b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.

(c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.

(d) NPBC satisfies either of the following:

(1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.

(2) NPBC satisfies all of the following requirements:

(i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

(ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

Powered by BoardOnTrack

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Powered by BoardOnTrack

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE Alfredo Rubalcava	
REPRESENTATIVE'S POSITION TITLE CEO & Superintendent	
REPRESENTATIVE'S EMAIL arubalcava@magnoliapublicschools.org	
REPRESENTATIVE'S PHONE NUMBER 213-628-3634	
REPRESENTATIVE'S SIGNATURE 	SIGNATURE DATE 6/17/26

Powered by BoardOnTrack

CALSTRS
HOW WILL YOU SPEND YOUR FUTURE?

CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification (IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME Magnolia Science Academy San Diego
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 37683380109157
NPBC NAME Magnolia Educational and Research Foundation
NPBC MAILING ADDRESS 250 E 1st Street, Suite 1500, Los Angeles, CA 90012

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☑ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

(a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.

(b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.

(c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.

(d) NPBC satisfies either of the following:

(1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.

(2) NPBC satisfies all of the following requirements:

(i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

(ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

Powered by BoardOnTrack

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Powered by BoardOnTrack

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE Alfredo Rubalcava	
REPRESENTATIVE'S POSITION TITLE CEO & Superintendent	
REPRESENTATIVE'S EMAIL arubalcava@magnoliapublicschools.org	
REPRESENTATIVE'S PHONE NUMBER 213-628-3634	
REPRESENTATIVE'S SIGNATURE Alfredo Rubalcava	SIGNATURE DATE 6/17/26

Powered by BoardOnTrack

Coversheet

Approval of 2026-27 MPS Employee Handbook

Section:	VII. Action Items
Item:	H. Approval of 2026-27 MPS Employee Handbook
Purpose:	Vote
Submitted by:	
Related Material:	VII.H - Approval of the 2026-27 Employee Handbook_FINAL.pdf

Agenda Item:	VII.H - Action Item
Date:	June 17, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Fiorella Del Carpio, Chief People Officer
RE:	Approval of the 2026-27 MPS Employee Handbook

Action Proposed:

Staff recommends the approval of the 2026-27 MPS Employee Handbook as presented with an effective date of July 1, 2026.

Background:

The MPS People and Culture Department worked with legal counsel, Rosenberg Cassady LLP to update the handbook to be compliant with labor codes and regulations.

Analysis:

Below is the summary of changes in the employee handbook.

- Update language under reasonable accommodations.
- Child abuse and neglect reporting: Adding further language–mandated reporters include all School employees, all members of the School's governing board, volunteers who are over 18 years of age and who interact with pupils outside of the immediate supervision of a School employee, and contractors whose duties require contact with or supervision of pupils.
- Emergency Contact: Employees may designate an emergency contact, and make updates to their existing information in the HRIS system.
- Addition of the employee/parent role professional boundary policy.
- Artificial intelligence policy: Employees of MPS are prohibited from using wearable recording devices, including but not limited to AI-enabled glasses, smartwatches with recording capabilities, body cameras, or any other device capable of capturing audio, video, or images, in the workplace or during work-related activities without prior written authorization from MPS.
- Attendance policy: additional language– In addition to notifying a supervisor, all absences must be recorded in the HRIS system regardless of whether the employee has accrued leave available, so the employee's status is properly documented. Failure to properly record an absence is a violation of the attendance policy.
- Time off request is changed to 30 minutes increments.
- Sick leave buy back: Schools may offer to buy back up to 40 hours of unused paid sick leave days at the end of the school year and remaining unused hours will be rolled over up to the maximum cap of 80 hours per school year.
- Pregnancy disability leave: MPS provides pregnant employees with up to 14 weeks of pay per pregnancy during pregnancy disability leave. The receipt of pay during leave does not extend the length of pregnancy disability leave as it is only a form of wage replacement benefits, not a form of leave time off.
- Funeral/bereavement leave: Eligible employees will be allowed up to 5 paid working days off within 3 months of the bereavement event. The policy eligibility now includes registered domestic partners.

Budget Implications: N/A

Exhibits: 2026-27 MPS Employee Handbook (clean)

MAGNOLIA
PUBLIC SCHOOLS

EMPLOYEE HANDBOOK
2026-2027

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE PRINCIPAL.

EMPLOYEE NAME:

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the CEO or the CEO designee, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will. Only the CEO has the authority to make any such agreement and then only in writing.

Employee's Signature: Date:

Please review this Handbook carefully and acknowledge your receipt and understanding of it in the Human Resources Information System.

Powered by BoardOnTrack

Contents

INTRODUCTION 9

CONDITIONS OF EMPLOYMENT 10

- **Equal Employment Opportunity Policy** 10
- **Reasonable Accommodations** 10
- **At-Will Employment** 11
- **Child Abuse and Neglect Reporting** 12
- **Criminal Background Checks & Employment Verification** 12
- **Emergency Contact** 13
- **Tuberculosis Testing** 13
- **Immigration Compliance** 14
- **Professional Boundaries: Staff/Student Interaction Policy** 14
- **Professional Boundaries: Employee/Parent Role Policy** 18
- **Certification and Licensure of Instructional Staff** 20
- **Policy Prohibiting Unlawful Harassment, Discrimination and Retaliation** 20
- **Title IX Notice of Nondiscrimination** 23
- **Whistleblower Policy** 24
- **Drug- and Alcohol-Free Workplace** 24
- **Confidential Information** 25
- **Conflict of Interest** 25
- **Relationships between Employees** 26
- **No Smoking** 27

GENERAL WORKPLACE POLICIES 27

- **Workplace Violence** 27
- **Health, Safety and Security Policies** 27
- **Security Protocols** 28
- **Occupational Safety** 28
- **Accident/Incident Reporting** 28
- **Reporting Fires and Emergencies** 29
- **School Property Inspections** 29
- **Soliciting/Conducting Personal Business While on Duty** 29
- **Use of School Communication Equipment and Technology** 29

Artificial Intelligence Policy 30
Telework Policy 32
Use of Personal Property 35
Security Cameras on Campus 35
Social Media 36
Intellectual Property Rights 37
Media Contacts 37
Personnel Files and Record Keeping Protocols 37
HOURS OF WORK, OVERTIME AND ATTENDANCE 38
Employee Classifications 38
Work Hours and Schedules 39
Overtime 40
Make Up Time 40
Wage Attachments and Garnishments 41
Meal and Rest Periods 41
Lactation Accommodation 41
Pay Days 42
Payroll Withholdings 42
Salary Compensation for Partial Pay Period 43
Pay Rate Schedule 43
Attendance Policy 44
Timecards and Records 45
Mandatory Training and Meetings 46
Expense Reimbursements 47
STANDARDS OF CONDUCT 47
Personal Appearance/Standards of Dress 47
Prohibited Conduct 48
Off-Duty Conduct 50
EMPLOYEE BENEFITS 51
Holidays and Vacations 51
School Holidays 51
School Breaks 52

Floating Holidays 53
Vacation 53
Sick Leave 54
MERF Offered Benefits Chart 57
INSURANCE BENEFITS 60
Health Insurance 60
Disability Insurance 60
Family Leave Insurance 61
Life Insurance 61
Workers' Compensation Insurance 61
COBRA Benefits 61
LEAVES OF ABSENCE 62
Family Care and Medical Leave 62
Pregnancy Disability Leave 67
Unpaid Leave of Absence 71
Funeral/Bereavement Leave 71
Reproductive Loss Leave 72
Military and Military Spousal Leave of Absence 72
Drug and Alcohol Rehabilitation Leave 73
Time Off for Adult Literacy Programs 73
School Appearance and Activities Leave 73
Time Off to Serve as Election Official 74
Time Off for Jury and Witness Duty 74
Victims of Abuse Leave 74
Time Off for Volunteer Firefighters 75
Time Off for Voting 75
Industrial Injury Leave (Workers' Compensation) 75
Bone Marrow and Organ Donor Leave 76
Returning from Leave of Absence 77
RETIREMENT 77
Certificated Staff Members 77
Classified Staff Members 77

MPS Home Office Staff Members 78
Oversight of Benefits 78
EMPLOYMENT EVALUATION AND SEPARATION 78
Employee Reviews and Evaluations 78
Discipline and Involuntary Termination 79
Voluntary Termination 79
Pay at Time of Separation 79
Employment References/Verifications 80
INTERNAL COMPLAINT REVIEW & OPEN DOOR 80
Open Door Policy 80
Internal Complaint Review 80
AMENDMENT TO EMPLOYEE HANDBOOK 83

APPENDIX A - HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM
APPENDIX B - INTERNAL COMPLAINT FORM

Magnolia Public Schools

The Vision

Graduates of Magnolia Public Schools ("MPS") are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

The Mission

MPS provides a college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others.

Core Values

MPS has identified the following core values which are reinforced through its Life Skills curriculum, student learning outcomes (SLOs), and all school activities:

- Excellence
- Innovation
- Connection

Magnolia Science Academy Schools

Magnolia Science Academy-1	18238 Sherman Way Reseda, CA 91335	(818) 609-0507
Magnolia Science Academy-2	17125 Victory Blvd. Van Nuys, CA 91406	(818) 758-0300
Magnolia Science Academy-3	1254 East Helmick St., Carson, CA 90746	(310) 637-3806
Magnolia Science Academy-4	11330 W Graham Place Los Angeles, CA 90064	(310) 473-2464
Magnolia Science Academy-5	18238 Sherman Way Reseda, CA 91335	(818) 705-5676
Magnolia Science Academy-6	745 S Wilton Pl Los Angeles, CA 90005	(310) 842-8555
Magnolia Science Academy-7	18355 Roscoe Blvd.	(818) 221-5328

	Northridge, CA 91325	
Magnolia Science Academy-8 (Bell)	6411 Orchard Ave Bell, CA 90201	(323) 826-3925
Magnolia Science Academy-San Diego	6525 Estrella Ave. San Diego, CA 92120	(619) 644-1300
Magnolia Science Academy-Santa Ana	2840 W 1st St. Santa Ana, CA 92703	(714) 479-0115
Magnolia Science Academy-Orange County Anaheim	412 W Carl Karcher Way Anaheim, CA 92801	(714) 452-2440
Magnolia Science Academy-Orange County Irvine	250 E. 1st St. Ste 1500 Los Angeles, CA 90012	(213) 628-3634

Powered by BoardOnTrack

INTRODUCTION

This Handbook summarizes the Magnolia Public Schools' (hereinafter referred to as "MPS" or "School") personnel policies applicable to all employees. Please review these policies carefully. If employees have any questions about the policies outlined in this Handbook, or if they have any other personnel related questions, whether related to policies specifically addressed in this Handbook or not, please consult the **MPS Home Office ("MERF") People and Culture ("P&C") Department**.

This Handbook is intended only as a guide to the School's personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein.

With the exception of the at-will employment status of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general workplace policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you. Only **the Chief Executive Officer ("CEO") of MPS**, with the express written approval of the Board of Directors, may alter the at-will employment status of any of its employees.

After reviewing this Handbook, please e-sign the employee acknowledgement form **in the Human Resource Management System Employee Self Service Portal.** This signed acknowledgement demonstrates to the School that the employee has read, understood and agrees to comply with the policies outlined in the Handbook.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Policy

MPS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), or the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy protects qualified individuals based on the perception that the individual has any of these characteristics or any combination of these characteristics, or is associated with an individual who has, or is perceived to have, any of these characteristics or a combination of these characteristics.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

Reasonable Accommodations

The School is committed to providing equal employment opportunity to qualified applicants and employees and will provide reasonable accommodation for the known physical or mental disability of an

otherwise qualified applicant or employee, or for an employee's sincerely held religious creed, observance, or practice, unless doing so would impose an undue hardship on School operations or otherwise is not required by law.

Any applicant or employee who believes they need an accommodation to participate in the application process, perform the essential functions of the job, or enjoy equal benefits and privileges of employment should notify People & Culture as soon as practicable.

Upon receiving a request for accommodation, or when the School otherwise becomes aware of a possible need for accommodation, the School will engage in a timely, good-faith, interactive process with the applicant or employee to determine the nature of the limitation or conflict, the essential job duties involved, and what reasonable accommodation, if any, may be effective. This process will include an individualized assessment based on the particular job and the individual's specific circumstances.

The School may request reasonable supporting information or documentation when the disability, medical condition, or need for accommodation is not obvious. The School will consider the individual's preferred accommodation, but may select and implement an effective accommodation that is less burdensome or otherwise more appropriate for operational needs. The School is not required to provide the specific accommodation requested, eliminate essential job functions, create a new position, displace another employee, lower performance or conduct standards that are job-related and consistent with business necessity, or provide an accommodation that would create an undue hardship or pose a direct threat to health or safety that cannot be eliminated by reasonable accommodation.

At-Will Employment

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered "at-will" employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice. Additionally, MPS may restructure, reorganize, alter, or eliminate job positions as needed.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have "cause" to terminate an employee or otherwise restrict the School's right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all- inclusive and are not intended to restrict the School's right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School's policy regarding "at-will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents, whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express

or implied contract concerning any terms or conditions of employment.

It is the policy of MPS that disputes with employees be resolved through arbitration to the extent authorized by law, consistent with MPS's Employee Arbitration Agreement. The Employee Arbitration Agreement is provided to employees at the start of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who, within the scope of his or her employment or service, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

For purposes of this policy, and consistent with California law, mandated reporters include all School employees, all members of the School's governing board, volunteers who are over 18 years of age and who interact with pupils outside of the immediate supervision of a School employee, and contractors whose duties require contact with or supervision of pupils.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements to employees, Board members, and volunteers, using the online training module provided by MPS at the time of hire, and annually thereafter. Contractors receive the same required training at the same intervals through their direct employer and must submit proof of training upon request.

Mandated reporter training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All individuals who are required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of the start of each school year or within the first six (6) weeks of the start of service.

By acknowledging receipt of this Handbook, the employee acknowledges he/she is a childcare custodian and is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks & Employment Verification

All classified and certificated job applicants must undergo a comprehensive verification of prior school employment through which each of the applicant's prior employers will be contacted. Applicants must

disclose each prior school employer regardless of the amount of time that has passed. MPS will inquire with each prior school employer and may disqualify a candidate at any time based on the results of the inquiry. By applying for employment with MPS, the applicant consents to MPS making an employment verification inquiry into the applicant's work history.

Further, as required by law, all individuals working or volunteering at the School will be required to submit to a criminal background check with the California Department of Justice and the Federal Bureau of Investigations. Applicants must truthfully disclose past convictions during the application process if/when asked to do so. MPS will not clear an applicant who may compromise the School's commitment to the safety and the well-being of students. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the applicant or employee unsuitable/undesirable to work around students, and may also serve as a bar to employment at the School. Additionally, should an employee be arrested for, charged with, or convicted of any offense during their employment with the School, the employee must immediately report as much to a supervisor within one (1) workday.

Emergency Contact

Employees are entitled to choose an emergency contact to be contacted by MPS in case of emergency. MPS will notify an employee's designated emergency contact if the employee is arrested or detained at work but only if the employee has designated an emergency contact for this purpose, and only if MPS has actual knowledge of the arrest. Employees may designate an emergency contact, and make updates to their existing emergency contact in the HRIS system.

Tuberculosis Testing

All prospective employees and continuing employees must provide proof of clearance from active tuberculosis (TB) from a healthcare provider. Applicants must provide proof in the form of a clear Risk Assessment, TB test, skin test, or chest x-ray of the lungs. Risk Assessment Forms must be verified by a qualified healthcare provider. If a Risk Assessment Form indicates TB risk factors have been identified, the individual must undergo a TB examination.

The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to provide proof of TB clearance at least once every four (4) years. Volunteers are required to provide proof of TB clearance if they interact with students. TB clearance is a condition of initial and continuing employment and volunteer service with the School.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator.

Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work

with School students.

The employee will not be required to submit a new TB exam if the employee can produce a current certificate showing they were found free of infectious tuberculosis within sixty (60) days of initial hire. The cost of the examination required of existing and new-hire employees shall be a reimbursable expense. Employees should follow the MPS Purchase Policies & Procedures Manual while making their reimbursement requests.

Immigration Compliance

MPS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, MPS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

If the employee has any questions or needs more information on immigration compliance issues, they should contact the Principal.

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible. This policy is available on MPS's website at link.

Corporal Punishment:

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent

damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring a student on an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior:

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of them and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask, "Would I be engaged in this conduct if my family or colleagues, including someone from my People and Culture Department, were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by an adult while interacting with a student, whether during school hours or outside of school hours, including through social media platforms, text messaging, and other forms of communication that do not otherwise include a student's parent/guardian. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Professional boundaries apply not only between students and staff, volunteers, and contractors, and Board members, but also among and between students, and among and between adults employed, volunteering, or under contract with the School. All members of the School community are expected to maintain professional conduct that models appropriate behavior and fosters a safe and respectful learning

environment. Additionally, all facilities/areas under School control shall be effectively supervised to promote a safe environment for students and individuals performing services on behalf of the School.

Some activities may seem innocent from an adult's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Adults must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Transportation-related interactions require special attention. To maintain clarity and consistency across policies, MPS does not encourage employees to transport students in personal vehicles, nor to drive students to school events or activities. Any travel involving students must follow the MPS Transportation Policy and Field Trip Policy and may only occur if it has been approved in advance by a supervisor and the student's parent or guardian. This ensures that everyone understands the purpose, expectations, and safety considerations of the trip. Employees shall not offer or provide transportation to students in personal vehicles outside of the processes described in the School's Transportation and Field Trip Policies, even if the student or family requests such assistance, except where required by law and expressly authorized in writing by the School.

Professional Boundaries with Social Media

Employees are at particular risk of a professional boundary violation when interacting with students on social media. It is prohibited for employees to discuss or share information about, or images of, students on social media.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, they must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse, child abuse, or neglect.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy):

- Giving gifts to an individual student that are of a personal and intimate nature;

- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior;
- Communication with students via an employee's personal accounts such as email, and/or social media.
- Insulting students, calling students names, using swear words, or making intimidating gestures or comments.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:
(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors:
(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence).

- Remarks about the physical attributes or development of anyone
- Excessive attention toward a particular student;
- Send emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors:

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;

- Involving your supervisor if a conflict arises with a student;
- Informing the Superintendent about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Fist bumps, high fives and handshakes are acceptable;
- Keeping your professional conduct, a high priority;
- Asking yourself if your actions are worth your job and career.

Professional Boundaries:Employee/Parent Role Policy

Purpose

Magnolia Public Schools values the dedication of employees who also choose MPS for their children's education. We recognize the unique perspective employee-parents bring to our community. At the same time, holding dual roles requires clear professional boundaries to ensure equity, confidentiality, and a safe, respectful working environment for all staff and families.

This policy establishes expectations for employees who are also parents or guardians of students enrolled at MPS.

Separation of Roles

Employees must clearly distinguish between their role as an MPS employee and their role as a parent/guardian.

An employee's position, authority, access, or internal relationships may not be used to influence decisions regarding their child's education, placement, discipline, services, or extracurricular participation.

When addressing matters concerning their child, employees must participate solely in their role as a parent.

Equity of Access & Communication Expectations

To ensure fairness across our school community:

- Employee-parents must follow the same communication and meeting procedures required of all families.
- Meetings with teachers, administrators, or service providers must be formally scheduled through standard parent-facing channels.

- Informal discussions about their child during work hours or in professional settings should be avoided unless appropriately scheduled.
- Employee-parents may not bypass established site or network structures due to internal relationships or access.

No employee shall receive preferential treatment in matters concerning their child.

Confidentiality & System Access

- Employees may not access their child's academic, behavioral, health, disciplinary, special education, or 504 records through internal systems unless required for job duties unrelated to their child.
- Accessing student records for personal reasons is strictly prohibited.
- FERPA and all applicable student privacy laws apply equally to employee-parents.

Unauthorized access or misuse of student information may result in disciplinary action, up to and including termination.

Conflict of Interest & Recusal

Employees must avoid actual or perceived conflicts of interest.

An employee may not:

- Participate in decisions regarding their child's classroom placement, discipline outcomes, evaluation, or service determination.
- Supervise, evaluate, or formally direct staff members who directly serve their child.
- Serve on committees or leadership bodies making determinations that directly affect their child.

If a potential conflict arises, the employee must disclose it to their supervisor and People & Culture immediately.

Special Education (SPED) & Section 504 Considerations

Magnolia Public Schools is committed to protecting the procedural safeguards afforded under IDEA and Section 504.

Employees who are parents/guardians of students receiving special education or 504 services must:

- Participate in IEP or 504 meetings solely in their role as parent/guardian.
- Refrain from directing, coaching, or supervising service providers outside of formal meetings.
- Follow the same procedural safeguards, dispute resolution pathways, and communication protocols available to all families.

- Avoid accessing draft documents, internal notes, or service records outside of the formal parent-sharing process.

Employees may not use professional expertise, positional authority, or internal access to circumvent special education procedures or influence service delivery outside established processes.

Workplace Conduct Expectations

Staff members must not feel pressured, intimidated, or influenced due to a colleague's role as both employee and parent.

Concerns regarding boundary violations may be reported to a site leader or People & Culture without fear of retaliation.

Violations of Policy

Failure to comply with this policy may result in disciplinary action, up to and including termination of employment.

Certification and Licensure of Instructional Staff

All teachers are required to hold a current California teaching credential, certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. MPS complies with all requirements of the authorizers regarding the certification and licensure of instructional staff. Paraprofessional staff may also be required to provide documentation proving that they meet the requirements of paraprofessional staff. It is the responsibility and a condition of continued employment for all instructional staff, including teachers and paraprofessionals to provide any necessary licensure to a **direct supervisor** no later than the close of business prior to the first day the employee reports for duty. If an instructional staff employee believes that they are assigned to teach in a subject in which they do not have subject matter competence, the employee should immediately report the same to **their direct supervisor**. Staff who are required to possess state and federal certification, expertise, and related requirements must timely maintain such qualifications as a condition of employment at the School. Failure to maintain the appropriate credential/certification required of the position may result in disciplinary action, up to and including release from at-will employment.

Policy Prohibiting Unlawful Harassment, Discrimination and Retaliation

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. MPS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner

status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

This policy protects qualified individuals based on the perception that the individual has any of these characteristics or any combination of these characteristics, or is associated with an individual who has, or is perceived to have, any of these characteristics or a combination of these characteristics.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, discriminated against, or retaliated against by the School, based upon the characteristics noted above. These individuals are entitled to bring a complaint to the School under this policy.

MPS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other persons with which the School does business). Supervisors and managers are to forward any complaints of unlawful harassment to their Supervisor or designee.

When MPS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the CEO), the Principal (if the complaint is about a school site employee), or the CEO or designee (if the complaint is about a Home Office employee), will review the allegations, the facts, and circumstances, and may conduct an investigation if appropriate. Any investigation must be fair, timely and thorough and provide all parties with an appropriate process and reach reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. MPS is committed to remediating any instance where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

The following examples are not an exhaustive list:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment is based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

MPS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending

employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive a minimum of two (2) hours of sexual harassment prevention training within six (6) weeks of hire or their assumption of a supervisory position and every year thereafter. All other employees will receive between one (1) and two (2) hours of sexual harassment prevention training within six (6) weeks of hire or start of the new school year for continuing employees. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained in how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal. See Appendix A for the "Harassment/Discrimination/Retaliation Complaint Form." See Appendix B for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in

sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
    - Publicly reading, viewing, or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
    - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS policy.

Reporting

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment, discrimination, and retaliation. Consequently, should any individual, particularly those with supervisory responsibilities, become aware of any conduct that may constitute a violation of this policy or any other prohibited behavior, they must take immediate action to address such conduct. Any employee who believes they have been harassed, discriminated against, or retaliated against, or who has witnessed such conduct, is encouraged to immediately report it to the Principal, the CEO, or the Board, as indicated above. See **Appendix A** for the "Harassment / Discrimination / Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form." See the MPS website for the "Title IX Complaint Policy."

Dispute Resolution through Arbitration

Employees of MPS agree, as a condition of employment, to resolve workplace concerns internally to the extent possible, and through binding and mandatory arbitration, where it cannot be handled internally. See **Appendix C** for the "Arbitration Agreement."

Title IX Notice of Nondiscrimination

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination including sex-based harassment in any education program or activity that it operates, as required by California law,

Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Charter School Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

All complaints and reports of conduct that may constitute sex discrimination including sex-based harassment should be submitted to our Title IX Coordinator, Meagan Wittek, Director of Student Services who can be reached at mwittek@magnoliapublicschools.org.

A copy of MPS's Title IX Policy, which includes the specific rules and procedures for reporting sex discrimination and sex-based harassment occurring within MPS's education program or activities and for pursuing available remedies, is available on the MPS's website.

Whistleblower Policy

MPS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation to their direct supervisor or to the MPS P&C Department if the concern is about the Supervisor. If the concern is being brought by a non-employee, it should be reported to the school site Principal. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug- and Alcohol-Free Workplace

MPS is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or

off the job, volunteers, and independent contractors, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other MPS stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Employees involved in an accident or injury in relation to their work may be subject to mandatory drug or alcohol testing. If MPS assigns post-incident drug or alcohol testing, the employee must agree to submit to the testing for the safety of the workplace, or they may be subject to discipline for failing to comply with a necessary safety protocol.

This policy does not prohibit an employee's use of cannabis off the job and away from the workplace where expressly protected by California law unless the use impacts the work environment.

Confidential Information

All personnel information and information relating to students, including personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties or email addresses (including a private employee email). All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Employees at the worksite and teleworking must ensure confidential information is maintained in a secure location restricted from access by unauthorized third parties.

Conflict of Interest

All employees are expected to avoid situations that involve or may appear to involve an actual or potential conflict of interest. A conflict of interest arises when personal, financial, or professional relationships or activities interfere with, or have the potential to interfere with, the employee's responsibilities to MPS.

Disclosure Obligation

Employees must immediately and fully disclose any relationships, activities, or circumstances that may constitute a potential or actual conflict of interest. Disclosure should be made to the employee's immediate supervisor or any other appropriate supervisor. This allows MPS to assess the situation and determine whether a conflict exists.

Failure to disclose facts related to a potential or actual conflict of interest may result in disciplinary action, up to and including termination of employment.

Priority of Organizational Work

Employees must prioritize their duties and responsibilities to MPS. While involvement in external activities or organizations is encouraged, such participation must not interfere with work responsibilities. Employees are expected to ensure that their primary focus remains on fulfilling their organizational commitments.

Personal Beliefs and Advocacy

Employees are entitled to their personal beliefs, opinions, and affiliations. However, it is important that these remain personal and do not conflict with or appear to conflict with MPS's organizational values, policies, or public standpoint. Employees must not use their role at MPS to advocate for political, social, or other causes that could misrepresent the organization's stance or affect its reputation.

Any expression of personal beliefs during work hours, in MPS communication channels, or while representing the organization must align with MPS's mission, values, and policies. Employees are expected to maintain professional boundaries to ensure that their personal beliefs do not interfere with their responsibilities or create a perception of organizational endorsement.

Time Off for External Activities

If an employee needs to engage in any external activities or meetings during regular work hours, they must submit a time-off request in advance. All time-off requests must comply with MPS's attendance policy and must honor blackout and gray-out periods on the organizational calendar. This ensures absences are properly documented and managed.

No External Work During Work Hours

Engaging in external activities or volunteer work during regular work hours is not permitted. Such activities must be conducted outside of scheduled work hours to avoid conflicts with work obligations.

Relationships between Employees

While the School's policies do not permit discrimination based on an individual's marital status, the individual's relations to another School employee or their lawful off duty conduct, some situations can create conflicts of interest requiring the School to take the employee's relationship with another employee into account.

An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and avoid situations of favoritism.

A supervisor should avoid forming special social relationships or dating employees under their direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism. If such a relationship arises, both employees should notify the School so that appropriate measures can be taken to prevent actual or perceived conflicts of interest or favoritism.

The School reserves the right to take appropriate action if employee relationships interfere with the safety, morale or security of the School, or if the relationships create an actual or perceived conflict of interest or favoritism.

No Smoking

It is the policy of MPS to prohibit smoking and vaping on all School premises and at off-campus School-sponsored events. Additionally, smoking is prohibited within 250 feet of any facility or park where a School sports event is taking place.

GENERAL WORKPLACE POLICIES

Workplace Violence

The School takes the safety and security of its employees seriously and therefore maintains a comprehensive Workplace Violence Prevention Plan. Employees receive annual training on workplace violence prevention consistent with California law. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. Any act or threat of violence must be immediately reported as required by the Workplace Violence Prevention Plan, including to **the Principal for school site concerns and to the MPS P&C Department for Home Office concerns.** This policy also addresses workplace hazards and related safety procedures. Concerns about the safety of the work environment or an assignment must be immediately reported to **the Principal for school site concerns and to the MPS P&C Department for Home Office concerns.**

Health, Safety and Security Policies

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, the School has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. Every employee will receive a copy of the Injury and Illness Prevention Program, which is kept by **the Principal** and is available for your review. Additionally, the School has adopted a reopening plan to address the safe reopening and operating of MPS schools following the school closure due to COVID-19.

Employees must carefully review and comply with the reopening plan for which they will receive training and further instruction during Professional Development training and as needed.

Employees are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. Any potential health or safety hazards and all injuries or accidents must be immediately reported to a supervisor. Employees must support campus safety by not bringing visitors to campus without express supervisor approval, including the employees own children, if not students of MPS. In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

MPS has developed guidelines to help maintain a secure workplace. Employees are encouraged to be aware of their surroundings and be on the lookout at all times for any unusual circumstances, such as unknown people loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious people or activities to **the Principal (or MERF P&C Department for MERF employees)**. Employee desks and offices should be secured at the end of the day. When an employee is called away from their work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify **the Principal (or MERF P&C Department for MERF employees)** when keys are missing or if security access codes or passes have been breached.

Occupational Safety

MPS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School employee and supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, the employee should request assistance from a supervisor. Unsafe conditions must be reported immediately.

Employees shall be observant of any workplace conditions that may be a cause or contributor to the spread of illness caused by virus and disease, including unclean surfaces, personal illness or the possible illness of others, or work conditions that may seem unsanitary or in violation of any active public health or government order.

To maintain occupational safety, the School may adopt and enforce any government or agency approved measures for evaluating and enforcing employee health and wellness, including health screenings, assessments, or checks.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. MPS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident, injury, or possible cause of COVID-19 occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

School Property Inspections

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. All School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee or employee permission. School property includes all desks, electronic devices, storage areas, workstations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices.

The School reserves the right to deny entry to the School property to any person, including those who refuse to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

Soliciting/Conducting Personal Business While on Duty

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in litter, or if it is conducted in areas where other employees are working. Solicitation during non-work time, e.g., paid breaks, lunch periods or other such non-work periods, is permissible. Entry on the School premises by non-employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non-employees is strictly prohibited.

Use of School Communication Equipment and Technology

All School owned communications equipment and technology, including computers, electronic mail systems, individual emails, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School, unless previously authorized for nonbusiness use.

Employees have no expectation of privacy in any communications made using School owned equipment and technology. Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School. Employees are prohibited from forwarding files, emails, or school owned resources to their personal email accounts or any reason or outside the MPS network for non-School use.

Employees should not use personal devices or email accounts for MPS-related communications. Such communications should only take place using MPS-issued devices and via the employee's MPS email account. **Employees are required to promptly respond to work emails and communications. Exempt and nonexempt employees must respond within one (1) business day.**

Additionally, the School uses technology protection measures that protect against internet access (by both minors and adults) to visual depictions that are obscene, pornographic, and/or harmful to minors. These measures may include, but are not limited to, using a spam filter, installing a blocking system to block specific internet sites, setting internet browsers to block access to adult sites, using a filtering system that will filter all internet traffic and report potential instances of misuse to the School.

Passwords used in connection with the School's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, employees are required to provide **the I.T. Coordinator** with all passwords used in connection with the School's communications equipment and technology any time the employee's passwords are created or changed. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

Internet use is for business purposes only. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify, or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright.

Employees are not permitted to use the School's communications equipment and technology to view content or images that are obscene, pornographic, and/or harmful to minors. The email system and internet access are not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs with little or no educational value may not be displayed or transmitted. The e- mail system and internet access are not to be used in any manner that is against the policies of the School, contrary to the best interest of the School or for personal gain or profit of the employee against the interests of the School. Employees must not use the School's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

Artificial Intelligence Policy

Introduction

Magnolia Public Schools ("School") is a forward-thinking educational organization that is dedicated to creating a transformative learning environment where Artificial Intelligence ("AI") technologies—ranging from generative models to predictive analytics, adaptive learning systems, and intelligent tutoring applications—enhance education. These tools foster a more inclusive, innovative, and equitable

experience for students by supporting differentiated instruction, improving access to personalized resources, and driving data-informed decisions that elevate student outcomes.

The School supports the ethical and responsible use of AI to elevate traditional teaching methods by offering personalized learning experiences, targeted interventions, and operational efficiencies. The School is committed to continuously evaluating AI's impact to ensure alignment with our core values of equity, student-centered learning, and academic excellence.

Definition

AI refers to the technology that enables machines to perform complex tasks typically requiring human intelligence. These tasks include learning, reasoning, problem-solving, perception, and language understanding. AI combines algorithms, data, and computational power allowing them to recognize patterns, make original decisions and improve over time through learning and adaptation. AI tools such as Bard, Bing Chat, Chat GPT, and Dall-E ("AI platforms") can produce new content and replicate existing content, such as text, images, or music, based on patterns recognized from training data. AI predicts likely outcomes but cannot guarantee accuracy or reliability. AI output can be inaccurate, misleading, or incomplete and must be used with caution. Content created by AI is intended to be a starting-point and must never be utilized as a final product due to the risk of inaccuracy or even infringement of rights of content owners.

Integrity and Avoidance of Plagiarism

"Plagiarism" is the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work. This includes claiming products generated by AI as one's own work. Pupils must not represent AI-generated content as their own original work. It can serve as a tool to stimulate their ideas and enrich their assignments while upholding the values of honesty and integrity.

Prohibited Use of AI

Utilizing an AI platform to access, create, or display content that is harmful, inappropriate, threatening, obscene, disruptive, or sexually explicit is prohibited. This also includes content that could be seen as harassment or bullying, or that disparages others based on their race, ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.

Employees of MPS are prohibited from using wearable recording devices, including but not limited to AI-enabled glasses, smartwatches with recording capabilities, body cameras, or any other device capable of capturing audio, video, or images, in the workplace or during work-related activities without prior written authorization from MPS. This prohibition applies in all work settings, including classrooms, offices, staff meetings, and school events, whether on or off campus. Employees who observe unauthorized recording device use should report it to P & C promptly. Unauthorized recordings that capture the image or voice of another student may implicate the privacy rights of that student and their family under FERPA and California law, and the School reserves the right to require deletion of any such recording and to report the conduct to appropriate authorities where warranted. Violations may result in disciplinary action, up to and including termination. Nothing in this policy is intended to limit

employees' rights under applicable law.

Protection of Personally Identifiable Information (PII)

Disclosing or inputting confidential or personally identifiable information into AI platforms is strictly prohibited. Personally identifiable information encompasses, but is not limited to, a person's full name, image, email address, phone number, Social Security number, medical information, or any other information, including AI generated images, that can be used to identify someone. Employees and students must never enter or upload PII of students, employees, or other individuals into any AI platform, even in secure or private settings. This includes both direct identifiers and indirect information that could reasonably be used to determine an individual's identity. AI platforms are not secure repositories for sensitive information, and any inputted PII may be stored, analyzed, or shared in ways beyond the control of the user or the School. Violations of this policy may result in disciplinary action, up to and including termination of employment.

Telework Policy

Purpose

From time to time, in its discretion, MPS may assign certain staff members to telework based on the needs of the organization. If telework is assigned, or otherwise authorized, employees will comply with the requirements of this telework policy.

Definition

Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a Magnolia-wide benefit. This arrangement in no way alters or changes the terms and conditions of employment with Magnolia, and the promulgation of this Policy creates no employee rights in relation to teleworking. Furthermore, Magnolia has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole discretion based on organizational needs.

General Requirements

MPS will designate at the beginning of employment whether a position is on-site, fully remote, or a hybrid of on- site and remote (also known as telework). Employees with telework assignments shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor. Employees shall be responsible for following all Magnolia policies and procedures when teleworking, including all of the foregoing set forth in Magnolia's most recent Employee Handbook. Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties is strictly prohibited.

Nonexempt employees will be required to (1) record all hours worked as assigned by Magnolia and (2) take and document applicable meal/rest periods. Nonexempt employees must also receive prior written approval from a supervisor prior to working additional hours or overtime. Failure to comply with

timekeeping and work hours requirements may result in disciplinary action, up to and including termination from employment.

Eligibility Considerations

Consideration will be given to employees who work in positions adaptable for telework assignments, particularly those who have demonstrated work habits and performance well-suited to successful teleworking. In the sole discretion of Magnolia and its management, the following eligibility factors will be considered:

- The employee has a position where effective communication can be accommodated electronically;
- The employee's telework assignment will not be detrimental to the productivity or work quality of other employees or the effective operation of Magnolia;
- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of Magnolia data, records, networks, or confidentiality generally;
- The employee's equipment and software must meet Magnolia's guidelines/standards, and the employee's needs for Information Technology ("IT") support must be minimal;
- Telework sites must be in California;
- The employee must be effective at working independently for extended periods of time;
- The employee has demonstrated or can demonstrate effective time-management skills by completing tasks efficiently and within any required deadlines;
- The employee must maintain connections with work groups or teams from their remote work location; and
- The employee has no recent or pending corrective or disciplinary actions. Supervisor Responsibilities

Supervisors managing employees who have been permitted to telework must effectively:

- Implement the telework policy/guidelines;
- Conduct remote supervision;
- Understand the technology and tools necessary for successful remote supervision; and
- Establish communication protocols with telework employees, including making continued efforts to involve teleworking employees in office/department events, meetings, messages, etc., as applicable, to preserve teamwork.

Supervisors will assess each employee's progress on a telework assignment periodically to ensure the employee's compliance with telework requirements, and address any work-related issues, including completing evaluations and other performance management as appropriate.
Communication and Accessibility

Employees and supervisors must determine how communication between the teleworking employee, the worksite, and/or other employees also teleworking will be handled. Employees shall keep their supervisor and, as needed, their co-workers or other Magnolia stakeholders (e.g., students and/or

parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment.

Employees must be accessible by phone and email at all times to their supervisor, co-workers, Magnolia stakeholders, and Magnolia generally during assigned work hours. Employees must notify their supervisors if they leave their telework site during agreed upon hours, aside from applicable meal and rest periods. Employees must post their telework schedule on their calendar, including applicable meal and rest periods. Employees must also remain flexible in their scheduling and shall be available to attend staff meetings and other meetings as required by their supervisor.

Safety

Telework space is considered an extension of Magnolia's worksite. Employees will have the same responsibility for safe practices, accident prevention, and accident/injury reporting as in the regular worksite. In case of injury, accident, theft, loss, or tort liability related to telework, the employee must immediately report the event to their supervisor and allow Magnolia or its authorized agent to investigate and/or inspect the telework site as needed. Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean, professional, and free of distractions (e.g., children, pets, electronic devices, etc.).

Supplies, Equipment, And Furniture

Magnolia will determine, with information supplied by the employee and supervisor, the appropriate equipment needs for each telework assignment. Magnolia will not provide office furniture for the workspace at home; employees' home workspaces must be minimally equipped to serve as a remote workspace.

Magnolia-provided equipment (e.g., laptops, hotspots) must be used for work purposes only, remains Magnolia property, and must be returned at the end of a telework assignment. Employees shall not be entitled to reimbursement for use of Magnolia property and may be held liable for negligent damage or loss.

Employees may provide their own technology for Magnolia-related work with prior approval and may be eligible for reimbursement under this policy. Magnolia accepts no responsibility for damage or repairs to employee-owned equipment.

Reimbursement

Magnolia shall reimburse employees for actual and necessary business expenses when expressly authorized and preapproved. Employees seeking reimbursement above standardized amounts must submit documentation (e.g., internet or phone bills), which may be redacted for confidentiality.

Information Security And Confidentiality

Employees must never provide third parties access to Magnolia systems or share network passwords. Teleworking employees must ensure that confidential or sensitive work remains secure and inaccessible to family members, guests, or other unauthorized individuals.

Performance Standards

Employees must maintain the same or an improved level of productivity and work quality while teleworking. If productivity and/or work quality decline, the telework assignment may be reevaluated to determine whether changes or termination of the assignment are warranted.

Professional Boundaries

Employees must maintain appropriate professionalism when interacting remotely with students and/or families. Violations of professional boundaries may result in disciplinary action, up to and including termination.

Evaluation & Duration

Evaluation of performance during a telework assignment may include daily or periodic communication via video, phone, and/or email, as well as scheduled meetings to discuss progress and issues.
Magnolia may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, Magnolia will endeavor to provide seven (7) days' notice of modification or termination whenever possible.

All telework assignments remain subject to ongoing review and may be continued, modified, or discontinued based on organizational needs.

Use of Personal Property

Employees are not encouraged to bring personal property or materials for use in the School setting. If an employee wishes to bring a personal item for School use, they must first obtain approval from MPS. MPS will not be responsible or liable for any personal property brought to the School, and the employee assumes all liability for any damage or injury related to the item.
The employee may be subject to discipline for violating this policy. The School will not be liable for lost, stolen, or damaged personal property items, and such items are brought to the workplace at the employee's own risk.
Employees are solely responsible for transporting, storing, and moving their personal belongings. If an employee is reassigned, transferred, or relocated to a different classroom or workspace, MPS will not provide assistance or resources for moving the employee's personal items. This limitation does not apply to School-provided equipment or materials, which will be handled according to standard procedures.

Security Cameras on Campus

MPS has authorized the use of security cameras in public areas where there is no reasonable expectation of privacy, including in and around School buildings and on School property. The purpose of this program is to promote and maintain a safe, secure, and healthy environment for students and staff, and to protect

the community's investment in School owned or leased property and facilities.

Public areas may include school buses, building entrances, hallways, parking lots, front offices where students, employees, and parents come and go, break rooms, gymnasiums during public activities, cafeterias, and supply rooms. Private areas of campus, such as private employee offices (unless consent by the office owner is given), restrooms, and locker rooms will not be subject to security camera recording. Additionally, MPS will post signage indicating the areas of campus where security cameras are in use.

The precise location of security cameras should be determined by MPS or by the School-site principal with the approval of the CEO. Input from employees may be sought to determine the most beneficial locations for security cameras. A diagram showing the wiring of the local server for the security cameras at the school sites shall be shared with the Board prior to the installation of the security monitoring system.

Security cameras will not be used to record audio or live footage, and footage will be kept private and destroyed after thirty (30) days, unless the preservation of the footage is otherwise needed. Authorized personnel may view the security camera footage by accessing the pre-recorded footage saved to a digital file. While MPS will not use the security camera footage to evaluate employee performance, it may be used by MPS or law enforcement in cases of suspected illegal or inappropriate conduct. In such cases, MPS cannot guarantee that security camera footage will be kept private.

Under no circumstances will employees make unauthorized copies or duplicates of security camera footage.

Employees are prohibited from tampering with the MPS's security cameras, systems, and/or footage. "Tampering" includes any unauthorized use, access, or physical damage, or any attempt to interfere, block or prevent the security camera from recording footage. Any employee found to have tampered with MPS security monitoring system may be disciplined, up to and including termination, and they may also be liable for any damage to the system.

Social Media

If an employee decides to post information on the Internet (i.e., TikTok, Snapchat Facebook, Instagram, etc.) that discusses any aspect of their workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes;
  - Employees may not use or post images of students or student information or work;

- Student and employee confidentiality policies must be adhered to;
  - Employees must make clear that the views expressed are their own and not those of the School;
  - Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
  - Employees are not authorized to publish any confidential information maintained by the

School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media postings are disruptive to the School or violate this or other School policies.

Intellectual Property Rights

Any intellectual property, such as trademarks, copyrights and patents, and any work created by an employee in the course of employment at the School shall be the property of the School and deemed a work made for hire and the employee is deemed to have waived all rights in favor of the School. Work, for the purpose of this policy refers to written, creative or media work. All source material used in presentation or written documents must be acknowledged by the author or owner.

Media Contacts

All media inquiries regarding the School and its operations must be referred to the **Chief Impact Officer or designee**. Only the Chief Impact Officer or designee is authorized to make or approve public statements pertaining to the School or its operations, although public employees do not lose the right to speak on matters of public importance. No employee, unless specifically designated by the **Chief Impact Officer** or designee, is authorized to make statements to the media on behalf of the School. Any employee who would like to write and/or publish an article, paper, or other publication on behalf of the School must obtain approval from the Chief Impact Officer or designee before publication.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep **the Principal (or MERF P&C Department for MERF employees)** advised of changes that should be reflected in their personnel file by making the changes in the Human Resources Information System Employee Self Service Portal. Such changes include change in name, address, telephone number, personal information if required for insurance purposes (e.g., marital/domestic partnership status, number of dependents) and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. MPS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to **the Principal (or MERF P&C Department for MERF employees)**. Only **the Principal and MERF P&C Department** or designee is authorized to release information about current or former employees. Disclosure of

information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement, or local, state or federal agencies conducting official investigations or as otherwise legally required. Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

HOURS OF WORK, OVERTIME AND ATTENDANCE

Employee Classifications

An employee's salary and benefits depend on a wide range of factors, including base scale, qualifications, additional duties, and performance. Employees who have any questions about their salary, should speak to the Principal or the P&C Department for more details.

Classification Type	Definition	Eligible Benefits
Full-Time Salaried	Employed on a regularly scheduled **30+ hours per week** basis for a non-specified period.	- STRS/PERS/401K Retirement Plan - Personal Necessity/Sick Leave/Floating Holiday - 100% Health Benefits Coverage (including family members) - Life insurance Plan - Vacation Hours (12-months employees only) - Tuition Reimbursement Program
Full-Time Hourly	Employed on a regularly scheduled **30+ hours per week** basis for a non-specified period.	- STRS/PERS/401K Retirement Plan - Personal Necessity/Sick Leave Hours/Floating Holiday - 100% Health Benefits Coverage (including family members) - Life insurance Plan - Vacation Hours (12-months employees only) - Tuition Reimbursement
Part-Time Hourly	Employed on a regularly scheduled basis of **20.00 to 29.99 hours per week** for a non-specified time.	- STRS/PERS Sick Leave

Powered by BoardOnTrack

Part-Time Hourly	Employed on a regularly scheduled basis of **19.99 or less hours per week** for a non-specified time.	- Sick Leave - Not eligible for any other benefits
Temporary/ Seasonal Full-Time	Employed on a regularly scheduled basis of **30+ hour per workweek for a finite period of time** (though they are still at will employees).	- Sick Leave - Some full-time temporary and seasonal employees may also be eligible for employer-sponsored health benefits, as required by law.
Temporary/ Seasonal Part-Time	Employed on a regularly scheduled basis of **29 or less hours per week for a finite period of time** (though they are still at-will employees)**.**	- While this position may be eligible for Sick Leave, it is not eligible for any benefits.
Independent Contractor	Independent Contractors are non-employees.	Not eligible for any benefits.

Work Hours and Schedules

The School's normal operating hours are from ***7:30 a.m. to 4:00 p.m.**, Monday through Friday. The work schedule for hourly nonexempt employees may vary. Each employee will be assigned a work schedule by their supervisor. *Typical working hours for hourly nonexempt employees may be as follows:

REGULAR WORKING HOURS*	
School Level: Full-time office staff	7:30 a.m. – 4:00 p.m. (may include a meal break for thirty (30) minutes and two ten (10) minute breaks)
School Level: All other full-time employees	7:45 a.m. – 4:00 p.m. (may include a meal break for thirty (30) minutes and two ten (10) minute breaks)
CMO Level: All full-time MERF employees	8:30 a.m. – 5:00 p.m. (may include a meal break for thirty (30) minutes and two ten (10) -minute breaks)

* Working hours may vary from one School site to another.

Powered by BoardOnTrack

Employee work schedules and pay may fluctuate depending on the workload:

- Employees may have to work hours beyond their normal schedules as work demands require.
- Hourly employees will only be paid for the hours worked unless accrued paid leave is used or during a paid holiday for eligible employees.
- Employees are expected to attend weekly staff meetings and other mandatory training and meetings.
- Full-time teachers may be required to supplement regular curricular activities through after school programs, including tutoring and clubs. Each full-time teacher is expected to offer at least two after school programs per week.
- As directed by the Principal, employees may be required to conduct home visits to develop a positive school-home relationship that supports student achievement.
- As directed by the Principal, employees may also be required to attend school events and activities, including but not limited to, parent conferences, student/parent orientation, back-to-school nights, parent/community meetings, and any other school events and activities that occur during or outside of the normal school day, as indicated in the work year calendar. This required work is distinguishable from the employee's involvement in non-work volunteer activities, which are not required by the employee's employment.
- Employees are expected to perform other duties as requested by their direct supervisor.

Overtime

Whether an employee is exempt from or subject to overtime pay will be determined on a case by-case basis. Generally, teachers and administrators are exempt from earning overtime pay. Exempt employees may have to work hours beyond their normal schedules as work demands require, thus, no overtime compensation will be paid to exempt employees. Nonexempt employees may be eligible to earn overtime if required to work beyond the regularly scheduled workday or workweek. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. MPS will attempt to distribute overtime evenly and accommodate individual schedules, however, the operational needs of the School are paramount. All overtime work must be previously authorized in writing by **the Principal (or MERF P&C Department for MERF employees.)** MPS provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law.

Make Up Time

A nonexempt employee may make a written request to make up work time that is or would be lost as a result of another scheduled absence. It is at the sole discretion of the School to approve or reject the request. The hours of that make-up work may only be performed in the same workweek in which the work time was lost and may not result in the employee earning overtime. The makeup time must not exceed eleven (11) hours of work in one day or forty (40) hours of work in one week. The employee is responsible for recording the time worked and taking all applicable rest and meal breaks during make-up time. Make up time is not encouraged and is based on the availability of work.

Employees who are called to work on a scheduled day off, such as a holiday, may be provided a makeup

day off during the same workweek, schedule permitting and with supervisor approval.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor. The School will comply with such legal procedures.

Employees are strongly encouraged to avoid such wage attachments and garnishments.

Meal and Rest Periods

All employees working at least five (5) hours are provided with a thirty (30) minute unpaid meal period, to be taken approximately in the middle of the workday, but by no later than the end of the fifth (5^{th}) hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and MPS mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked or major fraction thereof, which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time. An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Lactation Accommodation

MPS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

MPS will make reasonable efforts to provide employees who need lactation accommodation with the use of a room or other private location that is clean and located close to the employee's work area. Such a room/location shall not be a bathroom or contain toxic or hazardous materials, and shall have electricity, a surface to place a breast pump, and a place to sit. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk.

Employees who desire lactation accommodation should contact their supervisor to request accommodations.

Pay Days

Paydays are scheduled twice per month for **all employees**. The pay periods run from the 1st of the month to the 15th of the month (with paychecks available on the 20th of the month) and the 16th of the month to the end of the month (with paychecks available on the 5th of the following month). For 12-month employees, the School pays up to twenty-four (24) pay periods. For 11-month employees, the School pays up to twenty-two (22) pay periods.

The total number of pay periods may vary depending on the starting and ending date of employment, and whether the employee performed work, used time from the accrued leave (paid sick leave, vacation leave, PTO), or is eligible for a paid holiday during the pay period. The last pay period of the school year ends on June 30th. Each paycheck will include earnings for all reported work performed through the end of the payroll period and is subject to regular withholdings. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay no later than the next day of work after the day(s) off.

Employees should promptly notify **the Principal (or MERF P&C Department for MERF employees)** with questions regarding the calculations of their paycheck. Any corrections will be noted and will appear on the following payroll check.

Payroll Withholdings

As required by law, the School shall make all required withholdings, including:

- Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

- State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

- Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

- State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability. These contributions also cover Paid Family Leave (PFL) benefits to those out of work to care for a seriously ill family member/designated person or bond with a new child. SFI and PFL benefits are managed by California Employment Development Department (EDD) and are not determined by the School.

- CalSTRS and CalPERS Contributions: The School participates in the California State Teachers Retirement (CalSTRS) and the California Public Employee Retirement System (CalPERS), which are pension programs that provide defined benefits to qualifying members in retirement. Employees will have a percentage of their pay withheld to contribute to the CalSTRS and CalPERS, and the school will also make a monthly contribution on the employee's behalf.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School will provide the employee with a written notice which describes the wage overpayment and will afford the employee an opportunity to respond before commencing any recoupment action. If the employee disputes the wage overpayment, the School shall initiate a legal action to validate the overpayment before proceeding with recoupment. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

Every payroll deduction is explained on the check voucher. Employees are directed to contact Human Resources with questions.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to **the Principal (or MERF P&C Department for MERF employees) and by updating the Human Resources Information System Employee Self Service Portal**. The P&C Department also maintains a supply of forms.

It is the employee's responsibility to report any changes in filing status to **the Principal (or MERF P&C Department for MERF employees)** by updating his/her Human Resource Management System Employee Self Service Portal.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

The School offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks.

Salary Compensation for Partial Pay Period

Salary payments to employees who are employed for less than a full pay period because of leave without pay, separation from employment for any reason, or employment at dates other than the beginning or the end of the pay period are computed on the basis of actual working days in the month. For this purpose, working days are considered to be forty (40) hours Monday through Friday unless otherwise specified.

For teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

Pay Rate Schedule

Pay is primarily determined by the work classification, employee qualifications, years of service, and individual performance. The School uses the Board approved employee pay

raise scales to determine the salaries for full- time teaching staff and non-classroom based academic personnel and school leaders**. MERF employees and classified employees pay are determined by the MPS Board approved salary band. Please refer to the scales for details. For school level classified employees, the pay is primarily determined by the work classification and individual performance.**

Attendance Policy

Regular and reliable attendance is essential to supporting MPS's mission and ensuring strong student outcomes. With 180 instructional days each year, every employee plays a critical role in maintaining continuity of learning and school operations. Being present—not just physically, but as a prepared and punctual professional—directly impacts student success, team effectiveness, and the overall functioning of our schools.

Employees are expected to adhere to their assigned work schedules, to report to work on time, and to remain at work for their full scheduled shift unless an appropriate and approved absence occurs. School-organized In-Service days, Professional Development days, and all regular workdays are considered required workdays.

If an employee must be absent or late, they are required to notify their **direct supervisor** as early as possible and, when feasible, arrange absences in advance. If advance arrangement is not possible, employees must notify their **direct supervisor** no later than one-half (½) hour before the start of the workday. Employees who are absent for more than one day must keep their supervisor sufficiently informed of their status. Teachers must also maintain a substitute folder and ensure lesson plans and essential materials are accessible to support instructional continuity during an absence.

In addition to notifying a supervisor, all absences must be recorded in the HRIS system regardless of whether the employee has accrued leave available, so the employee's status is properly documented. Failure to properly record an absence is a violation of the attendance policy.

Excessive Absenteeism and Tardiness

Consistent attendance is a core professional responsibility. Excessive or unexcused absenteeism or tardiness disrupts school operations and student learning and will result in corrective action under the School's **Discipline Policy**.

Absences must comply with applicable leave laws, the Employee Handbook, and School procedures. Absence for more than three (3) consecutive days without notifying the Principal will be considered a voluntary resignation from employment, except in verified emergencies or circumstances protected by law.

Time missed due to tardiness may be deducted from available leave balances. Once all sick leave or vacation is exhausted, time missed will be unpaid.

CHART OF CONSEQUENCES FOR TARDINESS AND ABSENCES

	OCCURRENCES/DAYS	STEP AND ACTION
TARDINESS	1 -2 occurrences	Verbal Warning + documented coaching
	3rd occurrence	Written Warning
	4th occurrence	Improvement Plan (PIP) + monitoring period
	5th occurrence	Final Written Warning
	6th occurrence	Disciplinary action up to and including termination
ABSENCES	After all sick leave/vacation days are used	Exempt: full day of pay deducted; Nonexempt: unpaid time; attendance expectations reviewe
UNEXCUSED ABSENCE	1st occurrence	Written Warning
	2nd occurrence	Final Written Warning
	3rd occurrence	Disciplinary action up to and including termination
NO CALL/NO SHOW	3 consecutive days	Considered job abandonment, which can lead to termination

Timecards and Records

By law, MPS is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall be required to utilize the School's timecard system.

Nonexempt employees must accurately clock in and out of their shifts as this is the only way the payroll

department knows how many hours each employee has worked and how much each employee is owed. The timecard indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Principal within the same pay period to make the correction and such correction request must be approved by the Principal.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's timecard. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Mandatory Training and Meetings

As a professional learning organization committed to 180 days of strong instructional outcomes, MPS requires all employees to fully participate in scheduled mandatory trainings and meetings. These events—including summer in-services, professional development days, the All-Staff Symposium, and weekly staff meetings—are essential to building shared practices, ensuring consistency across schools, and supporting student achievement. **Attendance is not optional for mandatory events.**

Why This Matters

At Magnolia, we believe that every student deserves access to high-quality, aligned instruction and a unified, mission-driven school experience. Our mandatory gatherings—especially the All-Staff Symposium—are critical opportunities for:

- Building shared expectations and instructional alignment across all schools
- Strengthening organizational culture and connection
- Ensuring consistent practices that directly impact student success
- Equipping staff with tools and professional learning needed for the school year
- Creating space for collaboration, innovation, and collective problem-solving

These shared moments reaffirm our purpose and allow us to operate as **one team**, providing students with a cohesive educational experience regardless of campus.
For these reasons, staff are expected to prioritize attendance at all mandatory events and make personal arrangements (including childcare or transportation) well in advance to ensure participation.

Attendance Expectations

Employees must request an exception **in advance** from their direct supervisor if an unavoidable, documented extenuating circumstance arises. Personal preference, childcare issues, or travel

inconvenience do not qualify as automatic exemptions and must still be formally reviewed and approved before the event.

Nonexempt employees will be compensated for mandatory training, lectures, and meetings occurring outside regular work hours, including applicable travel time and mileage in accordance with the MPS Reimbursement Policy.

Mandatory trainings and meetings will be clearly identified as such. Employees unsure whether an event is mandatory must clarify with their supervisor **before the scheduled date**.

All nonexempt employees must record all hours spent attending mandatory trainings and meetings on their timecards.

Failure to attend a required training or meeting without prior approval may result in corrective or disciplinary action under the Progressive Discipline Policy, up to and including written warnings, an Improvement Plan, or further disciplinary steps.

Expense Reimbursements

The School may reimburse employees for certain reasonably necessary expenses incurred in the furtherance of School business, including, but not limited to, fingerprint processing fees, TB test fees, First Aid & CPR fees, fees of exams that lead to professional certification (CSET, CBEST, RICA, CTEL, CLAD, CPACE, etc.,) and other approved School business and profession related expenses. During the onboarding process for a new hire, fingerprint processing fees and TB test fees may be reimbursed up to 2 (two) fees upon the supervisor and/or the P&C Department's request and approval. Credential fees, university entrance exam fees, and US Constitution exam fees are not reimbursable. Please refer to the MPS Tuition Reimbursement policy for professional development opportunities and certification programs reimbursed by the School.

In order to be eligible for reimbursement, employees must follow the protocol set forth in the MERF's policy regarding expenditures, a copy of which may be obtained from the **Principal (or MERF P&C Department for MERF employees)**.

MERF Purchase Policies and Procedures Manual requires all employee expense or purchase plans to be pre- approved by his/her supervisor.

All new and continuing tuition reimbursement requests must be pre-approved annually by the employee's supervisor as stated in the MPS Tuition Policy.

STANDARDS OF CONDUCT

Personal Appearance/Standards of Dress

MPS employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

1. Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in dresses or skirts that are no higher than three (3) inches above the knee.

2. Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Principal.

3. Slacks and shorts are to be worn on the waist with no portion of an undergarment showing.

4. Shorts should be modest in length and should be no higher than three (3) inches above the knee.

5. Skirts and dresses should be no higher than three (3) inches above the knee.

6. All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.

7. For safety purposes, earrings must not dangle more than one (1) inch below the ear.

8. Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.

9. Apparel of a controversial nature which is likely to be divisive or disruptive to students or interfere with MPS's neutral viewpoint work environment.

10. Due to safety concerns, appropriate shoes must be worn at all times. For example; flip flops are not appropriate foot wear.

11. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.

12. Supervisors will inform employees of any specific dress requirements for their position.

Prohibited Conduct

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees who behave with a disregard for school rules, mission, or vision will be disciplined accordingly. This includes employees who behave with a lack of courtesy and civility toward

others, who do not prioritize their commitment to MPS, and who undermine or act against School programs, rules, and policies. MPS wishes to provide students with the best quality of education by committed school leaders with a student-centric mindset.

MPS understands that not every person values and prioritizes a charter school education with the same level of commitment, and that is the prerogative of the individual. However, it is MPS's prerogative in an at-will employment relationship to seek to surround our students with committed advocates, and to end employment relationships with individuals who do not carry out the School's mission. Employees who are not committed to carrying out MPS's school mission, or who behave in a manner that is contrary to the goals of the School, may be deemed not a good fit for MPS and released from at-will employment on that basis. Similarly, employees who violate the spirit of this section, or the expressly written rules of conduct, may be released from at-will employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the employment relationship the employee has with the School nor does it prevent the School from releasing employees for any or no reason at all, consistent with the at- will employment relationship.

- Insubordination – willfully or negligently failing to perform a task or duty assigned or act in accordance with instructions provided by the School;
- Unprofessional conduct.
- Inefficiency - including willful or negligent restriction of output, carelessness or unnecessary wastes of time or material, neglect of job duties or responsibilities;
- Unacceptable or poor job performance;
- Privacy violations or release of confidential information without authorization;
- Violations of the attendance policy or other unexcused/unreported absence and/or lack of punctuality;
- Improper use or abuse of leave;
- Working unauthorized overtime or refusing to work assigned overtime;
- Misuse of School property or funds;
- Improper use of School equipment, materials, time or property;
- Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
- Failure to maintain a required license, certification or permit current and in good standing;
- Horseplay or other unnecessary or inappropriate physical contact;
- Sleeping, loitering, or malingering on the job;
- Refusal to communicate with students, parents, supervisors, or other employees;
- Conducting personal business during business hours and/or unauthorized use of School property for non- School reasons;
- Posting any notices on School premises without prior written approval of management unless posting is on a School bulletin board designated for employee postings and is otherwise non offensive and appropriate for the workplace;
- Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter, is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks;

- Failure to comply with the School's safety procedures;
- Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment;
- Immoral or indecent conduct;
- Fighting or instigating a fight on School premises;
- Gambling on school premises;
- Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees;
- Possession of alcohol or illegal drugs and controlled substances at work, or reporting to work while under the influence of the same;
- Dishonesty;
- Falsification, fraud or omission of pertinent information when applying for a position;
- Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record;
- Theft or embezzlement;
- Willful destruction of School property;
- Conviction of a crime making the employee unfit for the position, or failure to report a criminal charge or conviction to the School;
- Possession of firearms, or any other dangerous weapon, while on campus or while working for the School;
- Violation of the discrimination, harassment or retaliation policy;
- Engaging in sabotage or espionage (industrial or otherwise);
- Any willful act that endangers the safety, health or wellbeing of another individual;
- Any act of sufficient magnitude to cause disruption of work or gross discredit to the school;
- Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School; and
- Failure to respond to work-related communications within 1 day for exempt employees and 1 business day for nonexempt employees.
- Violations of federal, state or local laws affecting the organization or the employee's employment with the organization.
- Failure to disclose a pending action against the employee's credential by the California Commission on Teacher Credentialing.
- Failure to adequately supervise (e.g. employees must be free from distraction and are prohibited from personal cell phones while on supervision duty).
- Allowing a visitor onto campus without prior authorization and without the appropriate clearances.

Off-Duty Conduct

While the School does not seek to interfere with the lawful off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at the School;
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with the School;
- Additional employment that impairs or has a detrimental effect on the employee's work performance with the School;
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of the School.

Employees who wish to engage in additional employment must submit a written request to the School explaining the details of the additional employment. The School will advise the employee of whether a conflict appears to exist based on the information provided. The School assumes no responsibility for this determination or the employee's other employment. MPS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of the additional employment. Authorization to engage in additional employment can be revoked at any time if a conflict is suspected.

EMPLOYEE BENEFITS

Holidays and Vacations School Holidays

The School recognizes the following holidays. All exempt and nonexempt **full-time** employees will receive the following paid holidays in 2026-2027:

School Holidays	Dates
Independence Day	**July 3, 2026 (Friday)** ***(for 12month employees)***
Labor Day	**September 7, 2026 (Monday)**
Veterans Day	**November 11, 2026 (Wednesday)**
Thanksgiving Day*	**November 26, 2026 (Thursday)**
Day after Thanksgiving*	**November 27, 2026 (Friday)**
Winter Break Holiday**	**December 23, 2026 (Wednesday)**
Winter Break Holiday**	**December 24, 2026 (Thursday)**
Christmas Holiday**	**December 25, 2026 (Friday)**
New Year's Holiday**	**December 31, 2026 (Thursday)**
New Year's Holiday**	**January 1, 2027 (Friday)**
M. L. King Day	**January 18, 2027 (Monday)**

Presidents' Day	**February 12, 2027 (Friday) (Only MSA-SA, Anaheim, SD)** **February 15, 2027 (Monday) (All MPS & HO)**
Farmworkers Day	**March 31, 2027 (Friday) (All MPS & HO Except SD)**
Spring Break Holiday* **	**March 24, 2027 (Wednesday) (HO &, 1-8, Anaheim)** **March 31, 2027 (Wednesday) (SD)** **April 7, 2027 (Wednesday) (SA)**
Spring Break Holiday* **	**March 25, 2027 (Thursday) (HO &, 1-8, Anaheim)** **April 1, 2027 (Thursday) (SD)** **April 8, 2027 (Thursday) (SA)**
Memorial Day	**May 31, 2027 (Monday)**
Juneteenth Holiday	**June 18, 2027 (Friday)**

* Falls during Thanksgiving Break
** Falls during Winter Break
*** Falls during Spring Break

School Breaks

All **full-time** exempt employees who are not in "leave status" will receive the following paid school breaks (which may include, and are not in addition to, the School Holiday Schedule above):

- Thanksgiving Break (including Thanksgiving Day and the Day after Thanksgiving)
- Winter Break (including the Christmas Day, Winter Break Holiday, and New Year's Day)
- Spring Break (including Spring Break Holiday)

Part-time, temporary, and seasonal employees, and independent contractors, are not compensated during School breaks.

Full-time **education specialists, school psychologists, college counselors, athletic directors, and school social workers** at the school sites will be treated as teaching staff for the purpose of holidays and vacation. If employees have any questions about their employment classification, they should consult with **MERF People and Culture Department.**.

SCHOOL BREAKS	DATES
Full-time teaching staff:	
Thanksgiving Break	**November 23 (Mon) - November 27 (Fri), 2026** (All MPS Schools & HO)

Powered by BoardOnTrack

Winter Break	**December 21, 2026 (Mon) – January 8, 2027 (Fri)** (Only HO, MSA1-4, 6-8, SA, Anaheim) **December 21, 2026 (Mon) – January 1, 2027 (Fri)** (Only MSA 5, SD)
Spring Break	**March 22, 2027 (Mon) - March 26, 2027 (Fri)** (HO&,1-8,Anaheim) **March 29, 2027 (Mon) - April 2, 2027 (Fri)** (MSA-San Diego) **April 5, 2027 (Mon) - April 9, 2027 (Fri)** (MSA-Santa Ana)
School administrators, classified exempt 12 month employees, and MERF employees:	
Thanksgiving Break	**November 25 (Wed)-November 27 (Fri), 2026** (All MPS Schools & HO)
Winter Break	**December 23, 2026 (Wed)–January 8, 2027 (Fri)** (Only HO, MSA1-4, 6-8, SA, Anaheim) **December 23, 2026 (Wed)–January 1, 2027 (Fri)** (Only MSA 5, SD)
Spring Break	**March 24, 2027 (Wed) - March 26, 2027 (Fri)** (HO, 1-8, Anaheim) **March 31, 2027 (Wed) - April 2, 2027 (Fri)** (MSA-San Diego) **April 7, 2027 (Wed) - April 9, 2027 (Fri)** (MSA-Santa Ana)

If a school site has a different schedule of breaks and/or additional breaks other than those listed above, such as fall break, Presidents' week, etc., the general rule of thumb is that fulltime teaching staff will take the whole break off in the school calendar while the School administrators and MERF employees will have two (2) days less off. Full-time, hourly classified staff are only eligible for pay according to the School Holiday Schedule above.

Floating Holidays

All full-time MPS Employees are eligible to receive two (2) floating days each school year. Floating Holidays are not vacation days, and cannot be paid out, cashed out, and cannot be rolled over. Floating holidays are provided at the start of each school year.

Vacation

The School provides vacation benefits to eligible employees to enable them to take paid time off for rest and recreation. Vacation is provided to prevent overworking. The School believes that this time is valuable for employees in order to enhance their productivity and to make their work experience with the School personally satisfying.

All **full-time 12-month** employees accrue vacation from the date of hire at the following accrual rates:

*ELIGIBLE EMPLOYEES	VACATION ACCRUAL	MAX CAP
School Administrators	Hours will accrue per pay period up to 160 hours (8 hours per pay period) per year	240 hours

Powered by BoardOnTrack

School Classified Employees	Hours will accrue per pay period up to 120 hours (6 hours per pay period) per year	200 hours
MERF Employees	Hours will accrue per pay period up to 160 hours (8 hours per pay period) per year	240 hours

As a benefit to employees, eligible employees will accrue the maximum vacation time prior to the end of the year to facilitate their use of vacation time before the end of the year. This accelerated accrual does not entitle eligible employees to vacation time above and beyond their yearly accrual, as indicated in the chart above. Vacation time may not be utilized before it is earned. Vacation is rolled over from year to year and is capped at 240 hours for administrators and MERF employees, and 200 hours for full-time classified employees. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

Employees who have non-sick related partial or full day absences will have vacation time deducted from their vacation bank commensurate with their time off.

No vacation accrues during any unpaid leave of absence or while on disability salary continuation. Vacation accruals recommence when the employee returns to work.

On termination of employment, the eligible employee is paid all accrued, unused vacation at the employee's base rate of pay at the time of his or her separation from employment.

All vacations must be approved in advance by **the direct supervisor of the employee**, who will make reasonable efforts to accommodate employee requests. Vacation requests must be made at least two (2) weeks prior to the desired vacation time. Job requirements will always have precedence over vacation schedules. The School may attempt to have some of its employees stagger vacations in an effort to avoid affecting services.

11 month employees, including non-classroom based academic employees and teaching staff, do not accrue vacation.

For full-time teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

Any accrued but unused vacation will not be paid out at the end of the school year. Nonetheless, all employees are entitled to have their unused vacation time paid out upon separation from the School**.**

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, MPS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Additionally, employees may use sick leave during public health emergencies resulting in the closure of MPS, the employee's child care provider, or the school of the employee's child. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents,

grandchildren, siblings), or a designated person (i.e., one who is designated by the employee at the time the leave is requested) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave while on jury duty or when appearing as a witness during judicial proceedings, or to receive medical care or other assistance in relation to being the victim of domestic violence, sexual assault, or stalking.

All full-time and part-time staff will be credited with forty-eight (48) hours of sick leave at the start of the school year. In addition to the credited forty-eight (48) hours, all 11 and 12-month full-time employees will accrue two (2) sick leave hours per pay period. The maximum accrued sick leave is eighty (80) hours per year. Paid sick leave can be used by all MPS employees who work for at least thirty (30) days within the span of a single calendar year from the commencement of employment.

Employees may roll over up to eighty (80) hours of paid sick leave from year to year.

MPS EMPLOYEE SICK HOURS			
	BEGINNING	**ACCRUAL**	**MAXIMUM ACCRUAL**
11-MONTHS FULL-TIME	48 hours	2 hours per pay period	80 hours
12-MONTHS FULL-TIME	48 hours	2 hours per pay period	80 hours
PART-TIME	48 hours	X	N/A
SEASONAL/TEMPORARY	0	1 hour for every 30 hours worked	80 hours

Employees cannot use paid sick leave until the thirtieth (30th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of thirty (30) minutes.

Sick leave is intended to be used only for the qualifying purposes stated above. MPS will not tolerate abuse or misuse of sick leave. If an employee is absent longer than five (5) days due to illness, medical evidence of the illness and/or medical certification of the employee's fitness to return to work may be required.

It is integral to the operation of MPS programs, and the education of students, that MPS receive proper advance notice of paid sick leave absences. Unless the delay in reporting was unavoidable, employees must make advance requests for paid sick leave so coverage can be provided for their role, and student programs are not unnecessarily disrupted by a sudden absence. An employee who has an authorized reason for an absence, but no justifiable reason for failing to report it in advance as required by the attendance policy, may be subject to discipline for violation of this section. Employees who are absent for a paid sick leave related reason must request paid sick leave, as supervisors will not assume sick leave is appropriate and enter it on the employee's behalf.

Employees must exhaust all available paid sick leave prior to utilizing unpaid leave unless otherwise allowed by law. Once an employee has exhausted sick leave, the employee may continue on an unpaid leave, if eligible under applicable leave law, depending upon the facts and circumstances of the employee's

basis for leave beyond the accrued sick leave. If an employee is not eligible for any applicable medical leave and has exhausted all paid sick leave, the employee will not be paid for time not worked. Employee requests for unpaid leave must be approved in advance by the School.

From time to time, the School may offer to buy back up to forty (40) hours of unused paid sick leave days at $250 per day by the end of June, with employee consent. If the employee does not participate, paid sick leave will roll over up to the maximum cap. To be eligible for the buy-back, employees must work for the School for at least ninety (90) days of their work year before they may be eligible for the School to buy back their paid sick leave. For employees who do not complete ninety (90) days by June 30 and are therefore ineligible for the buy back, their paid sick leave will roll over up to the maximum cap. The School will not buy back any paid sick leave from new or continuing employees who (1) fail to work for the School for ninety (90) consecutive days of the new work year, or (2) are separated from the School based on misconduct, unprofessionalism, or suspicion of the same. The School does not buy back sick leave from temporary or seasonal employees, such as summer school employees.

Personal Necessity Leave:

A full-time employee may elect to use up to five (5) days of accumulated sick leave each school year for personal necessity including any of the following specific reasons:

- Death or serious illness of a member of his/her immediate family (this is in addition to normal bereavement leave);
- Accident involving his/her person or property or the person or property of a member of his/her immediate family;
- Appearance in court as a litigant, or as a witness under official order;
- Adoption of a child;
- The birth of a child making it necessary for an employee who is the parent of the child to be absent from his/her position during the work hours;
- Business matters which cannot reasonably be conducted outside the workday (does not include vacations or similar voluntary activities).

Employees must request personal necessity leave at least one (1) day in advance, unless an emergency situation occurs. Personal necessity leave is not vacation but rather part of the sick leave policy. Personal necessity leave does not carry over from school year to school year.

MERF Offered Benefits Chart

	Full-Time							Part-Time(20-29.99 hr/week)	Part-Time (less than 20 hr/week)	Temporary/ Seasonal		
Status	**School Admin Home Office**	**Classified**				**Teacher**		**Classified**		**Teacher Classified**		
Duration	**12-Month**	**12-Month**		**11-Month**		**11-Month**		**Part-Time**		**Part-Time**	**Full-Time**	
Salary Type	**Salaried**	**Salaried**	**Hourly**	**Salaried**	**Hourly**	**Salaried**	**Hourly**	**Hourly**		**Hourly**	**Salaried**	**Hourly**
Bereavement Hours	40	40	40	40	40	40	40	40	40	40 (Unpaid)	(40 Unpaid)	(40 Unpaid)
Floating Hours	16	16	16	16	16	16	16	NO	NO	NO	NO	NO

Sick Hours	80	80	80	80	80	80	80	48	48	1 hr per 30 hrs worked	1 hr per 30 hrs worke d	1 hr per 30 hrs worked
Vacation Hours	160	120	120	NO	NO	NO	NO	NO	NO	NO	NO	NO
Health Benefits (Health, Dental, Vision)	YES	YE S	YES	YES	YES	YES	YES	NO	NO	NO	🎧	🎧
Retirement (STRS, PERS or 401K)	YES	YE S	YES	YES	YES	YES	YES	YES	NO	NO	NO	NO
Tuition Reimbursement (BTSA, Master's, Ph.D.)	YES	YE S	YES	YES	YES	YES	YES	NO	NO	NO	NO	NO

Paid Time Off (Fall, Spring, Winter Breaks)	YES	YE S	YES	YES	YES	YES	YES	NO	NO	NO	NO	NO

Temporary/seasonal employees may be eligible for health benefits and sick leave depending on the length of the assignment and the hours worked, as specified in the Health Benefits section and Paid Sick Leave section of this Handbook.

INSURANCE BENEFITS

Health Insurance

Full-time employees are entitled to health insurance benefits in accordance with applicable law and the School's health insurance plan. The School will cover one-hundred (**100%**) percent of the premium for employees who chose the HMO option and one-hundred (**100%**) percent of the premium to enroll legal dependents in the same program. The employee's portion of monthly premiums will be deducted from the employee's paycheck for employees who select the PPO selection or a greater amount of insurance coverage. The School may provide the employee a stipend payment at the rate of $150 per month if employee is enrolled in a separate health insurance benefit program *and declines all employer-sponsored health insurance benefits* (i.e. medical, vision, and dental) in writing by no later than within the month of August of each year. MPS will not provide a stipend to employees who will receive or have employer sponsored health insurance coverage through an actively working partner spouse of MPS.

After the end of the open enrollment or once the employee selects a plan, employees may not cancel or convert from HMO to PPO or vice versa until the next open enrollment unless there is a qualifying event such as birth of a child, loss of coverage, marital status.

Part-time, and temporary/seasonal employees working less than 30 hours per week are not entitled to health benefits provided by the School. Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of the School and are not eligible for benefits provided by the School.

If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Unless otherwise mandated by law, employees on a leave of absence are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage will result in the loss of coverage.

Eligibility Coverage Start Date

Subject to health insurance carrier approval, employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. The employee is responsible for logging into MPS's Human Resources Information System and properly enrolling in any selected plans within the first thirty
(30) days of their start date.

Disability Insurance

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage

replacement insurance plan for California workers. Employees may be eligible for SDI when they are out of work related to an injury, subject to SDI eligibility requirements. The employee must contact SDI for specific rules and regulations relating to SDI eligibility, and the **MERF P&C Department** may be available to assist.

Family Leave Insurance

Employees covered by the SDI may also be covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to eight (8) weeks of wage replacement benefits from the State of California when they suffer a wage loss for taking time off to care for a seriously ill or injured qualifying family member or to bond with a new child within one (1) year of birth or placement of the child with the employee.

Specific rules and regulations relating to Family Leave Insurance are available from SDI, and the **MERF P&C Department** may be able to assist.

Life Insurance

Employee life insurance is provided by MERF. All full-time employees will be covered upon hire, subject to program eligibility requirements. Employees should contact the P&C Department for coverage details.

Workers' Compensation Insurance

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See below for a further description of making a claim for Workers' Compensation Insurance benefits.

COBRA Benefits

Continuation of Benefits:

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part- time, making the employee ineligible for the plan.

This eighteen (18)-month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18)-month period also may be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's partner and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and their partner become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but the employee's partner has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, partners and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

MPS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. MPS will then notify the employee or dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if: Premiums for continued coverage are not paid within thirty (30) days of the due date;

- The employee (or their partner or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or their partner or child, as applicable) may have;
- MPS stops providing group health benefits;
- The employee (or their partner or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29)-months due to disability and there has been a final determination that the employee is no longer disabled.

LEAVES OF ABSENCE

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

Employee Eligibility Criteria:

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

Events that may Entitle an Employee to FMLA/CFRA Leave:

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

- To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents (or legal guardians) are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.

- Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of their job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy);

    - A "serious health condition" is an illness, injury (including, but not limited to on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or partner of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

    - "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits them to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

    - Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

    - Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

- To care for a partner, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.

- When an employee is providing care to a partner, child, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.

- For any "qualifying exigency" because the employee is the partner, child, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

Amount of FMLA/CFRA Leave Which May Be Taken:

- FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

- In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the partner, child, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.

- The "twelve-month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.

- If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA/CFRA Leave:

- FMLA and CFRA leave are unpaid by MPS. An employee on FMLA/CFRA leave may use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

- An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.

- Employees on leave are unpaid in "leave status." To be eligible for pay on the established "School Holidays" or "School Breaks" (see list), the employee must work the day workday before the paid day off, unless paid sick leave is used.

- If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave. If the employee's leave coincides with a paid holiday, the employee must have returned to work prior to the start of the paid holiday to be eligible for holiday pay.

- The receipt of sick leave pay or State Disability Insurance and/or Paid Family Leave benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

Health Benefits:

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of their group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

MPS may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

- The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if employee works less than thirty (30) days after returning from FMLA/CFRA leave; and

- The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

Seniority:

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority they had

when the leave commenced. An employee who was absent from work while fulfilling their covered service obligation under the Uniformed Services Employment and Reemployment Rights Act (USERRA) shall be credited, upon their return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA covered service.

Medical Certifications:

- An employee requesting FMLA/CFRA leave because of their own or a relative's serious health condition must provide medical certification from the appropriate health care provider. MPS will provide a medical certification form for this purpose. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

- The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.

- If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

- Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertification can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA/CFRA Leave:

- An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Principal (or MERF Human Resources for MERF employees). An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.
- Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or their qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
- If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
- If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a

child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
- The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work:

- Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
- When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
- Before an employee will be permitted to return from FMLA/CFRA leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that they are able to resume work.
- If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave:

No employee on leave, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria:

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave:

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- The employee is unable to work at all or is unable to perform any one or more of the essential functions of their job without undue risk to themselves, the successful completion of the pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
- The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave:

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay During Pregnancy Disability Leave:

- MPS provides pregnant employees with up to fourteen (14) weeks of pay per pregnancy during pregnancy disability leave. An employee on pregnancy disability leave is expected to apply for State Disability Insurance (SDI) at the beginning of their absence to maximize their pay during their leave. MPS will coordinate the receipt of pay with SDI to ensure the employee receives the full benefit of both programs.

- The receipt of pay during leave does not extend the length of pregnancy disability leave as it is only a form of wage replacement benefits, not a form of leave time off.
- Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.
- Employees on leave are in "inactive" or "leave status." To be eligible for pay on the established "School Holidays" or "School Breaks" (see list), the employee must work the workday before the paid day off (except when receiving 14 weeks of pregnancy disability leave or using accrued leave).

Health Benefits:

MPS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. MPS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

- The employee fails to return from leave after the designated leave period expires.

- The employee's failure to return from leave is for a reason other than the following:
  - The employee is taking leave under the California Family Rights Act.
  - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
  - There is a non-pregnancy related medical condition requiring further leave.
  - Any other circumstance beyond the control of the employee.

Seniority:

Employees on pregnancy disability leave remain an employee of the School and a leave will not constitute a break in service. When employees return from pregnancy disability leave, they will return with the same seniority they had when the leave commenced.

Medical Certifications:

- An employee requesting a pregnancy disability leave must provide medical certification from their healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
- Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave:

- An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Principal (and MERF P&C Department for MERF employees). An employee asking for a Request for Leave form will be referred to the School's then current

Powered by BoardOnTrack

pregnancy disability leave policy.

- Employees should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
- Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which they are qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
- The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work:

- Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, they must be reinstated to a comparable position unless one of the following is applicable:

    - The employer would not have offered a comparable position to the employee if they would have been continuously at work during the pregnancy disability leave.

    - There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

      A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

- When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above)
- In accordance with MPS policy, before an employee will be permitted to return from a pregnancy disability leave of five (5) days or more, the employee must obtain a certification from the healthcare provider that the employee is able to resume work.
- If the employee can return to work with limitations, the School will evaluate those limitations

and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave:

No employee, including employees on pregnancy disability leave, may accept or perform new employment for another employer without the School's written permission. An employee who accepts or performs such employment without written permission will be deemed to have resigned from employment.

Unpaid Leave of Absence

MPS recognizes that special situations may arise where an employee must leave their job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Funeral/Bereavement Leave

All MPS employees excluding temporary/seasonal employees will be allowed up to **five (5)** paid working days off within three (3) months of the bereavement event to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a parent, spouse/registered domestic partner, children, siblings, parents-in-law, grandparents (and grandparents-in-law), grandchild, sister/brother-in-law, and son/daughter-in-law. "In-laws" includes families of registered domestic partners. All other employees who have worked for at least thirty (30) days, such as seasonal and temporary employees, are entitled to up to five (5) days of unpaid bereavement leave within three (3) months of the bereavement event for the death of an immediate family member. Employees should contact the Principal or the P&C department to request bereavement leave. All bereavement requests should be in writing to the Principal and P&C department.

If any employee requires more than **five (5)** days off for bereavement leave, the employee may request to use accrued sick days, request additional unpaid leave or may request the opportunity to use any accrued vacation time, which may be granted at the discretion of the School. Bereavement pay will not be used in computing overtime pay.

Reproductive Loss Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

Military and Military Spousal Leave of Absence

MPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employees shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, MPS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service.

Exceptions to this policy will occur wherever necessary to comply with applicable laws.

MPS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military partner leave within two (2) business days of receiving official notice that the employee's military partner will be on leave from deployment, and (2) documentation certifying that the employee's military partner will be on leave from deployment during the time that the employee requests leave.

Advance notice of leave is required. Please inform **the Principal (or MERF P&C Department for MERF employees)** of anticipated military leave time as far in advance as possible. Accrued vacation will be paid during military leave at the employees request and health plan coverage continuance can be arranged for up to twenty- four (24) months during military leave if required premium payments are made by the employee. As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in termination of employment.

Drug and Alcohol Rehabilitation Leave

The School will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program. The School will not pay for the costs incurred in attending a rehabilitation program. An employee who wishes to identify themselves as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact **MERF P&C Department.** The School will take all reasonable steps necessary to maintain the employee's privacy in this situation. The employee may use accrued sick leave or accrued vacation time, if any, during requested leave.

Nothing in this policy shall prohibit the School from refusing to hire or discharge an employee who, because of their current use of alcohol or drugs, is unable to perform their duties or cannot perform the duties in a manner that would not endanger their health or safety or the health or safety of others.

Time Off for Adult Literacy Programs

The School will reasonably accommodate and assist any employee who reveals a problem of illiteracy and requests employer assistance in enrolling in an adult literacy education program. Employees will be required to bear the cost associated with enrollment in an adult literacy education program, but the School will assist the employee by providing the locations of local literacy education programs. The School may also arrange for a literacy education provider to visit the School.

An employee who wishes to reveal a problem of illiteracy and request School assistance should contact **MERF P&C Department**. The School will take all reasonable steps to safeguard the employee's privacy. Nonexempt employees may use accrued vacation pay if available to make up for the work that is missed to attend literacy classes.

School Appearance and Activities Leave

As required by law, MPS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider or enrolled in any postsecondary or college-level institution, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of MPS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Time Off to Serve as Election Official

Any employee who serves as an election official is eligible for unpaid leave on election day for purposes of service. Employees must notify **the Principal (or MERF P&C Department for MERF employees)** of their commitment to act as an election official as far in advance as possible.

Time Off for Jury and Witness Duty

The School will provide employees unpaid leave to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. The School will also provide employees unpaid leave to appear in court or other judicial proceedings as a witness, as permitted by law, to comply with a valid subpoena or other court order. The employee must notify **the Principal (or MERF P&C Department for MERF employees)** of their commitment to serve on a jury or as a witness as far in advance as possible.

Victims of Abuse Leave

MPS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide MPS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide MERF P&C Department one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, MPS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request accommodation under this policy, an employee should contact **MERF Human Resources**.

Time Off for Volunteer Firefighters

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given reasonable time off from work in accordance with the law. Employees are requested to alert **the Principal (or MERF P&C Department for MERF employees)** of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that the School will have advanced notice of the employee's potential need to leave the School in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify **the Principal (or MERF P&C Department for MERF employees)** before leaving the School's premises.

Time Off for Voting

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two (2) hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. Please contact **the Principal (or MERF P&C Department for MERF employees)** to request and schedule time off to vote.

Industrial Injury Leave (Workers' Compensation)

MPS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure the employee receives any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Principal;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Principal; and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. MPS, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, they will go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Principal and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of their could result in loss of insurance coverage for the employee. An employee may choose to be treated by their personal physician at their own expense, but they are still required to go to the School's approved medical center for evaluation. All job related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that they are a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee first uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give **the Principal (or MERF P&C Department for MERF employees)** thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in their former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should consult the MERF **P&C Department.**

RETIREMENT

Certificated Staff Members

All certificated staff members who are eligible, including, but not limited to, administrators, counselors, school psychologists, special education program administrators, and teaching employees will participate in the State Teachers' Retirement System (STRS).

Classified Staff Members

All full-time non-certificated staff members, including, but not limited to, office staff and instructional aides, are eligible to participate in the Public Employees' Retirement System (PERS).

All part-time non-certificated employees hired to work six months or more become eligible to participate in PERS on the date of hire. For part-time employees, they become PERS members the first day of the next pay period after completion of 1,000 hours or 125 days in a fiscal year.

All non-credentialed employees also contribute to Social Security.

MPS Home Office Staff Members

Full-time Home Office staff members may be eligible to participate in the Public Employees' Retirement System (PERS), the State Teachers' Retirement System (STRS) or 403(b) Retirement Plan.

Oversight of Benefits

The P&C Department and the Finance Department at the MPS Home Office are responsible for monitoring the appropriate administration of benefits and ensuring appropriate arrangements for retirement coverage are made for all employees. MERF will make any contribution that is legally required of the employer, including STRS, PERS, Social Security, workers' compensation, and other payroll obligations.

All withholdings from employees and the MERF will be forwarded to the STRS and PERS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. MERF will submit all retirement data and will comply with all policies and procedures for payroll reporting. MERF assures that it will provide retirement information in a format required by the Counties.

EMPLOYMENT EVALUATION AND SEPARATION

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by their **direct supervisor.** MERF may utilize a secure online staff evaluation platform to evaluate staff performances. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement and objectives or goals for future work performance.
Favorable performance evaluations do not guarantee increases in salary or promotions or job retention. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, employees will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that the employee discussed it with their **direct supervisor**, and that they are aware of its contents. Employees may also acknowledge receipt of performance evaluations through the online platform provided by MERF. The evaluation system or any failure to evaluate an employee in no way alters the at-will employment relationship.

Newly hired employees may have their performance goals reviewed by **their direct supervisor** within the first **ninety** (**90)** days of employment.

Discipline and Involuntary Termination

Violation of the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions and/or termination. The School's disciplinary system is informal and the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

The disciplinary process will be determined by the School in light of the facts and circumstances of each case. Each situation will be considered in light of a variety of factors including, but not limited to, the seriousness of the situation, the employee's past conduct and length of service, and the nature of the employee's previous performance or incidents involving the employee. These policies apply to all employees of the School and apply to all job-related activities of such employees.

Violations of the Employee Handbook, employment agreement, MPS charter, or applicable law are all independently and collectively considered misconduct and will result in disciplinary action up to and including release from at-will employment.

Voluntary Termination

Except if stated expressly otherwise by employment contract, either the employee or the School may terminate the at-will employment relationship at any time, with or without notice and with or without cause. While it is not required, the School requests that at-will employees electing to resign give as much advance notice as possible (preferably two weeks) to allow the School to plan for your departure.

An exit interview may be scheduled by **your direct supervisor or the P&C Department**. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any School property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at the School. The School appreciates receiving candid opinions of the employee's employment.

Pay at Time of Separation

Employees separated from employment will be paid for time worked according to applicable laws. For full-time employees who are employed for less than a full pay period in their last month, salary payments are computed on the basis of actual working days in the month. For this purpose, working days are considered to be forty (40) hours Monday through Friday unless otherwise specified.

The School will buy back up to forty (40) hours of unused sick leave days from employees at the rate of $250 per day. The School will not buy back any paid sick leave from new or continuing employees who fail to work for the School for ninety
(90) days of the new work year. Additionally, employees who are terminated based on misconduct or unprofessionalism, or who resign under suspicion of misconduct or unprofessionalism, are not eligible to have paid sick leave paid to them upon their separation from employment. The School does not buy

back sick leave from temporary or seasonal employees, such as summer school employees.

Pay for earned but unused vacation time will be provided to full-time employees at time of separation at the employee's current rate of pay.

Final pay, including pay for any earned but unused sick leave days and vacation time, and if applicable, pay for summer holdback for full-time teaching staff, will be provided in accordance with applicable law. Only employees who are not terminated for misconduct or other related conduct are eligible to be paid for sick leave under the policy.

Employment References/Verifications

All requests for references and employment verifications must be promptly directed to the employee's **direct supervisor and/or the P&C Department**. When contacted for an employment verification, the School will provide information concerning dates of employment, the title of the last position held and length of service. MPS will promptly report to the CTC whenever a credentialed employee is found to have committed egregious misconduct as defined by law. When contacted by a prospective educational employer, MPS will disclose any findings of egregious misconduct that were reported to the CTC and provide all relevant information upon request. All certificated applicants must provide a list of their prior educational employers, and MPS will contact those employers to inquire about any reportable misconduct. Failure by any applicant for any position to successfully complete the pre-hire process, including providing accurate employment history or authorizations, or other dishonesty or lack of transparency during the hiring process, may result in the withdrawal of a job offer or termination of employment. Other employees may not provide any employment verifications or provide a professional reference on behalf of the School for another employee. MPS strongly advises supervisors not to provide letters of recommendation on MPS letterhead.

INTERNAL COMPLAINT REVIEW & OPEN DOOR

Open Door Policy

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes employee questions, suggestions or complaints relating to work, conditions of employment, the School or the treatment of employees. Other than in situations involving harassment (as outlined and described above), the employee must contact **the Principal (or MERF P&C Department for MERF employees)** with questions or concerns. If the situation is not satisfactorily resolved, the employee should contact **MERF P&C Department**, preferably in writing, who may further review the issue.

Internal Complaint Review

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to **the CEO** or **Board of Directors** to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

Internal Complaints:
(Complaints by Employees against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the employee's **direct supervisor**. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by **the Principal (or the Chief People Officer (or designee) for MERF employees):**

- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to **the** Chief People Officer and **President of the School's Board of Directors**, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. **The Board President or investigator** will report their findings to the Board for review and action, if necessary.

Policy for Complaints Against Employees:
(Complaints by Third Parties against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of **the Principal or the** Chief People Officer (if the complaint concerns the Principal and/or Home Office employees) or **the Board President** (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, **the Principal (or the Chief People Officer, Board President, or designee)** shall abide by the following process:

- The person charged with handling the complaint shall use their best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the investigator finds that a complaint against an employee is valid, the matter may be referred to the employee's supervisor for appropriate disciplinary action, if the supervisor determines it is appropriate.
- The decision of the person charged with handling the complaint shall be final.

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible,

Powered by BoardOnTrack

but in some circumstances absolute confidentiality cannot be assured.

- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the Chief People Officer (if a complaint is about the Principal or MERF employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

MPS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer. Any modification replaces any pre-existing policies and Handbooks to the extent they are in conflict.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A
HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or ***other action when the facts show that there has been harassment, discrimination, or retaliation.***
If you are an employee of the School, you may file this form with the Chief People Officer, Principal, MERF Human Resources, or Board President.
Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.
MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.
In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.
Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

_____

_____

_____

List any witnesses that were present:

_____

Where did the incident(s) occur?

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

Print Name

Received by: _____ Date: _____

APPENDIX B
INTERNAL COMPLAINT FORM

Your Name: _____

Date: _____

Date of Alleged Incident(s):

_____

Name of Person(s) you have a complaint:

_____

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____
_____
_____
_____
_____
_____

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____
Signature of Complainant

Print Name

To be completed by School:

Received by: _____ Date: _____

Coversheet

Approval of Board Resolution for Creation and Elimination of Positions Across MPS Network for the 2026-27 School Year

Section: VII. Action Items
Item: I. Approval of Board Resolution for Creation and Elimination of Positions Across MPS Network for the 2026-27 School Year
Purpose: Vote
Submitted by:
Related Material:
VII.I - Approval of Board Resolution for Creation and Elimination of Positions.pdf

Agenda Item:	VII.I – Action Item
Date:	June 17, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Fiorella Del Carpio, Chief People Officer Erdinc Acar, Deputy Superintendent Gokhan Serce, Chief Academic Officer
RE:	Approval of Board Resolution for Creation and Elimination of Positions Across MPS Network for the 2026-27 School Year

Action Proposed:

Staff recommends approval of the resolution for creation and elimination of positions across MPS network effective July 1, 2026, in support of educational programs, student achievement, efficiency, and long-term sustainability.

Background:

As Magnolia Public Schools ("MPS") continues planning and preparation for the 2026–27 school year, leadership has conducted ongoing reviews of staffing needs across both school sites and the Home Office to ensure alignment with student needs, instructional and programmatic priorities, scheduling, operational requirements, organizational effectiveness, and budgetary considerations.

At its May 2026 meeting, the Board approved a restructuring of school-site positions as part of MPS's broader fiscal stabilization efforts. As communicated in that Board report, MPS anticipated a subsequent phase of organizational restructuring focused on Home Office staffing, which was expected to be presented separately to the Board following completion of additional organizational review and planning.

Since the May Board action, MPS leadership has continued collaborating with principals and Home Office department leaders to evaluate enrollment projections, staffing allocations, programmatic needs, compliance requirements, workload distribution, organizational capacity, and budget alignment. These discussions included reviews of school-site needs, Home Office

support structures, operational workflows, and resource allocation to ensure MPS is positioned to effectively serve students, families, and employees in the upcoming school year.

As part of this continued review process, MPS identified the need to reinstate two positions that were previously eliminated through the May 2026 Board-approved restructuring. Following further evaluation of student needs, instructional and programmatic priorities, scheduling requirements, operational demands, and organizational support needs for the 2026–27 school year, leadership determined that these positions remain necessary to effectively support school operations and student services. The reinstatement of these positions reflects MPS's commitment to carefully reviewing staffing decisions and making adjustments when necessary to meet organizational and student needs.

In addition, MPS completed its review of Home Office staffing structures as part of its broader fiscal stabilization and 2026–27 budget development process and identified organizational changes necessary to strengthen support for schools and improve operational effectiveness.

MPS also identified limited additional school-site staffing adjustments within the network to better align staffing allocations with enrollment, operational needs, and programmatic priorities. These changes include the realignment and elimination of certain positions, as reflected in the accompanying organizational charts and resolution exhibits.

The proposed restructuring reflects MPS's commitment to ensuring that staffing resources are strategically aligned with organizational priorities while maintaining the flexibility and capacity necessary to support schools and students effectively. These recommendations are intended to enhance collaboration, improve operational efficiency, strengthen service delivery, and ensure that schools receive the support necessary to meet student and community needs.

Purpose of the Restructuring

The restructuring aims to:

- Align staffing structures with student, school, operational, and organizational needs
- Implement the Home Office restructuring previously identified during the May 2026 Board-approved restructuring process

- Reinstate two positions previously eliminated through the May 2026 Board-approved restructuring based on continued review of student, instructional, operational, and programmatic needs
- Implement targeted school-site staffing adjustments to align resources with enrollment, programmatic priorities, and operational needs
- Strengthen service delivery, communication, accountability, and support for schools across the network
- Support the long-term success and sustainability of Magnolia Public Schools

This restructuring reflects a strategic and proactive approach to organizational planning. Staffing decisions were made thoughtfully and with consideration for students, employees, school operations, and the long-term success of MPS.

Support for Impacted Staff

MPS is deeply committed to supporting employees through this transition. Employees whose positions are impacted by this restructuring will be guaranteed a first-round interview for any vacant role within MPS for which they qualify. MPS will also continue to provide guidance and support regarding available opportunities, timelines, and transition resources through the People & Culture Department.

This process reflects MPS's commitment to treating all employees with dignity, professionalism, and respect throughout this transition.

Closing Statement

This resolution reflects MPS's commitment to responsible stewardship and thoughtful planning during a period of fiscal stabilization. While these decisions are difficult, they are necessary to ensure MPS remains financially stable and well-positioned to continue serving students and families across the network.

By restructuring with intention and care, MPS continues to strategically align resources, protect academic quality, and strengthen the organization for the future.

Budget Implications:

The proposed resolution is projected to generate net ongoing personnel cost savings for the 2026–27 fiscal year by eliminating selected Home Office and school-site positions, offset by the reinstatement of two previously eliminated positions.

These savings will support the adopted 2026–27 budget, MPS's fiscal stabilization efforts, and long-term financial sustainability. Actual savings may vary based on final staffing assignments, vacancies, employee transitions, benefit costs, and any required replacement staffing.

Exhibits:

- Board Resolution #20260617-01
- MPS Staff Organizational Charts

Resolution #20260617-01

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

RESOLUTION

FOR CREATION AND ELIMINATION OF POSITION(S) ACROSS MPS NETWORK FOR THE 2026-27 SCHOOL YEAR

WHEREAS, Magnolia Public Schools ("MPS") is a non-profit organization operating public charter schools in Southern California; and

WHEREAS, Magnolia Public Schools ("MPS") is committed to maintaining high-quality educational programs and services while ensuring responsible stewardship of public resources; and

WHEREAS, MPS leadership has conducted ongoing reviews of staffing needs across both school sites and the Home Office to ensure alignment with student needs, instructional and programmatic priorities, scheduling requirements, operational effectiveness, organizational capacity, and budgetary considerations; and

WHEREAS, the restructuring will include role modifications, eliminations, additions, reinstatements of positions as reflected in the organizational charts and adjustments such as shortening or extending lunch breaks, provided employees receive at least a thirty (30) minute lunch break to ensure optimal use of personnel and alignment with the mission and vision of MPS;

WHEREAS, the proposed staffing changes are intended to enhance service delivery, improve operational efficiency, strengthen accountability, support student achievement, and position MPS to effectively meet the needs of students, families, and employees during the 2026–27 school year;

WHEREAS, the Board recognizes the collaborative process undertaken by school leaders, the Home Office, and the Finance and People & Culture teams to ensure that every decision was made thoughtfully, equitably, and in alignment with MPS's mission and values; and

WHEREAS, MPS is deeply committed to supporting employees affected by this restructuring by ensuring they are guaranteed a first-round interview for any vacant role within the organization for which they qualify and apply, demonstrating MPS's ongoing commitment to fairness, dignity, and respect; and

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Magnolia Public Schools hereby approves the proposed creation, reinstatement, realignment, and elimination of positions across the Magnolia Public Schools network as reflected in the organizational charts.

BE IT FURTHER RESOLVED that the Superintendent and designees are authorized to take the necessary steps to implement the restructuring, including staff communications, position reassignments, work hours/schedule adjustments, and any required notifications to the California Commission on Teacher Credentialing (CTC) or other entities as appropriate;

BE IT FURTHER RESOLVED that all approved restructuring actions shall be effective **July 1, 2026**, allowing sufficient time for planning, communication, and implementation to ensure a smooth transition for all schools and staff; and

BE IT FINALLY RESOLVED that this resolution be entered into the official minutes of the Board of Directors and shall take effect immediately upon approval.

PASSED AND ADOPTED by the Board this 17 day of June, 2026, by the following vote:

AYES:

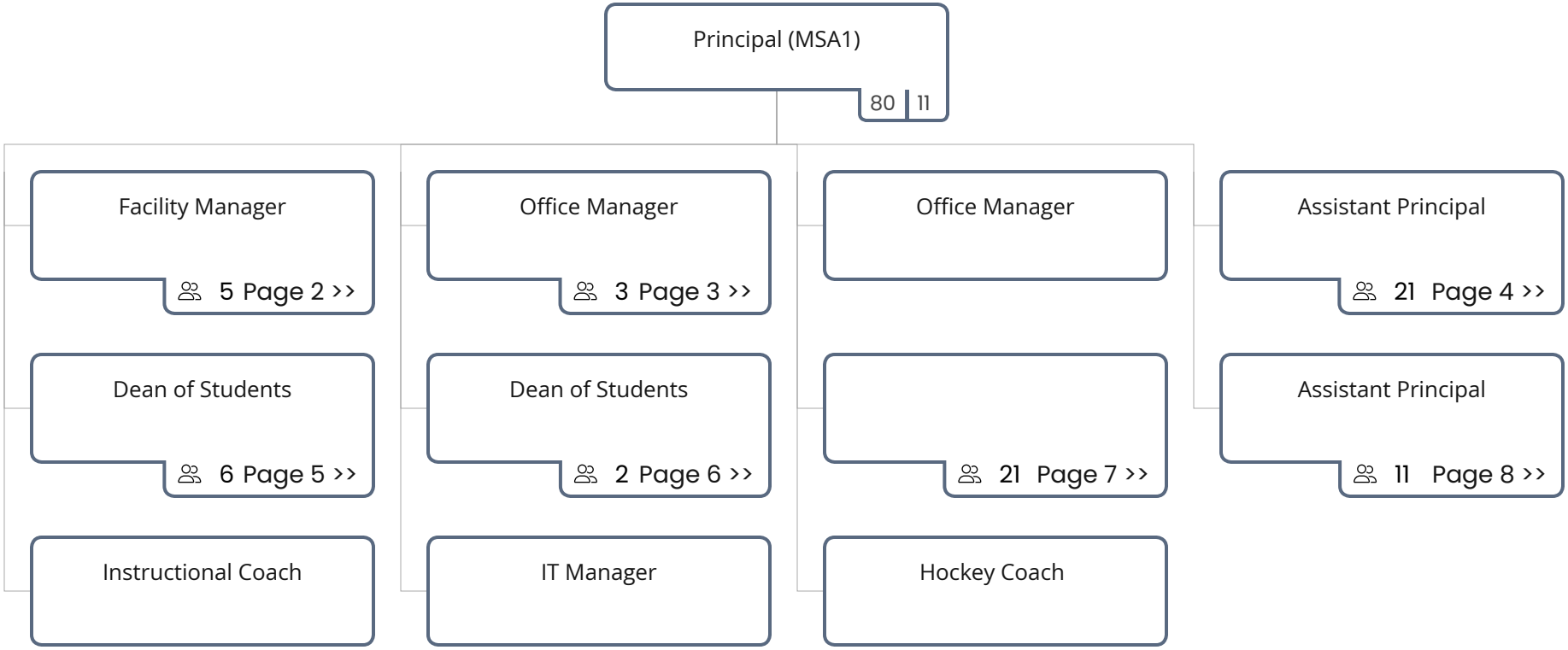
NOES:

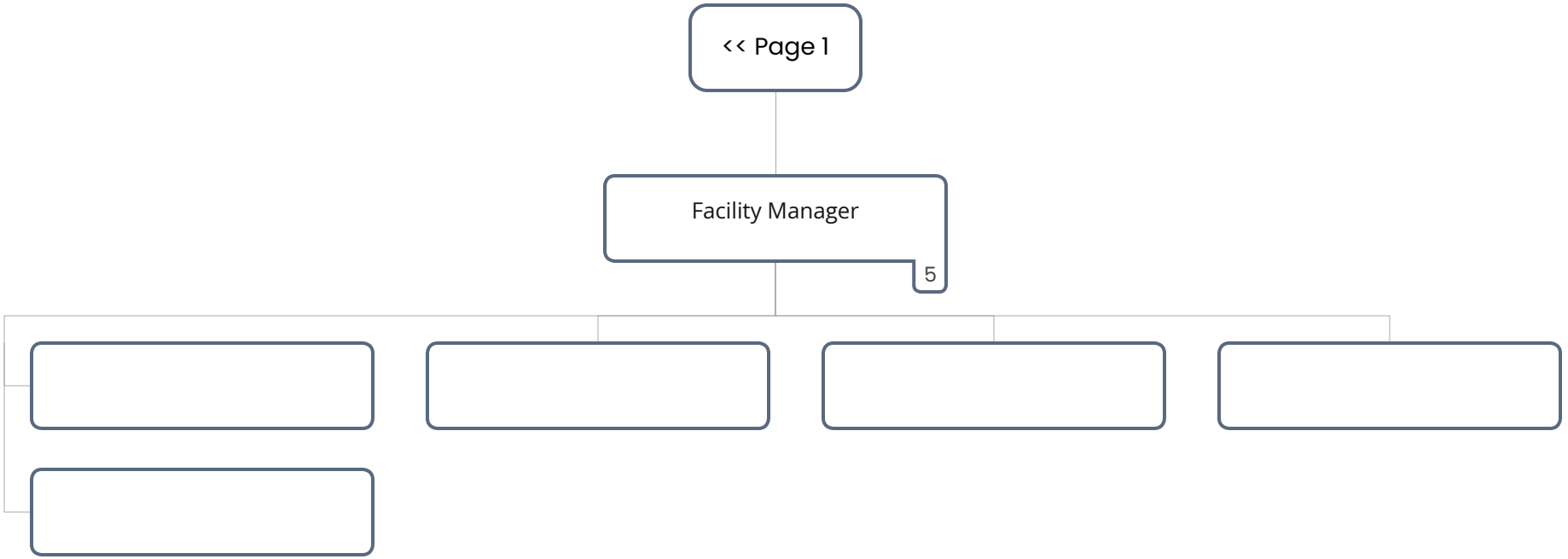
RECUSE:

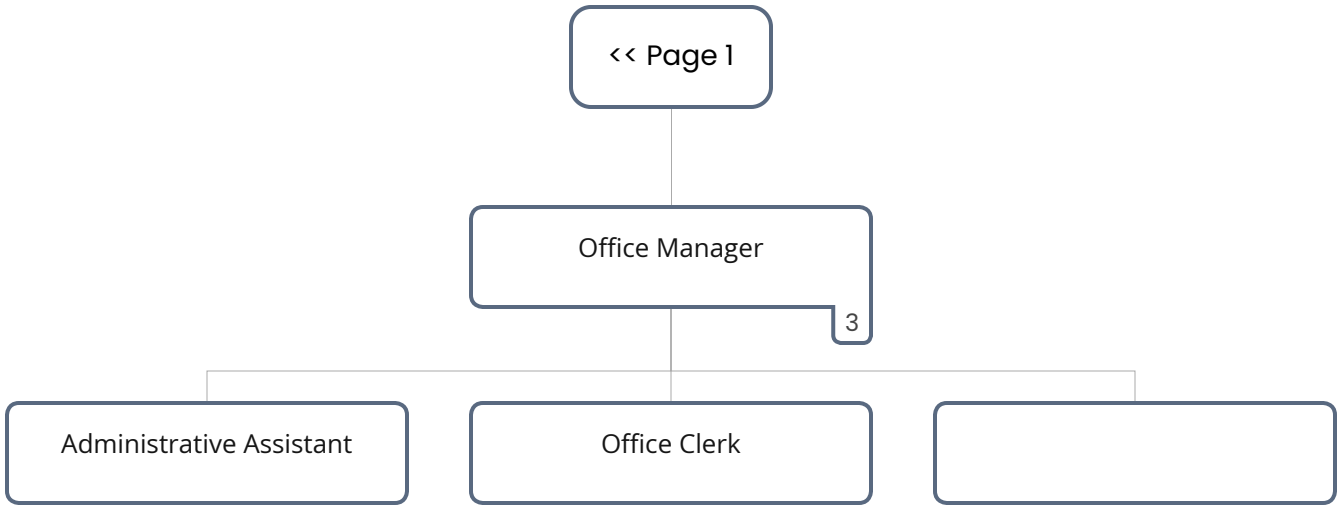
ABSENT:

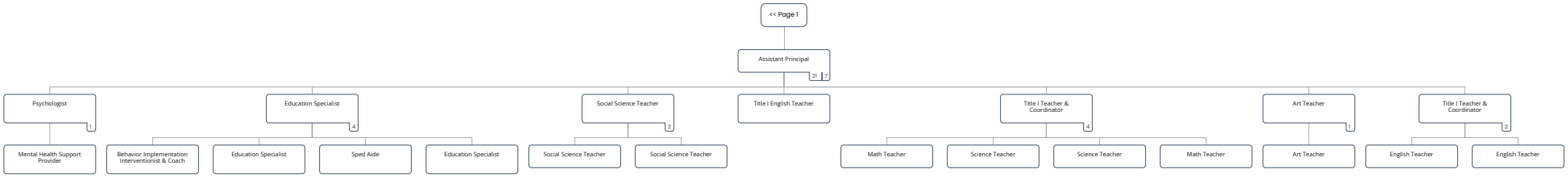
The undersigned Board Chair does hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at its meeting on the above date and by the vote above stated, which resolution is on file in the office of MERF.

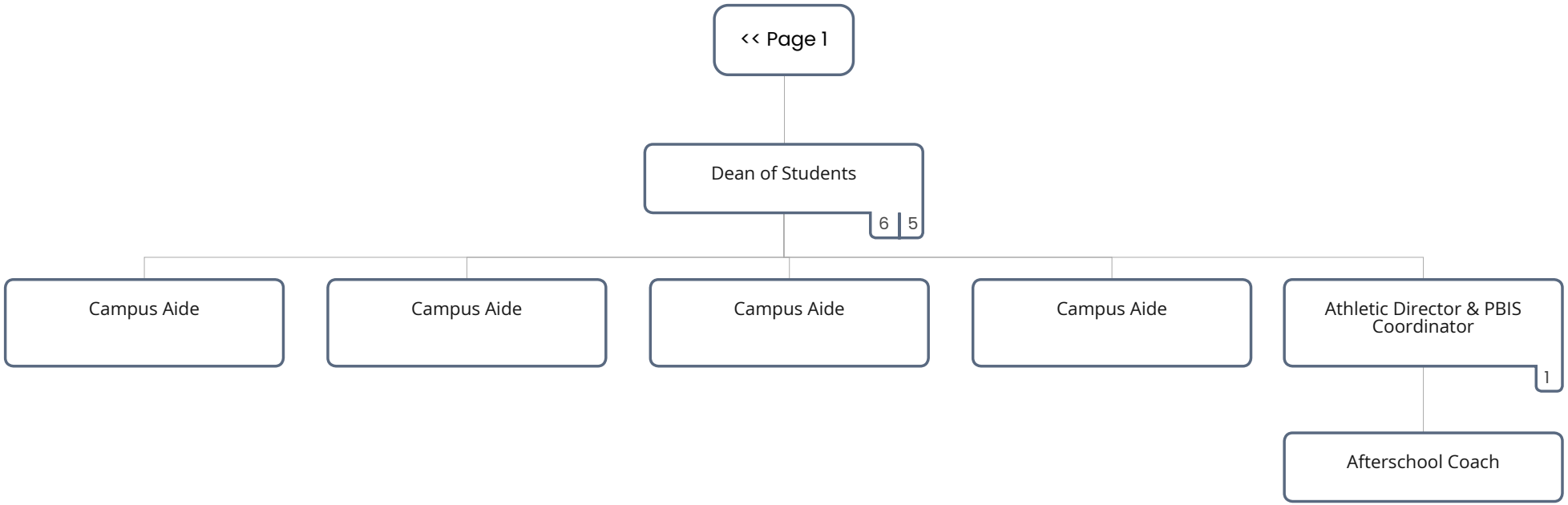
_____
Board Chair

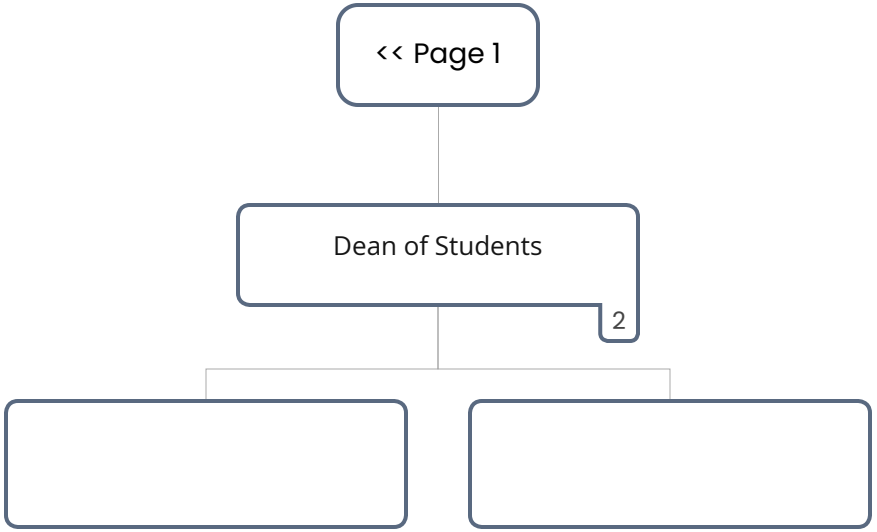

Principal (MSA1)
80
11
Facility Manager
5 Page 2 >>
Dean of Students
6 Page 5 >>
Instructional Coach
Office Manager
3 Page 3 >>
Dean of Students
2 Page 6 >>
IT Manager
Office Manager
21 Page 7 >>
Hockey Coach
Assistant Principal
21 Page 4 >>
Assistant Principal
11 Page 8 >>

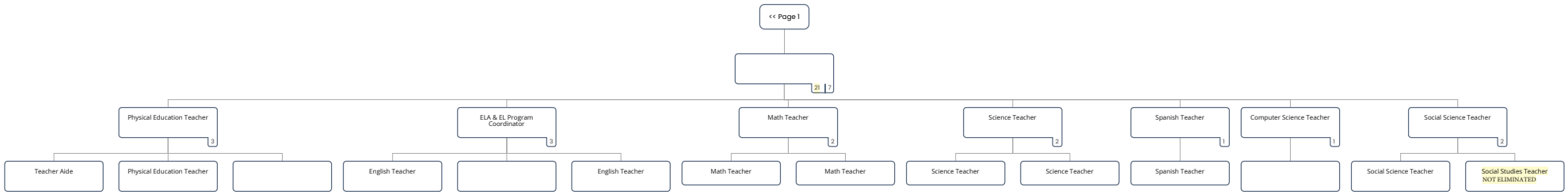

<< Page 1
Facility Manager
5

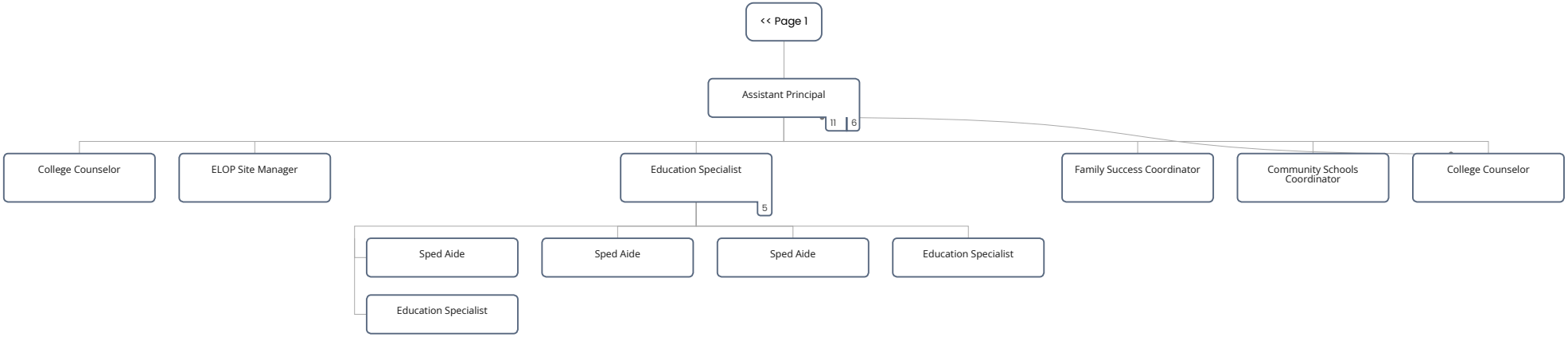

<< Page 1
Office Manager
3
Administrative Assistant
Office Clerk

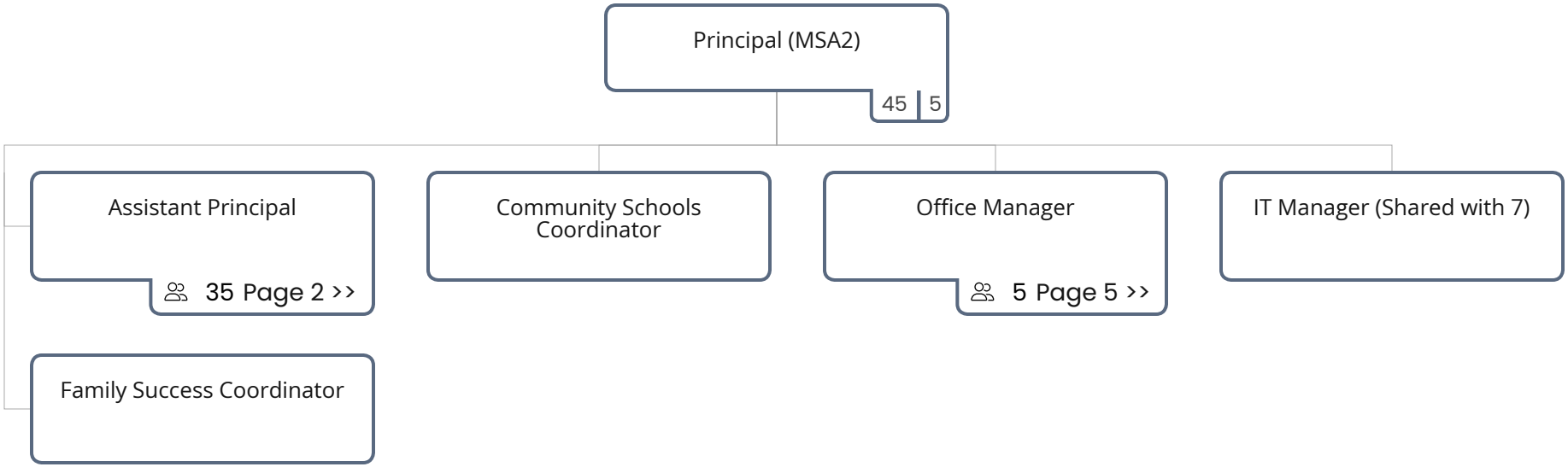

‹‹ Page 1
Assistant Principal
21
7
Psychologist
1
Mental Health Support Provider
Education Specialist
4
Behavior Implementation Interventionist & Coach
Education Specialist
Sped Aide
Education Specialist
Social Science Teacher
2
Social Science Teacher
Social Science Teacher
Title I English Teacher
Title I Teacher & Coordinator
4
Math Teacher
Science Teacher
Science Teacher
Math Teacher
Art Teacher
1
Art Teacher
Title I Teacher & Coordinator
2
English Teacher
English Teacher

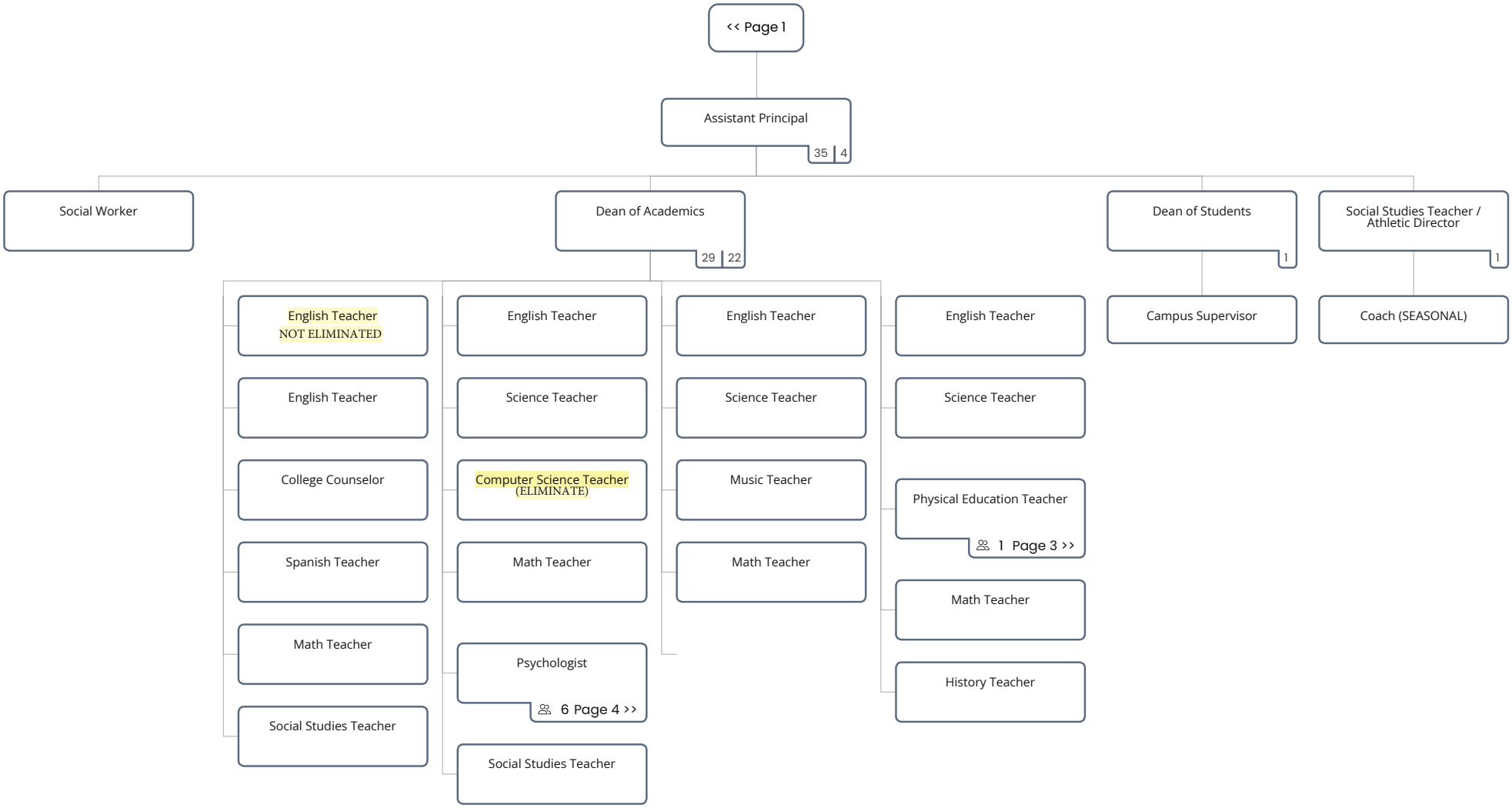

<< Page 1
Dean of Students
6
5
Campus Aide
Campus Aide
Campus Aide
Campus Aide
Athletic Director & PBIS Coordinator
1
Afterschool Coach

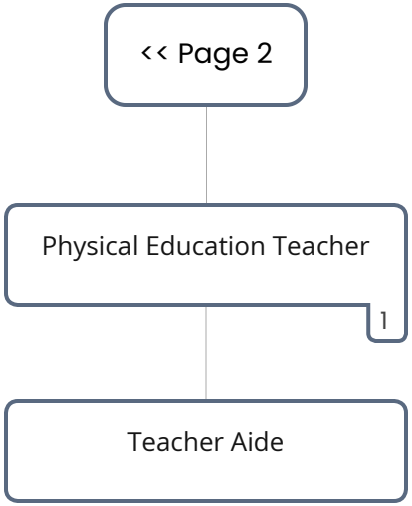

<< Page 1
Dean of Students
2

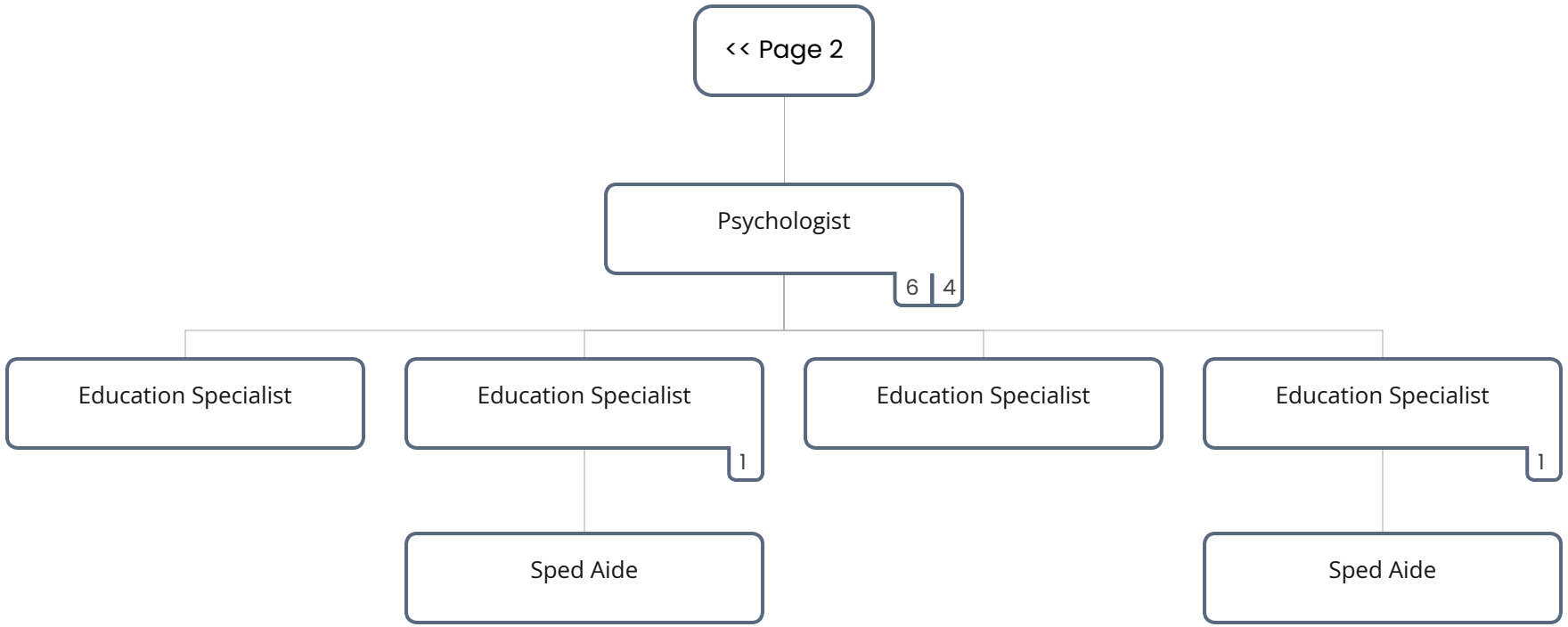

<< Page 1
21
7
Physical Education Teacher
3
ELA & EL Program Coordinator
3
Math Teacher
2
Science Teacher
2
Spanish Teacher
1
Computer Science Teacher
1
Social Science Teacher
2
Teacher Aide
Physical Education Teacher
English Teacher
English Teacher
Math Teacher
Math Teacher
Science Teacher
Science Teacher
Spanish Teacher
Social Science Teacher
Social Studies Teacher
NOT ELIMINATED

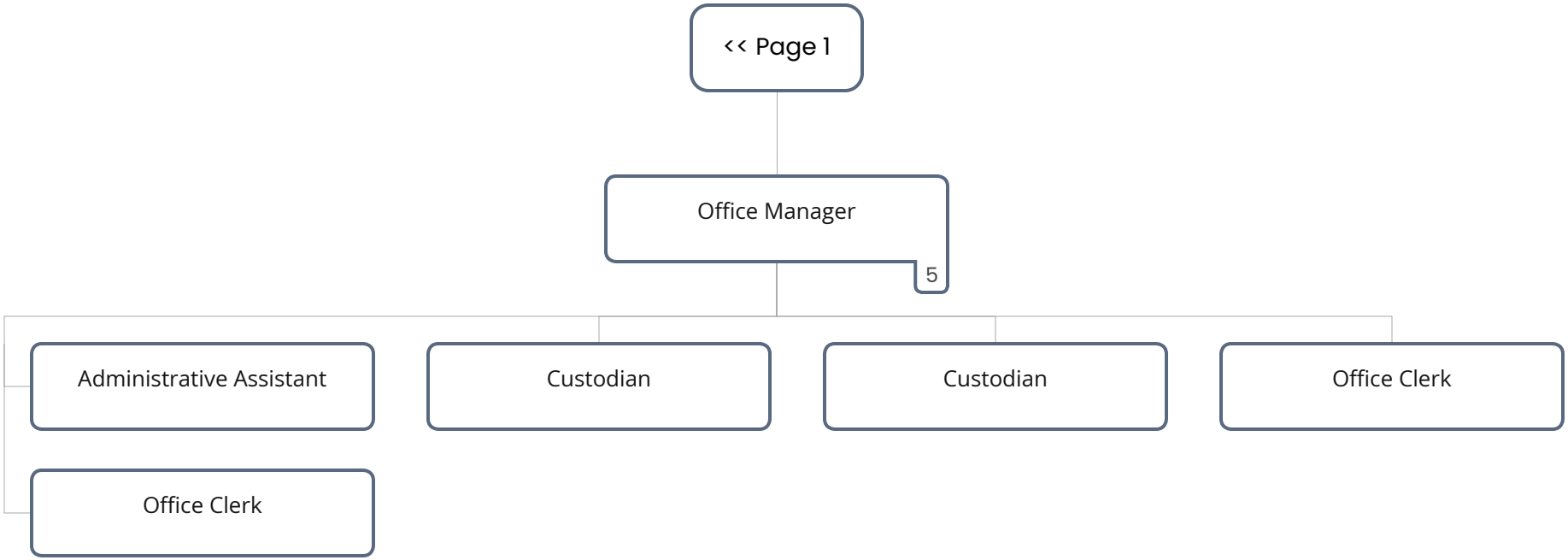

<< Page 1
Assistant Principal
11
6
College Counselor
ELOP Site Manager
Education Specialist
5
Family Success Coordinator
Community Schools Coordinator
College Counselor
Sped Aide
Sped Aide
Sped Aide
Education Specialist
Education Specialist

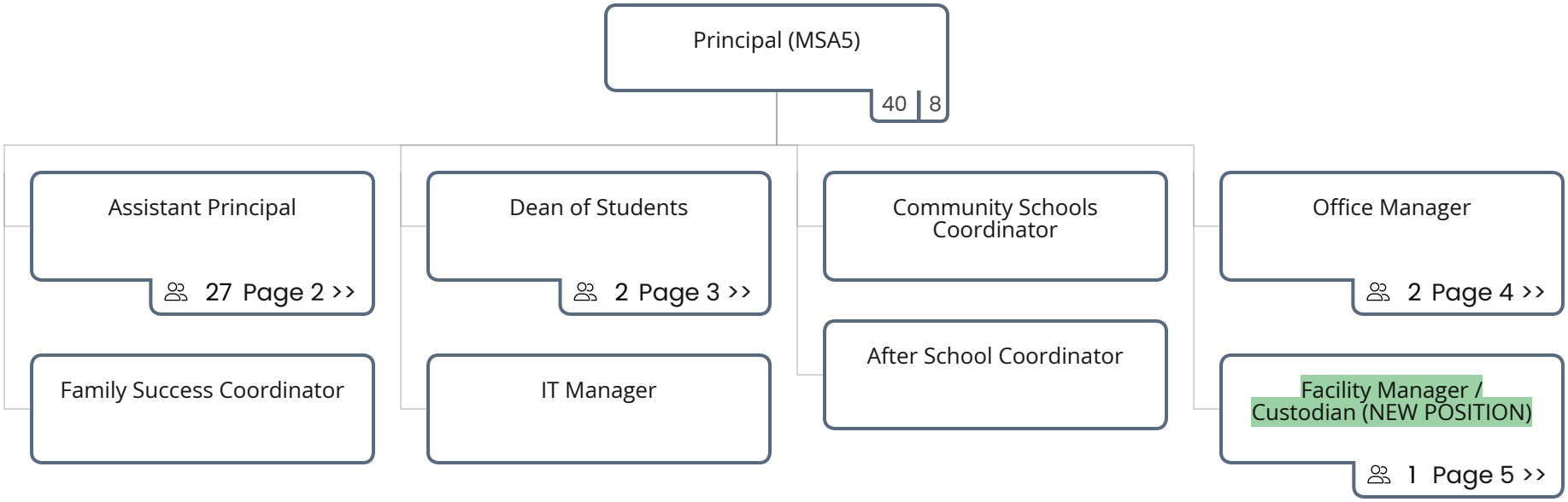

Principal (MSA2)
45
5
Assistant Principal
35
Page 2 >>
Community Schools Coordinator
Office Manager
5
Page 5 >>
IT Manager (Shared with 7)
Family Success Coordinator

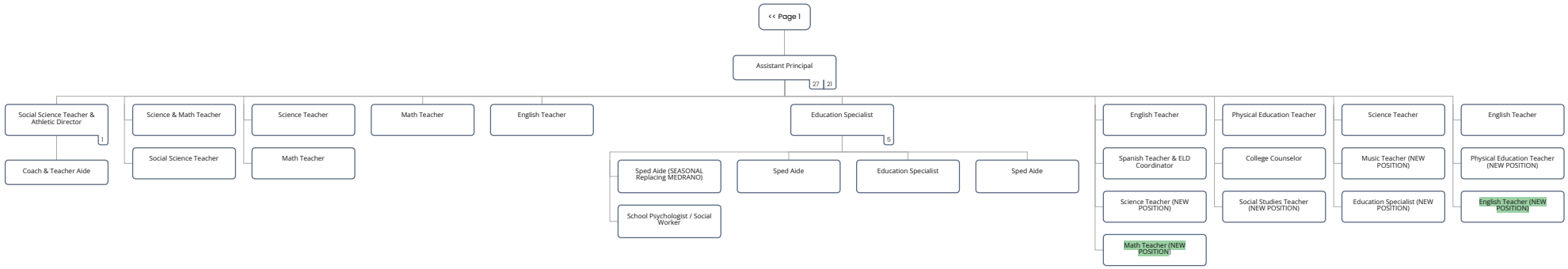

<< Page 1
Assistant Principal
35 | 4
Social Worker
Dean of Academics
29 | 22
Dean of Students
1
Social Studies Teacher / Athletic Director
1
English Teacher
NOT ELIMINATED
English Teacher
College Counselor
Spanish Teacher
Math Teacher
Social Studies Teacher
English Teacher
Science Teacher
Computer Science Teacher
(ELIMINATE)
Math Teacher
Psychologist
6 Page 4 >>
Social Studies Teacher
English Teacher
Science Teacher
Music Teacher
Math Teacher
English Teacher
Science Teacher
Physical Education Teacher
1 Page 3 >>
Math Teacher
History Teacher
Campus Supervisor
Coach (SEASONAL)

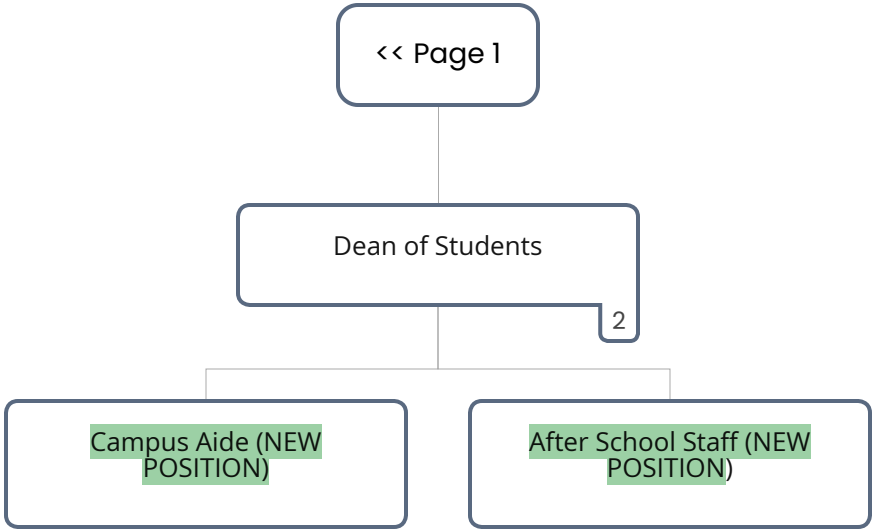

<< Page 2
Physical Education Teacher
1
Teacher Aide

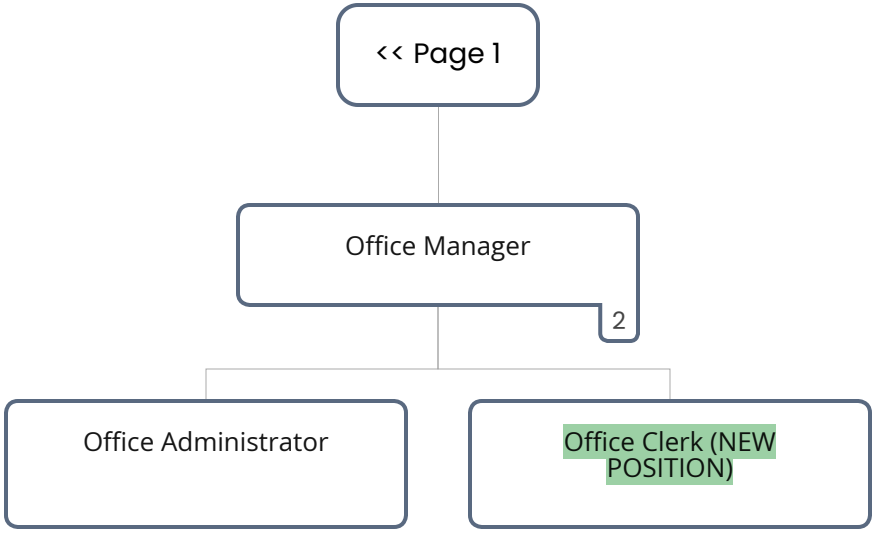

<< Page 2
Psychologist
6
4
Education Specialist
Education Specialist
1
Education Specialist
Education Specialist
1
Sped Aide
Sped Aide

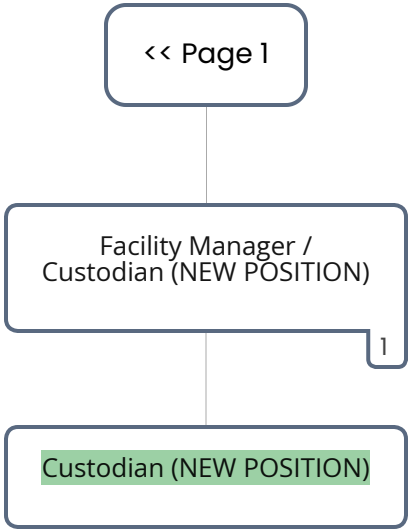

<< Page 1
Office Manager
5
Administrative Assistant
Custodian
Custodian
Office Clerk
Office Clerk

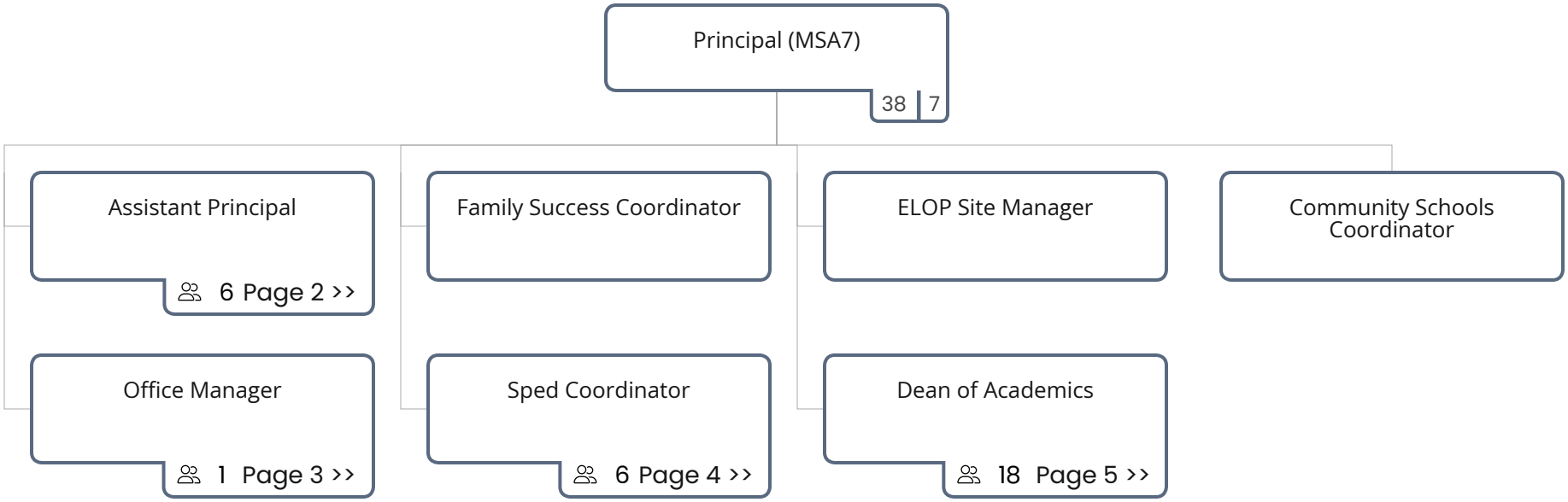

Principal (MSA5)
40
8
Assistant Principal
27 Page 2 >>
Family Success Coordinator
Dean of Students
2 Page 3 >>
IT Manager
Community Schools Coordinator
After School Coordinator
Office Manager
2 Page 4 >>
Facility Manager / Custodian (NEW POSITION)
1 Page 5 >>

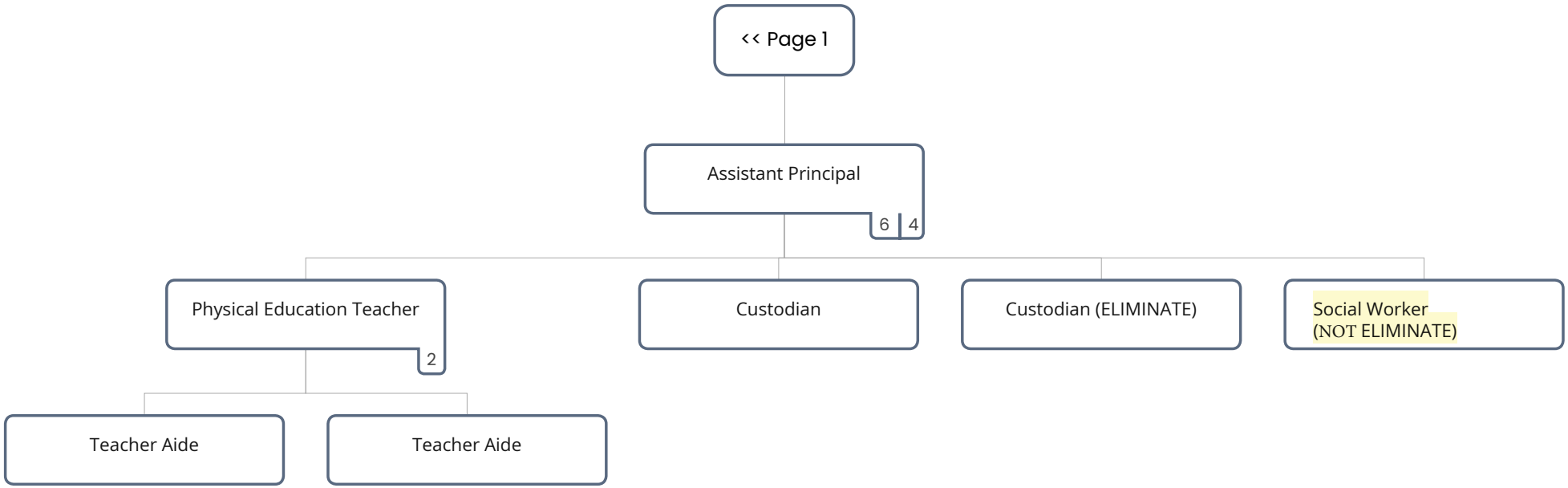

‹‹ Page 1
Assistant Principal
27 21
Social Science Teacher & Athletic Director
1
Coach & Teacher Aide
Science & Math Teacher
Social Science Teacher
Science Teacher
Math Teacher
Math Teacher
English Teacher
Education Specialist
5
Sped Aide (SEASONAL Replacing MEDRANO)
School Psychologist / Social Worker
Sped Aide
Education Specialist
Sped Aide
English Teacher
Spanish Teacher & ELD Coordinator
Science Teacher (NEW POSITION)
Math Teacher (NEW POSITION)
Physical Education Teacher
College Counselor
Social Studies Teacher (NEW POSITION)
Science Teacher
Music Teacher (NEW POSITION)
Education Specialist (NEW POSITION)
English Teacher
Physical Education Teacher (NEW POSITION)
English Teacher (NEW POSITION)

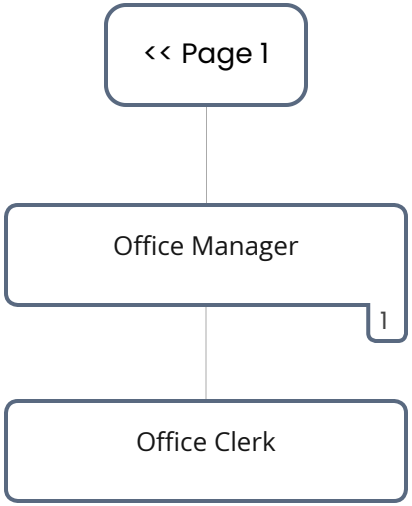

<< Page 1
Dean of Students
2
Campus Aide (NEW POSITION)
After School Staff (NEW POSITION)

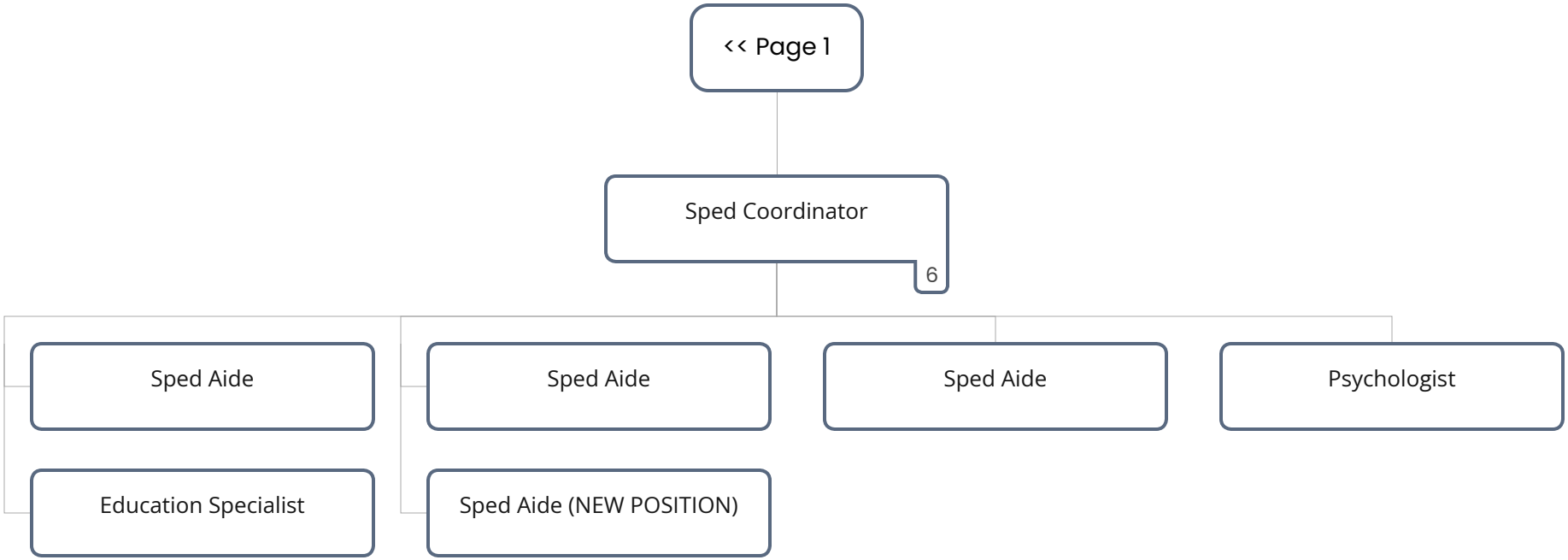

<< Page 1
Office Manager
2
Office Administrator
Office Clerk (NEW POSITION)

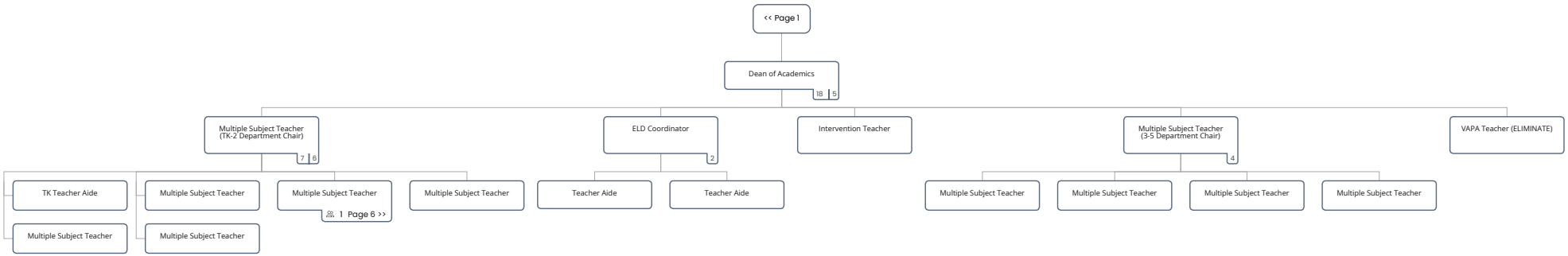

<< Page 1
Facility Manager / Custodian (NEW POSITION)
1
Custodian (NEW POSITION)

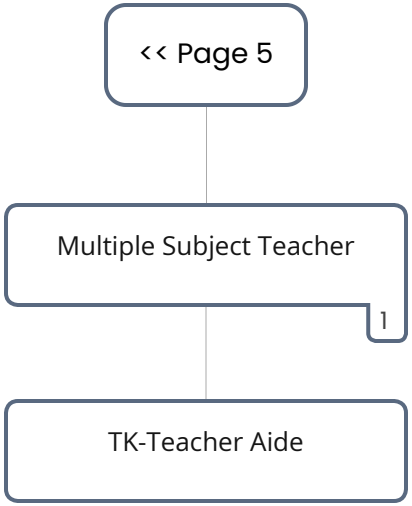

Principal (MSA7)
38
7
Assistant Principal
6 Page 2 >>
Family Success Coordinator
ELOP Site Manager
Community Schools Coordinator
Office Manager
1 Page 3 >>
Sped Coordinator
6 Page 4 >>
Dean of Academics
18 Page 5 >>

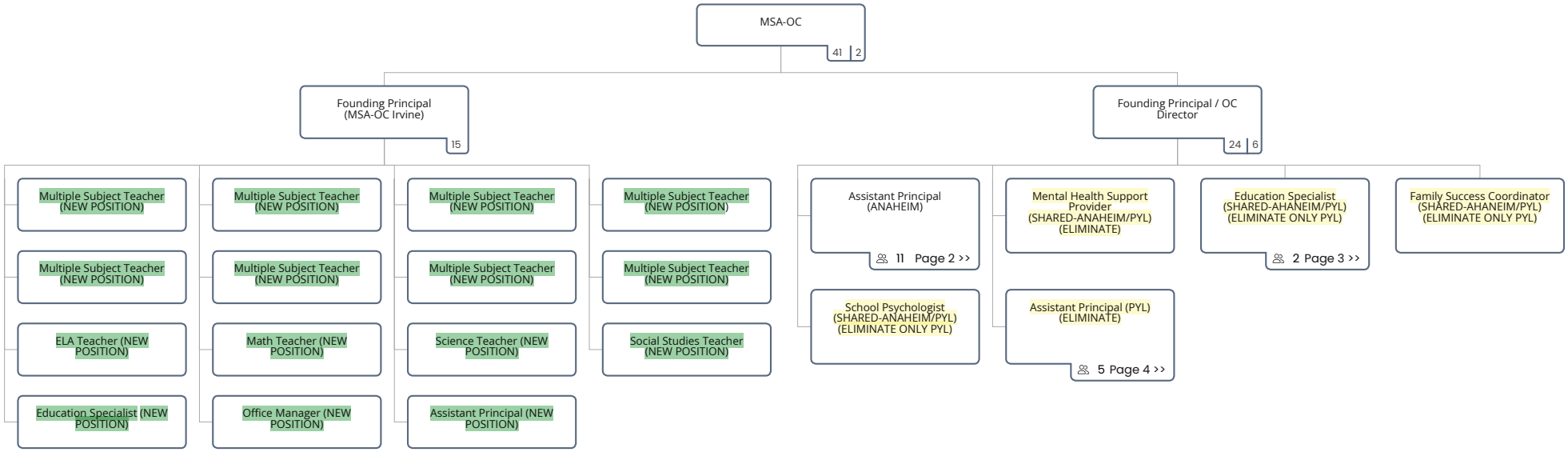

<< Page 1
Assistant Principal
6
4
Physical Education Teacher
2
Custodian
Custodian (ELIMINATE)
Social Worker
(NOT ELIMINATE)
Teacher Aide
Teacher Aide

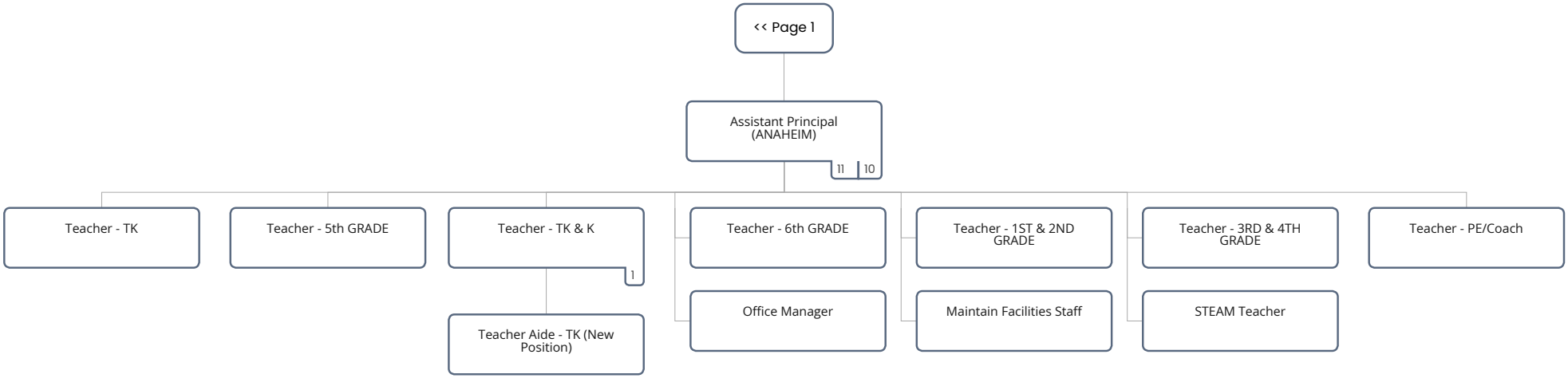

<< Page 1
Office Manager
1
Office Clerk

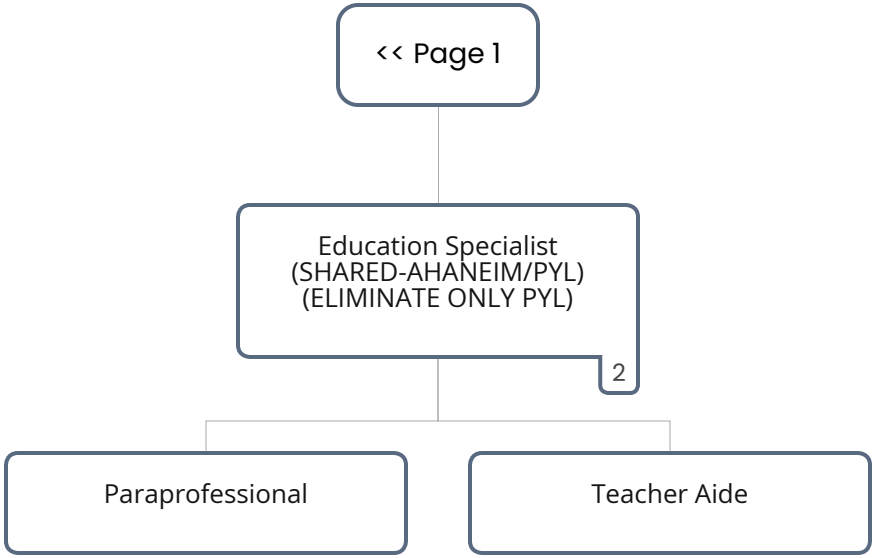

<< Page 1
Sped Coordinator
6
Sped Aide
Sped Aide
Sped Aide
Psychologist
Education Specialist
Sped Aide (NEW POSITION)

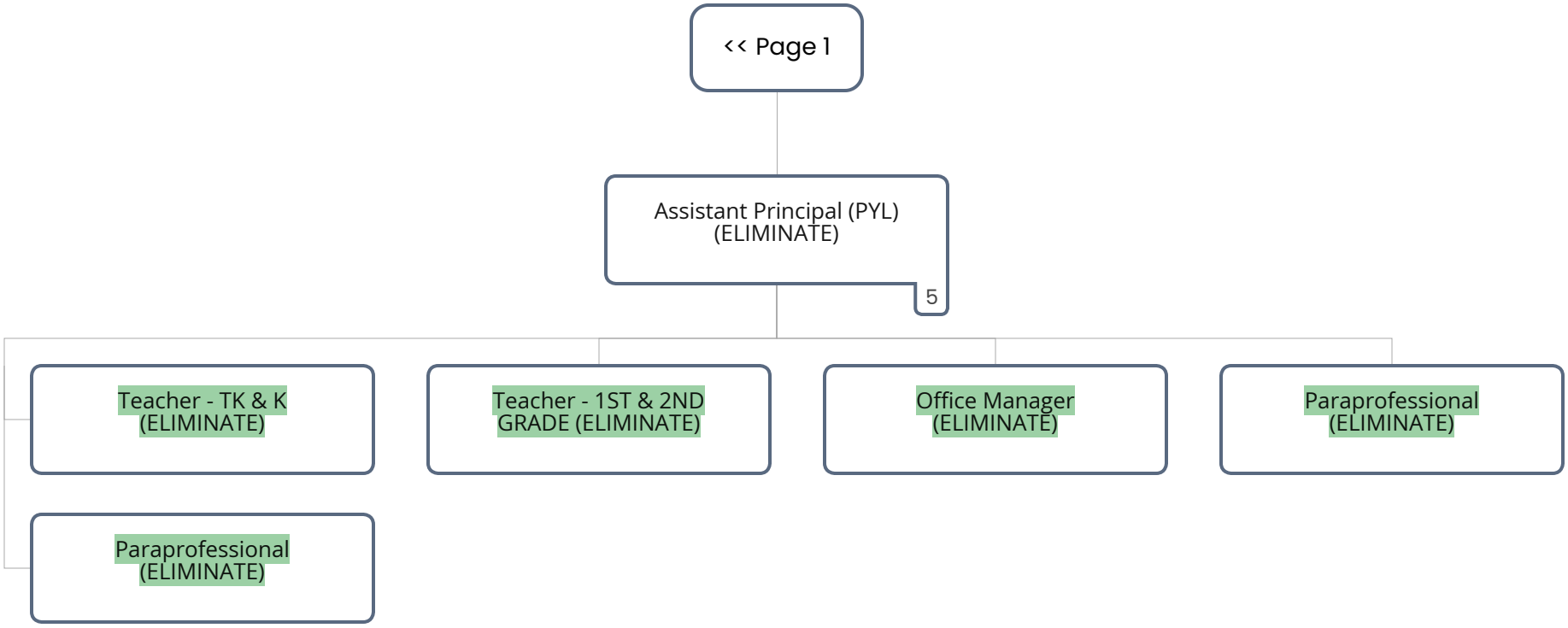

<< Page 1
Dean of Academics
18
5
Multiple Subject Teacher (TK-2 Department Chair)
7
6
ELD Coordinator
2
Intervention Teacher
Multiple Subject Teacher (3-5 Department Chair)
4
VAPA Teacher (ELIMINATE)
TK Teacher Aide
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
1 Page 6 >>
Multiple Subject Teacher
Multiple Subject Teacher
Teacher Aide
Teacher Aide
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher

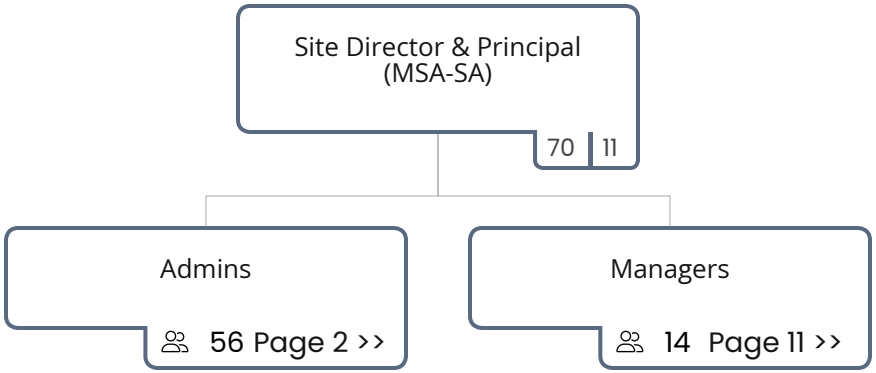

<< Page 5
Multiple Subject Teacher
1
TK-Teacher Aide

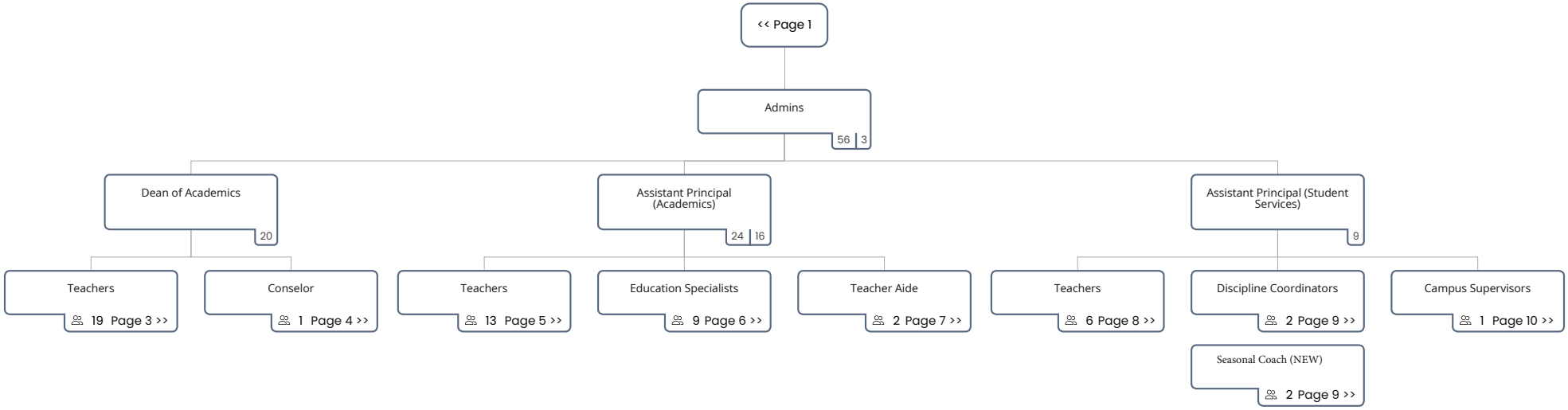

MSA-OC
41
2
Founding Principal (MSA-OC Irvine)
15
Founding Principal / OC Director
24
6
Multiple Subject Teacher (NEW POSITION)
Multiple Subject Teacher (NEW POSITION)
ELA Teacher (NEW POSITION)
Education Specialist (NEW POSITION)
Multiple Subject Teacher (NEW POSITION)
Multiple Subject Teacher (NEW POSITION)
Math Teacher (NEW POSITION)
Office Manager (NEW POSITION)
Multiple Subject Teacher (NEW POSITION)
Multiple Subject Teacher (NEW POSITION)
Science Teacher (NEW POSITION)
Assistant Principal (NEW POSITION)
Multiple Subject Teacher (NEW POSITION)
Multiple Subject Teacher (NEW POSITION)
Social Studies Teacher (NEW POSITION)
Assistant Principal (ANAHEIM)
11 Page 2 >>
School Psychologist (SHARED-ANAHEIM/PYL) (ELIMINATE ONLY PYL)
Mental Health Support Provider (SHARED-ANAHEIM/PYL) (ELIMINATE)
Assistant Principal (PYL) (ELIMINATE)
5 Page 4 >>
Education Specialist (SHARED-AHANEIM/PYL) (ELIMINATE ONLY PYL)
2 Page 3 >>
Family Success Coordinator (SHARED-AHANEIM/PYL) (ELIMINATE ONLY PYL)

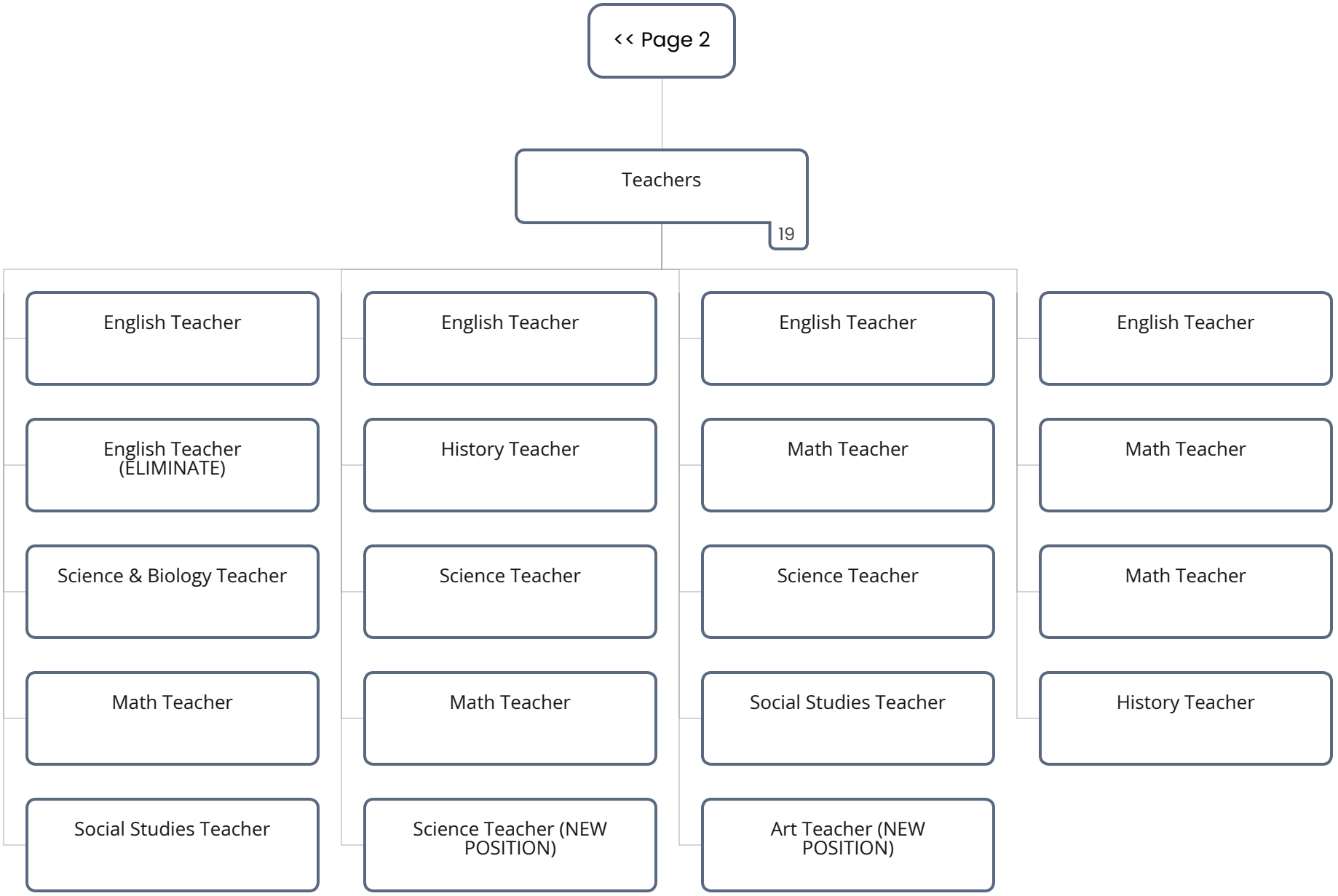

<< Page 1
Assistant Principal (ANAHEIM)
11
10
Teacher - TK
Teacher - 5th GRADE
Teacher - TK & K
1
Teacher Aide - TK (New Position)
Teacher - 6th GRADE
Office Manager
Teacher - 1ST & 2ND GRADE
Maintain Facilities Staff
Teacher - 3RD & 4TH GRADE
STEAM Teacher
Teacher - PE/Coach

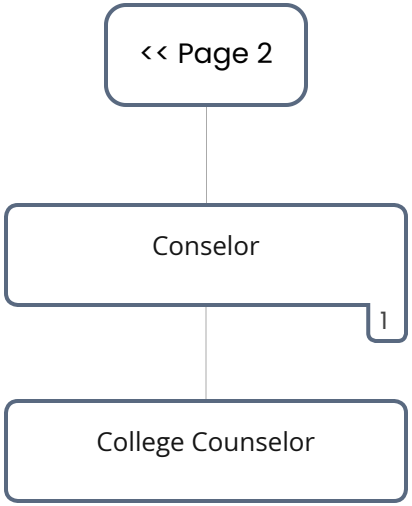

<< Page 1
Education Specialist
(SHARED-AHANEIM/PYL)
(ELIMINATE ONLY PYL)
2
Paraprofessional
Teacher Aide

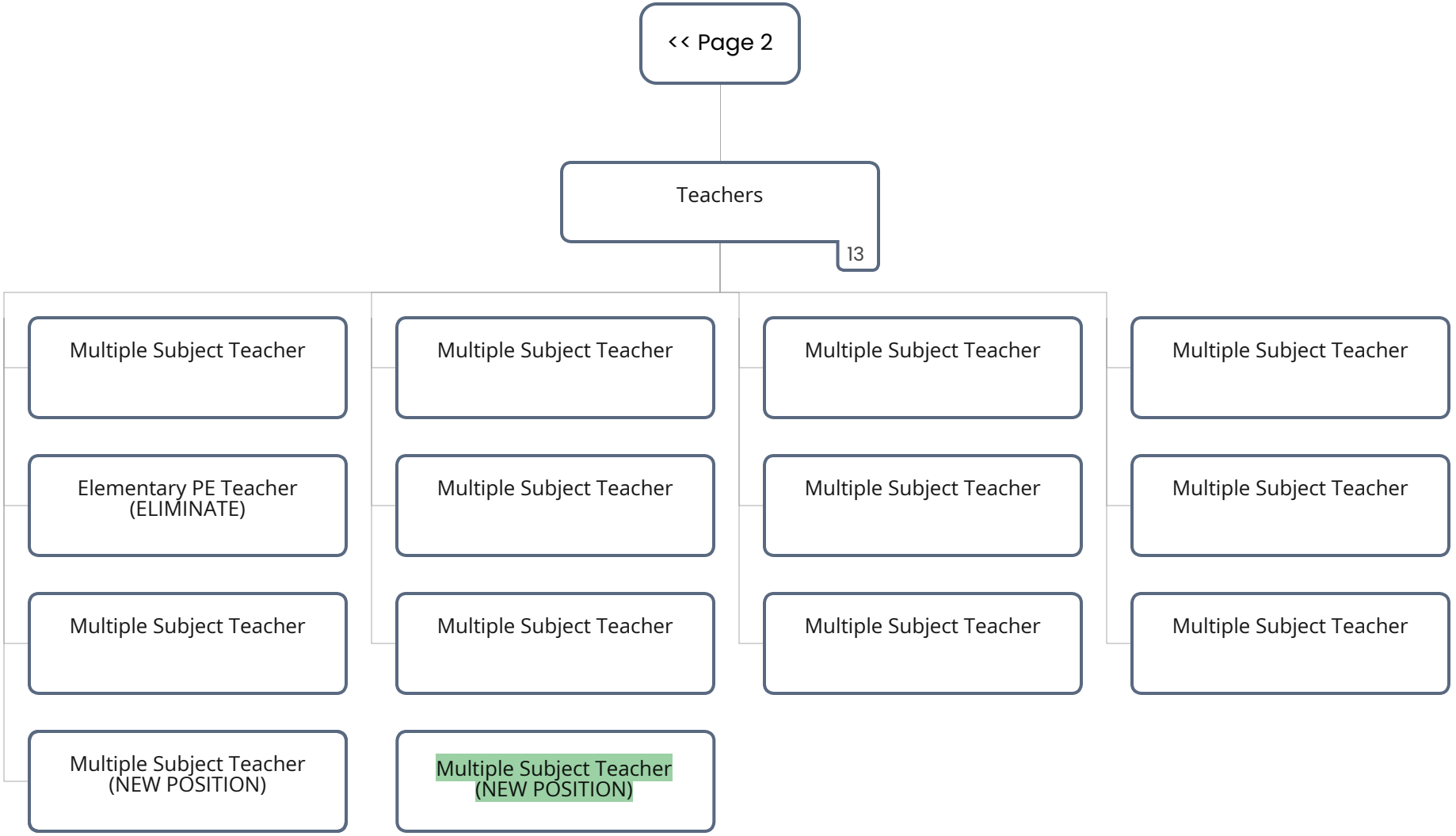

<< Page 1
Assistant Principal (PYL) (ELIMINATE)
5
Teacher - TK & K (ELIMINATE)
Teacher - 1ST & 2ND GRADE (ELIMINATE)
Office Manager (ELIMINATE)
Paraprofessional (ELIMINATE)
Paraprofessional (ELIMINATE)

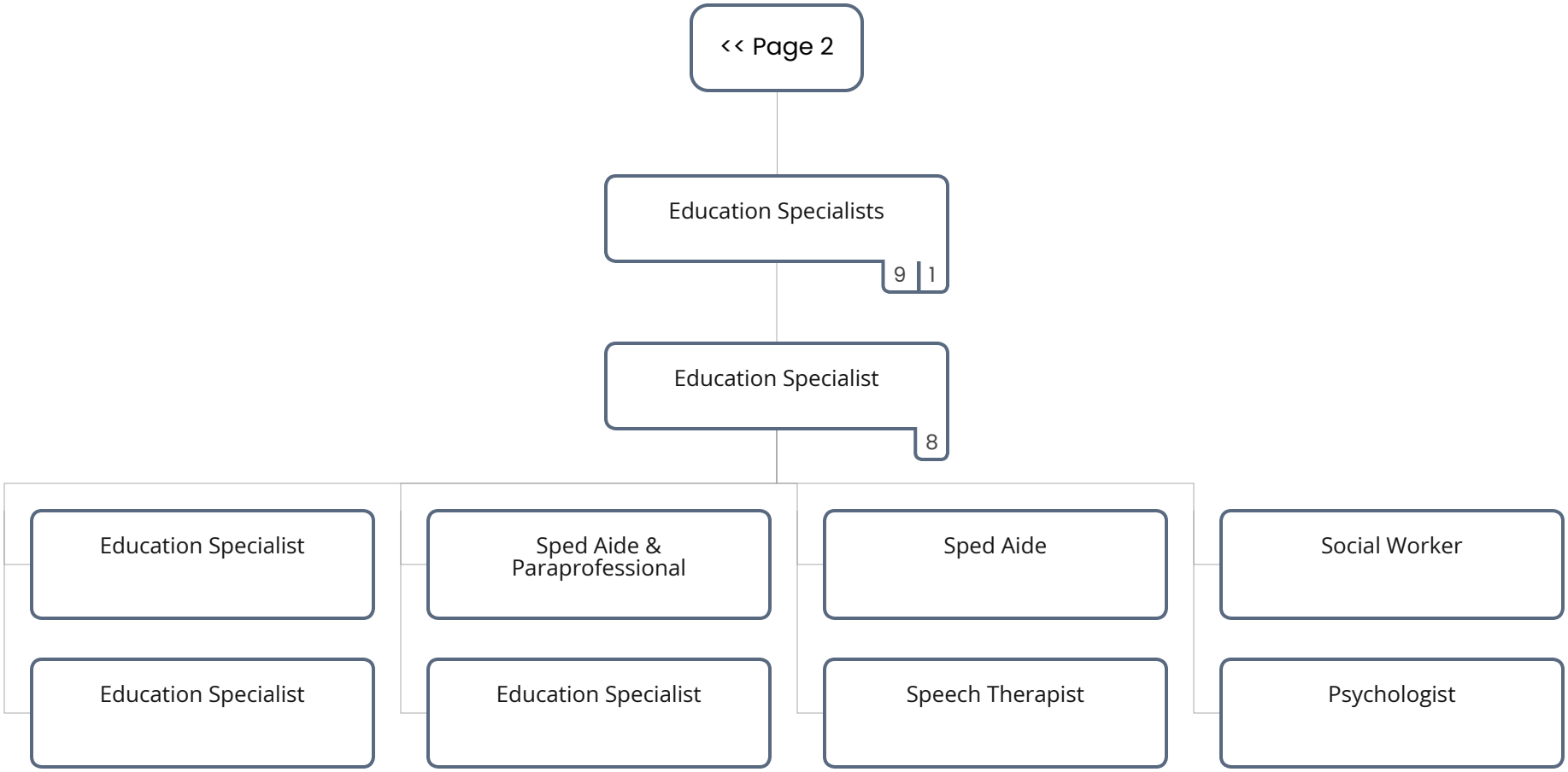

Site Director & Principal
(MSA-SA)
70
11
Admins
56 Page 2 >>
Managers
14 Page 11 >>

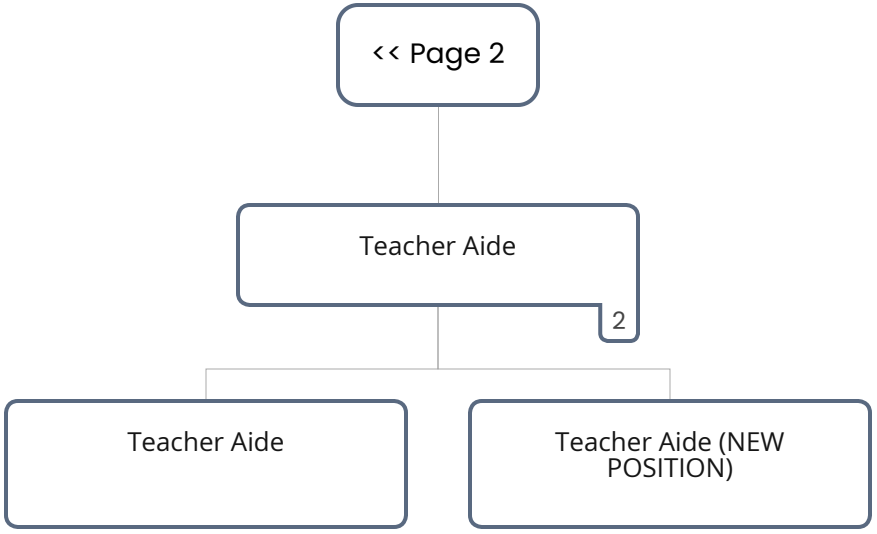

<< Page 1
Admins
56 | 3
Dean of Academics
20
Assistant Principal (Academics)
24 | 16
Assistant Principal (Student Services)
9
Teachers
19 Page 3 >>
Conselor
1 Page 4 >>
Teachers
13 Page 5 >>
Education Specialists
9 Page 6 >>
Teacher Aide
2 Page 7 >>
Teachers
6 Page 8 >>
Discipline Coordinators
2 Page 9 >>
Campus Supervisors
1 Page 10 >>
Seasonal Coach (NEW)
2 Page 9 >>

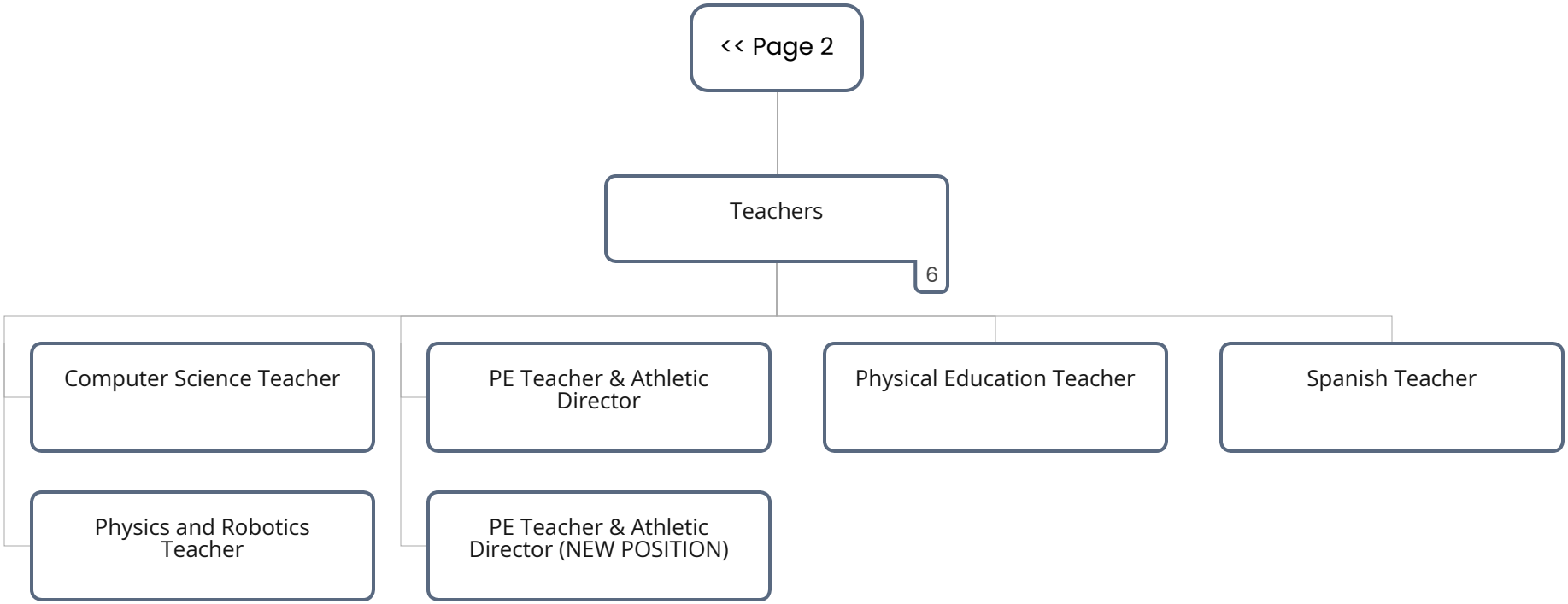

<< Page 2
Teachers
19
English Teacher
English Teacher
English Teacher
English Teacher
English Teacher (ELIMINATE)
History Teacher
Math Teacher
Math Teacher
Science & Biology Teacher
Science Teacher
Science Teacher
Math Teacher
Math Teacher
Math Teacher
Social Studies Teacher
History Teacher
Social Studies Teacher
Science Teacher (NEW POSITION)
Art Teacher (NEW POSITION)

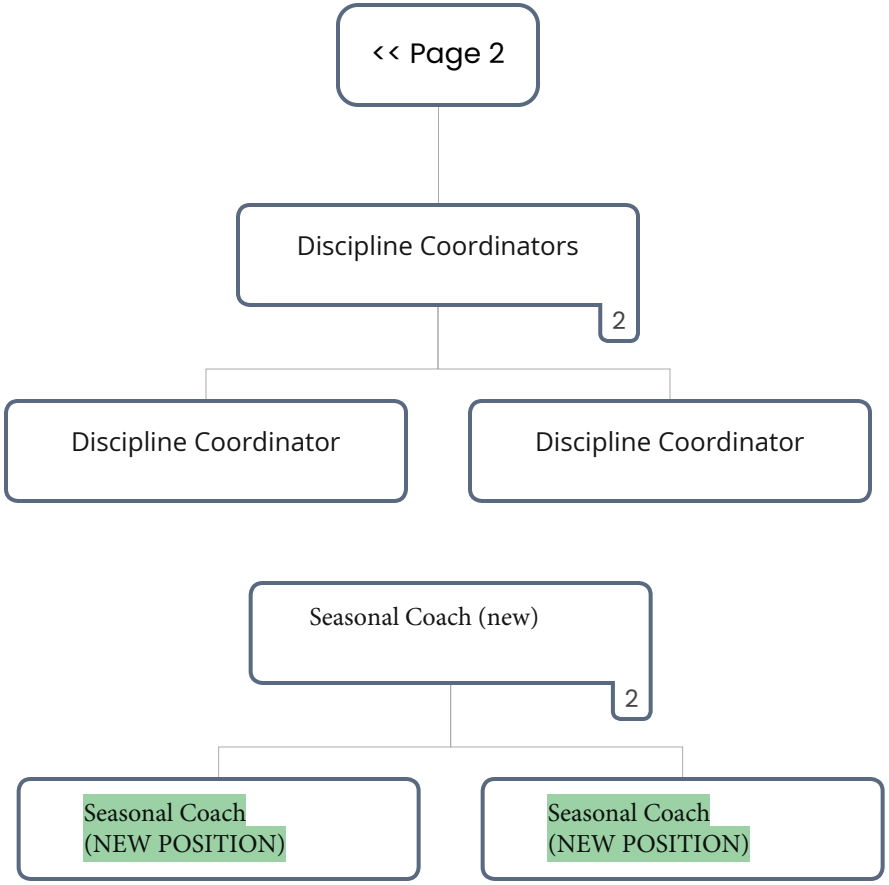

<< Page 2
Conselor
1
College Counselor

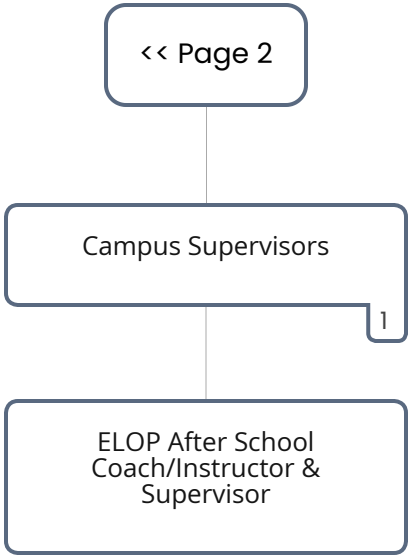

<< Page 2
Teachers
13
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
Elementary PE Teacher (ELIMINATE)
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher (NEW POSITION)
Multiple Subject Teacher (NEW POSITION)

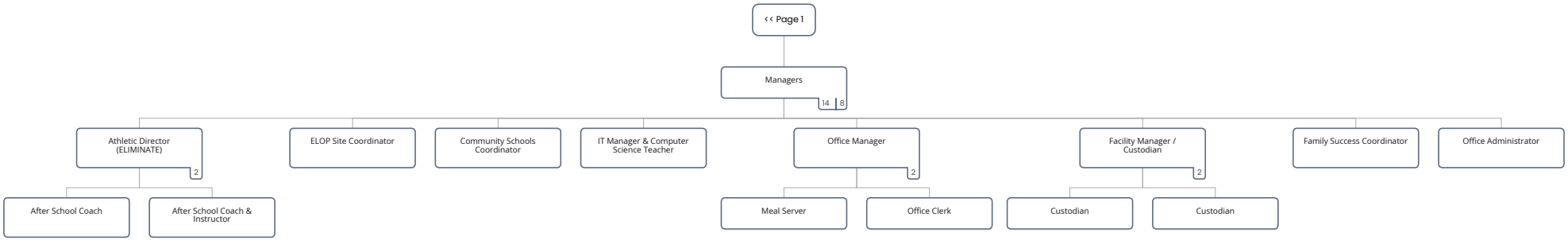

<< Page 2
Education Specialists
9 1
Education Specialist
8
Education Specialist
Sped Aide & Paraprofessional
Sped Aide
Social Worker
Education Specialist
Education Specialist
Speech Therapist
Psychologist

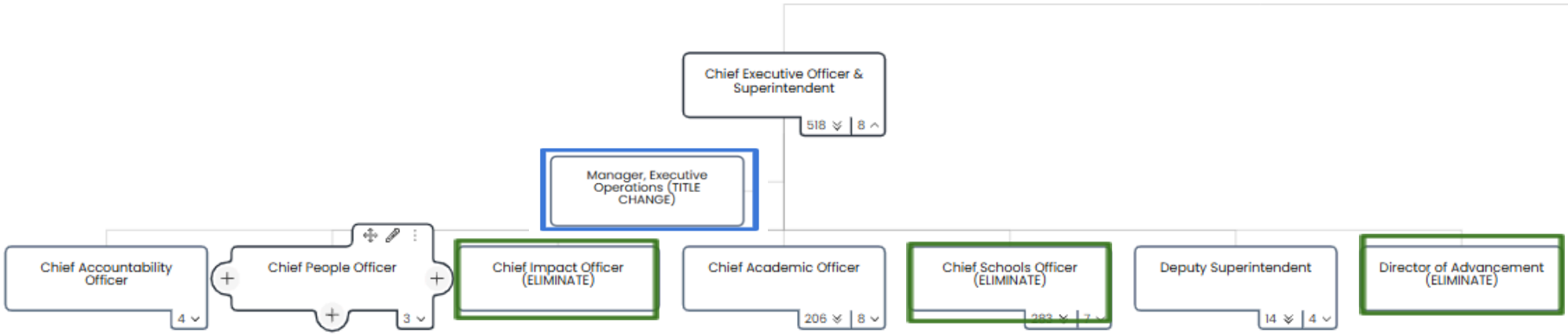

<< Page 2
Teacher Aide
2
Teacher Aide
Teacher Aide (NEW POSITION)

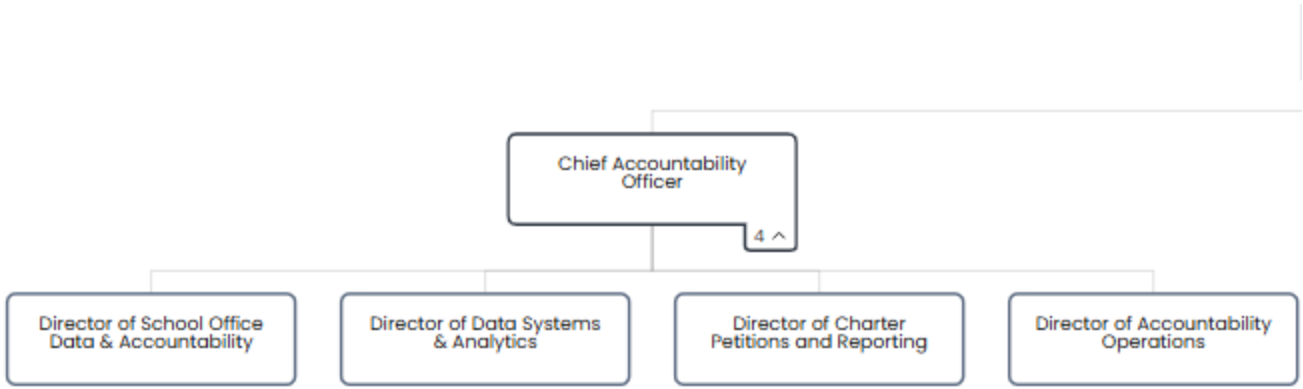

<< Page 2
Teachers
6
Computer Science Teacher
PE Teacher & Athletic Director
Physical Education Teacher
Spanish Teacher
Physics and Robotics Teacher
PE Teacher & Athletic Director (NEW POSITION)


<< Page 2
Discipline Coordinators
2
Discipline Coordinator
Discipline Coordinator
Seasonal Coach (new)
2
Seasonal Coach
(NEW POSITION)
Seasonal Coach
(NEW POSITION)

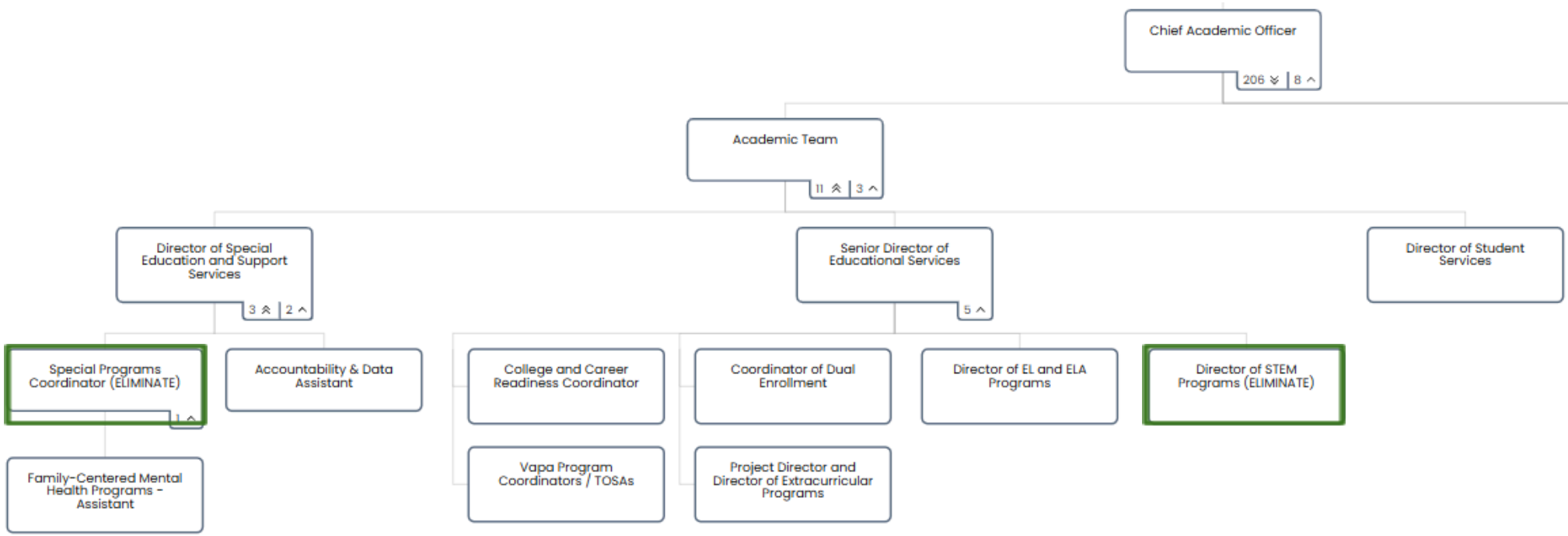

<< Page 2
Campus Supervisors
1
ELOP After School Coach/Instructor & Supervisor

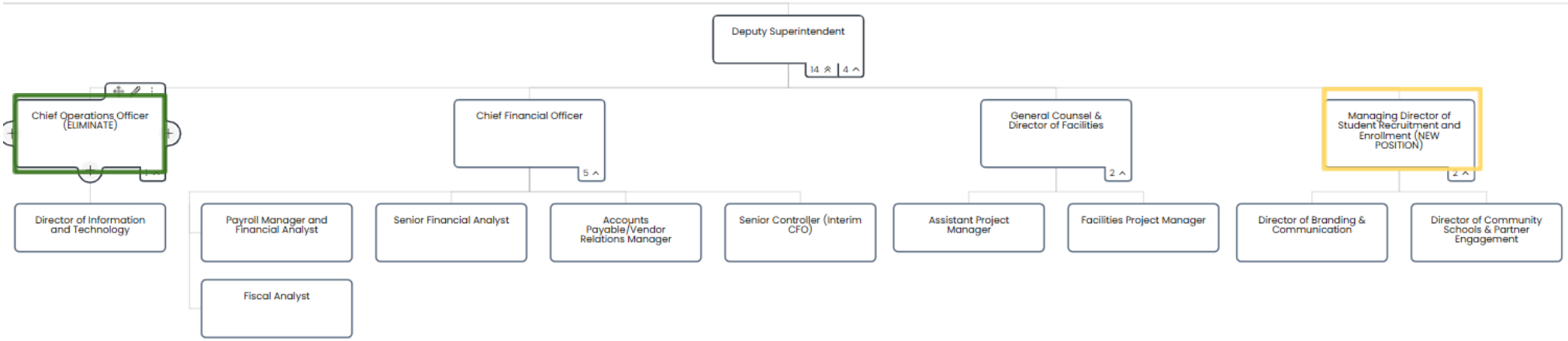

<< Page 1
Managers
14
8
Athletic Director (ELIMINATE)
2
After School Coach
After School Coach & Instructor
ELOP Site Coordinator
Community Schools Coordinator
IT Manager & Computer Science Teacher
Office Manager
2
Meal Server
Office Clerk
Facility Manager / Custodian
2
Custodian
Custodian
Family Success Coordinator
Office Administrator


Chief Executive Officer & Superintendent
518
8
Manager, Executive Operations (TITLE CHANGE)
Chief Accountability Officer
4
Chief People Officer
3
Chief Impact Officer (ELIMINATE)
Chief Academic Officer
206
8
Chief Schools Officer (ELIMINATE)
Deputy Superintendent
14
4
Director of Advancement (ELIMINATE)


Chief Accountability Officer
4
Director of School Office Data & Accountability
Director of Data Systems & Analytics
Director of Charter Petitions and Reporting
Director of Accountability Operations

Chief People Officer
3
Director of People & Talent Acquisition
Director of People & Performance
Director of People Analytics & Compliance


Chief Academic Officer
206
8
Academic Team
11
3
Director of Special Education and Support Services
3
2
Senior Director of Educational Services
5
Director of Student Services
Special Programs Coordinator (ELIMINATE)
1
Accountability & Data Assistant
College and Career Readiness Coordinator
Coordinator of Dual Enrollment
Director of EL and ELA Programs
Director of STEM Programs (ELIMINATE)
Family-Centered Mental Health Programs - Assistant
Vapa Program Coordinators / TOSAs
Project Director and Director of Extracurricular Programs


Deputy Superintendent
14
4
Chief Operations Officer (ELIMINATE)
Chief Financial Officer
5
General Counsel & Director of Facilities
2
Managing Director of Student Recruitment and Enrollment (NEW POSITION)
2
Director of Information and Technology
Payroll Manager and Financial Analyst
Senior Financial Analyst
Accounts Payable/Vendor Relations Manager
Senior Controller (Interim CFO)
Assistant Project Manager
Facilities Project Manager
Director of Branding & Communication
Director of Community Schools & Partner Engagement
Fiscal Analyst

Coversheet

Approval of Local Control and Accountability Plans (LCAP) for All MPS

Section:	VII. Action Items
Item:	J. Approval of Local Control and Accountability Plans (LCAP) for All MPS
Purpose:	Vote
Submitted by:	
Related Material:	VII.J - Approval of LCAP for All MPS.pdf

Agenda Item:	VII.J – Action Item
Date:	June 17, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Approval of the Local Control and Accountability Plans (LCAP) for All MPS

Action Proposed:

Staff recommends and moves that the Board approve the LCAPs for all MPS.

Purpose:

Board approval of LCAP is a requirement for LEAs as described in the Ed Code.

Background:

LCAP Development Process

As a critical component of the LCFF law, every charter school must engage parents and community to create a Local Control and Accountability Plan (LCAP). The LCAP is intended to be a comprehensive planning tool. Each plan must describe:

- School-wide goals, as well as specific actions to be taken to achieve the goals for all students, including specific subgroups of students, in each of the eight state priority areas, plus any locally identified priority areas.
- Expected progress toward meeting the goals—and as part of a school's required annual update of the plan, the school must describe actual progress made toward meeting the goals and describe any adjustments to be made.
- Expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth will be used to increase or improve services for these students.
- The process used to involve parents, students, community members, school employees and other educational partners in developing, reviewing, and supporting implementation of the

LCAP.

The MPS Home Office has collaborated with the school leadership teams in ensuring that all school LCAPs have school-wide goals, annual measurable outcomes and specific actions aligned to the eight state priorities and that the schools have meaningfully engaged their educational partners in the development of their LCAP.

As part of the LCAP development process our schools have conducted educational partners surveys to engage our educational partners in the evaluation of their experience at MPS. School leadership teams have shared their reflection on the survey results and findings that identify their greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis. The teams have completed their reflections and presented them to their educational partners in various settings, including presentations at regular meetings of the Board.

School leadership teams have also presented their CA School Dashboard results and findings as well as other school performance data to their educational partners at their PAC and ELAC meetings throughout the year. During the year, the MPS Board and the Academic Committee have been presented SBAC, CA School Dashboard, NWEA, and other LCAP progress data as well as each MSA's glows, grows, and priorities with next action steps.

LCAP Public Hearing

The public hearing of LCAP is a requirement for LEAs as described in the Ed Code. Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

MPS held a public hearing for our LCAPs and a public hearing for the school budgets at the regular meeting of the Board on June 17, 2026. For the public hearing, the LCAPs were uploaded to the school websites under Accountability for easy public access. The invitation to the public hearing was shared with educational partners via our ParentSquare messaging system as well as how the public could share their feedback. The public hearing for the school budgets led by the finance department took place after the public hearing for the LCAPs.

Local Indicators, LCAP Adoption, and Budget Adoption

Besides the public hearing requirement for the LCAP and the budget, the LCAP adoption process also requires adoption of the LCAP at the same meeting as the budget adoption, LCAP before the budget, as well as sharing of the local indicators with the board and the public at the same meeting. Therefore, the June 17, 2026 Board agenda includes an information item on the local indicators, followed by two approval items, i.e., the LCAP and the budget.

Analysis:

MPS has a robust timeline for completing the LCAP and the planning process that serves three distinct, but related functions: Comprehensive Strategic Planning, Meaningful Educational Partners Engagement, and Accountability and Compliance. The timeline has a calendar of activities, including LCAP metric progress updates, data analysis meetings, LCAP goal analysis sessions, PAC meetings, and many more activities that help our schools develop their LCAP. The accountability department collaborates with other departments in training our school leadership teams and ensuring the timeline of activities is implemented. The Director of State and Federal Programs (SFP) oversees the org-wide coordination of LCAP activities.

In terms of funds and budgeting, the school leadership teams have worked with the MPS finance department for the annual update of their LCAP estimated actual expenditures and next year's budgeted expenditures. As part of the budgeting process, all expenditures have been entered in the budgeting software, Adaptive Insights, and coded by LCAP goal and action. The reports produced from Adaptive Insights have been used by the principals to update the required fields in the LCAP templates. Since MPS chooses to use the LCAP as SPSA, the expenditures funded by the federal Title funds have been specifically outlined in the LCAP action descriptions. Any substantive changes to Title fund expenditures during the year are shared with the PAC and ELAC and their feedback was sought.

The finalized LCAPs are attached for the Board's approval.

Impact:

The processes described in the above sections are all part of our LCAP development and continuous improvement cycle. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. We shared the draft LCAP with, and requested input from, schoolsite-level advisory groups. With thorough support from the Home Office, each MSA school leadership team developed a successful, compliant LCAP document that serves as a comprehensive strategic planning tool for the school.

Budget Implications:

N/A. All LCAP expenditures are budgeted in each school's budget.

Committee Recommendations:

N/A

Exhibits:

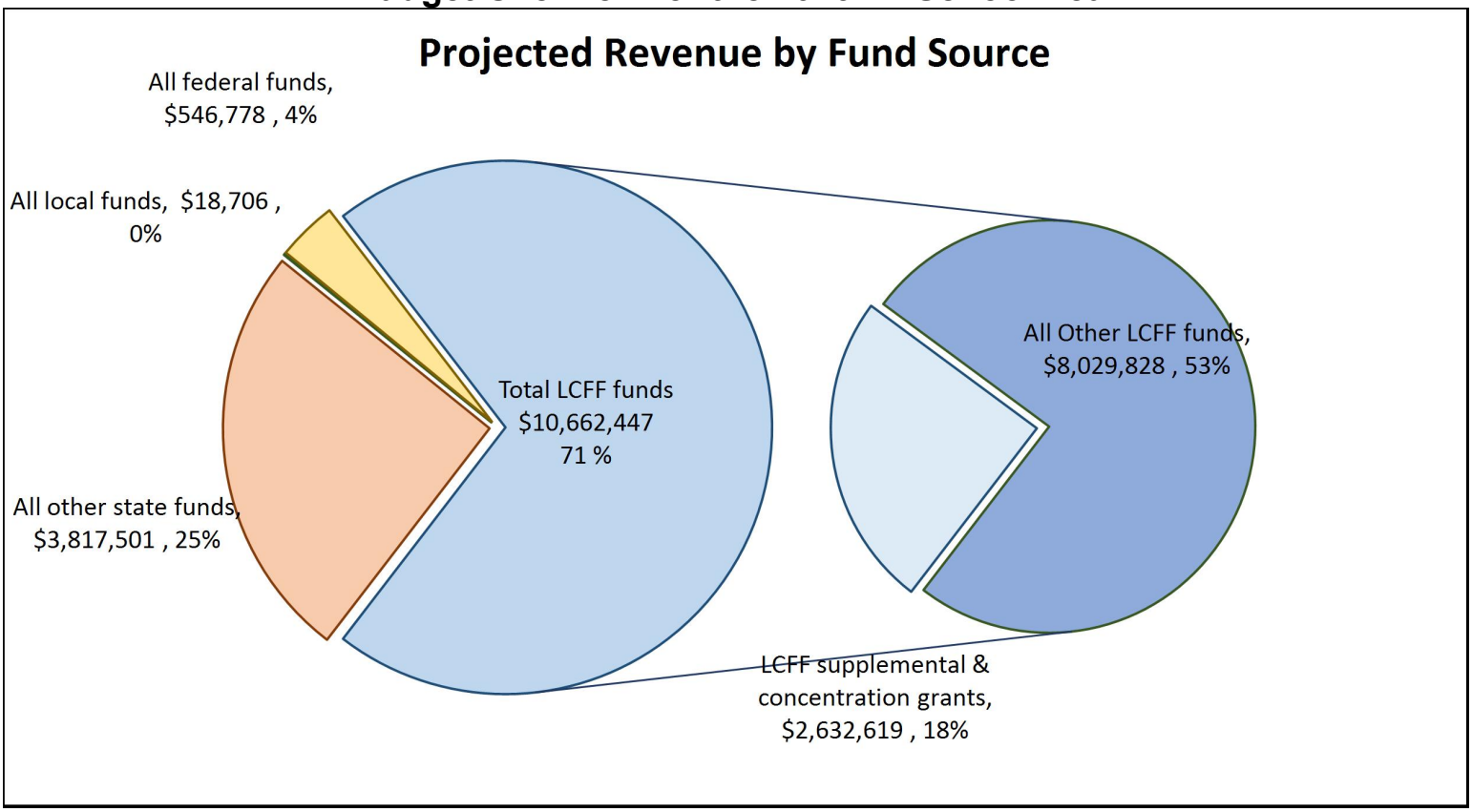
1. MPS LCAP 2026-27 *(one for each MPS school)*

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-1
CDS Code: 19-10199-6119945
School Year: 2026-27
LEA contact information:
Brad Plonka
Principal
bplonka@magnoliapublicschools.org
(818) 609-0507

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

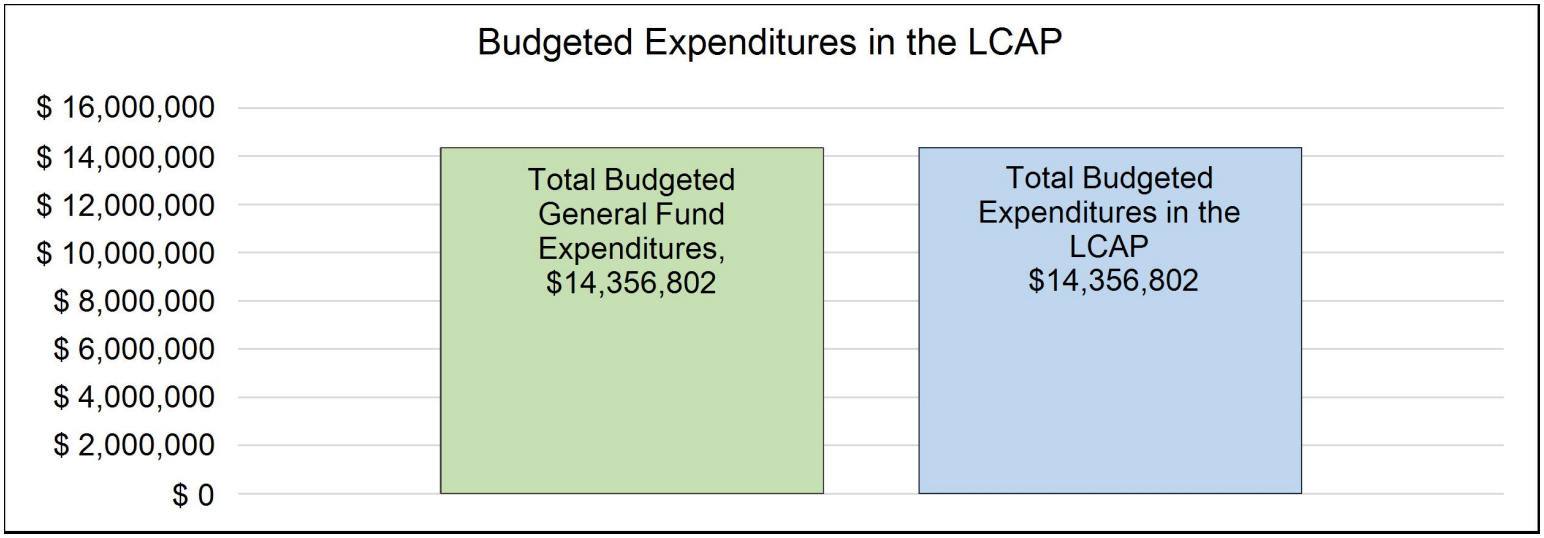


This chart shows the total general purpose revenue Magnolia Science Academy-1 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-1 is $15,045,432, of which $10,662,447 is Local Control Funding Formula (LCFF), $3,817,501 is other state funds, $18,706 is local funds, and $546,778 is federal funds. Of the $10,662,447 in LCFF Funds, $2,632,619 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy-1 plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-1 plans to spend $14,356,802 for the 2026-27 school year. Of that amount, $14,356,802 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

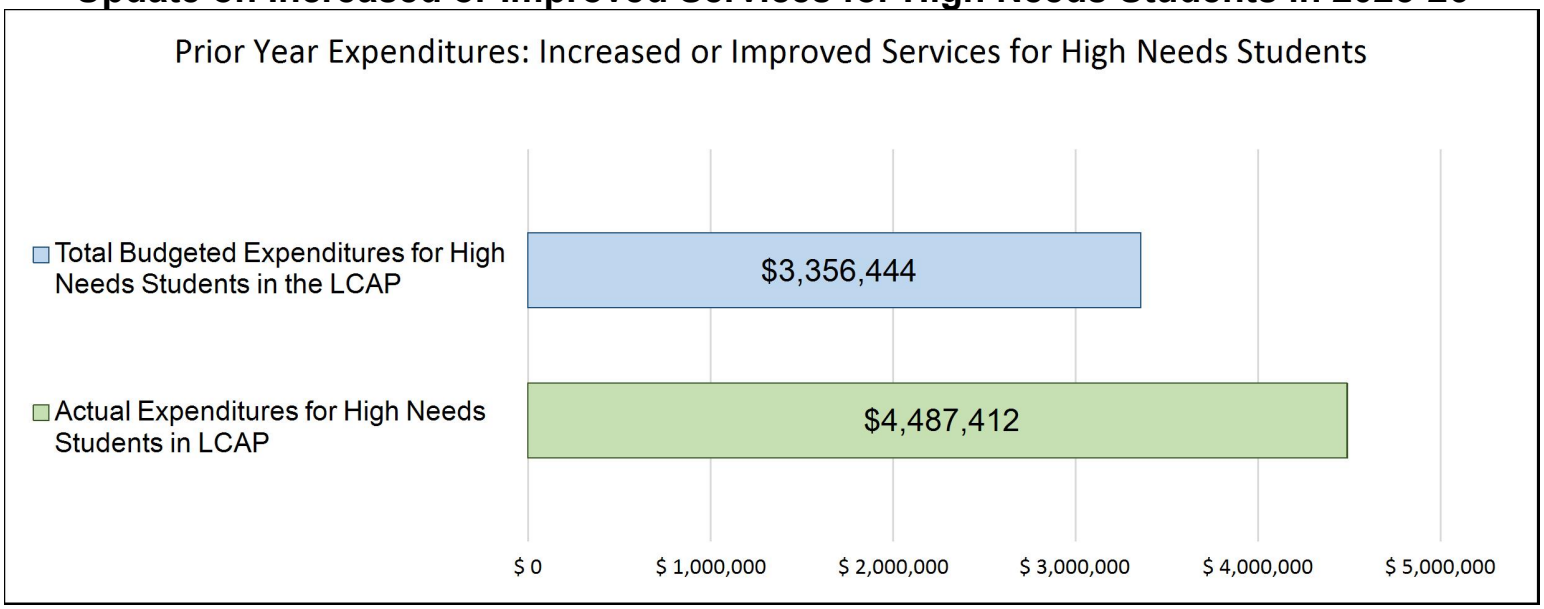
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Magnolia Science Academy-1 is projecting it will receive $2,632,619 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy-1 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-1 plans to spend $2,813,982 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Magnolia Science Academy-1 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-1 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy-1's LCAP budgeted $3,356,444 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-1 actually spent $4,487,412 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-1	Brad Plonka Principal	bplonka@magnoliapublicschools.org (818) 609-0507

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Magnolia Science Academy (MSA-1 or Charter School) is a classroom-based charter school serving grades 6–12 with a curriculum emphasizing science, technology, engineering, arts, and math (STEAM). Originally founded in 2002, MSA-1's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-1 currently has 688 students in grades 6-12 and mainly draws enrollment from Reseda, CA, and neighboring communities. The neighborhoods that MSA-1 serves are heavily immigrant, with languages other than English spoken at home. A high concentration of the families MSA-1 serves face economic challenges. MSA-1 has a diverse enrollment, including 89% Hispanic/Latino, 4% White, 4% Asian, 1% African American, 75% Socioeconomically Disadvantaged, 17% Special Education, and 24% English Learner population.

MSA-1 strives to graduate students from historically underserved neighborhoods as scientific thinkers who contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in relevant and inspiring ways for our students. Tutoring, after-school programs, and school-to-university links supplement classroom instruction at MSA-1.

Magnolia Science Academy 1
Address: 18238 Sherman Way, Reseda, CA, 91335
Phone: 818-609-0507
Email: bplonka@magnoliapublicschools.org

Our History
Magnolia Science Academy – 1 (MSA-1) opened its doors to serve the community of Reseda in the Fall of 2002 for grades 6th through 12th grade. The school provides an academically rigorous standards-based curriculum.

Our Mission
Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college-preparatory STEAM Educational experience in an environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of Science.

Beyond our mission and vision, MPS has long identified Excellence, Innovation, and Connection as our anchor core values, which permeate all school activities.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interests, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision-making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

As part of our commitment to continuous improvement, Magnolia Science Academy-1 regularly reviews local data and outcomes from the California School Dashboard to evaluate the effectiveness of our programs. The following reflections highlight our key achievements and areas of growth over the past school year. By analyzing these trends, we can better align our resources, refine our instructional practices, and ensure equitable support for all student groups.

SBAC English Language Arts (ELA) & Math Achievement: Academic growth declined, with a 10.9-point decrease in ELA and a 21.8-point decrease in Math on the SBAC assessments. These drops primarily reflect systemic challenges with teacher retention and unfilled teaching positions throughout the school year.

Suspension Rate: Our overall suspension rate increased by 2.5%, indicating a need for renewed focus on restorative practices and campus-wide positive behavior interventions.

College/Career Indicator (CCI): We are proud of our CCI score, which reached 71.3%. This achievement reflects the school's continuous, intentional focus on postsecondary and workforce readiness.

Graduation Rate: Our graduation rate declined slightly to 96.1%, but is still 8.3 percentage points higher than the state. Exceeding the state average is a direct testament to the dedication of our college counselors and instructional staff who tirelessly support students in meeting their graduation goals.

Chronic Absenteeism: The chronic absenteeism rate saw a minor increase of 1.1%. In response, we are continuously collaborating with families, English Learners, and Students with Disabilities to implement personalized, targeted supports that promote and incentivize consistent school attendance.

Family Engagement: We continue to provide robust opportunities for community involvement, hosting over 40 events this past year—including resource fairs, cultural food festivals, and open houses—to foster deep partnerships with our families.

Average Daily Attendance (ADA): Our ADA increased by 1.24%, driven by the successful introduction of new campus programs designed to enhance student connectedness and improve the overall school environment.

Learning Recovery Emergency Block Grant (LREBG)

Magnolia Science Academy 1 currently has $544,000 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds. In alignment with Education Code Section 32526(c)(2), the school plans to utilize these funds within the next three years, with a primary focus on personnel costs to support allowable uses of the grant. Specifically, the school intends to invest in staffing to reduce staff-to-pupil ratios, expand evidence-based learning supports such as small-group or one-on-one tutoring, and enhance instructional time through intersessional programs. These planned actions are designed to address pupil learning needs, accelerate academic recovery, and support equitable access to instructional services.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	Our information and input sessions include Parent Task Force (PTF) meetings, Parent Advisory Council (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Admin meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and PAC also serve as our parent advisory committee for the LCAP. Along with ELAC, these committees ensure representation for students in need, including those who are low-income, English learners, and foster youth. Feedback from our parent advisory committee and ELAC provides valuable input for the new LCAP. Additionally, the Charter School conducts surveys for parents, and staff members make home visits. These efforts help inform, educate, and gather input and feedback from all critical educational partners.
Students	Student representatives are integral to our Parent Advisory Council (PAC), ensuring student voices are included in discussions and decision-making processes. In addition to their involvement in the PAC, we have a dedicated student government where cabinet members meet weekly with school leadership to address various school-related matters, including the Local Control and Accountability Plan (LCAP). Furthermore, to gather comprehensive feedback, the Charter School conducts surveys involving the students.
Teachers	The Charter School holds weekly meetings every Wednesday, during which the LCAP is periodically discussed to provide and receive feedback from teachers. Additionally, the school forms committees and utilizes grade-level and department meetings to address LCAP-

Educational Partner(s)	Process for Engagement
	related topics. The Charter School also conducts surveys to gather input from teachers.
School administrators	The administrative team meets several times a week, in addition to participating in meetings with parents, students, and staff to discuss the LCAP process. They are actively involved in collecting, interpreting, and finalizing the LCAP, ensuring comprehensive input from all community partners.
Other school personnel	The Charter School holds weekly meetings every Wednesday, during which the LCAP is periodically discussed to provide and receive feedback from staff. Additionally, the school forms committees meetings to address LCAP-related topics. The Charter School also conducts surveys to gather input from staff.
SELPA	The Charter School involves the SELPA in the LCAP process, especially during the CCEIS phase. Additionally, the SELPA provides valuable consultation on matters pertaining to our SPED community.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP for Magnolia Science Academy-1 was shaped by comprehensive feedback from educational partners, resulting in several targeted initiatives. These include bolstering support for Social-Emotional Learning (SEL) to aid students still grappling with the lingering effects of the pandemic. To enhance campus safety and supervision, the plan includes hiring additional campus aides. The school also aims to engage families and community members more effectively by offering a variety of workshops. Additionally, Magnolia Science Academy-1 will introduce more resources to the school, such as mobile clinics, to address students' health and wellness needs. Lastly, the plan focuses on improving communication strategies to ensure all community partners are aligned with the school's charter petition, fostering a cohesive and supportive educational environment.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 74.1%	2022-23: 71.4%	2023-24: 76.4%	2024-25: > 85%	+2.3 percentage points
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25):	2025-26 (As of 5/22/26):	2026-27: 0%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0	2025-26 (As of 5/22/26): 0	2026-27: 0	0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 74%	2024-25: (Fall 2023 to Fall 2024) 84%	2025-26 (Fall 2024 to Fall 2025): 77%	2026-27: (Fall 2025 to Fall 2026) >= 80%	+3 percentage points
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 95.1%	2024-25: (As of 5/31/25) 94.5%	2025-26 (As of 5/15/26): 95.5%	2026-27: >= 95.0%	+0.4 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of Goal 1 during the 2025–26 school year was largely successful, with most planned metrics executed as intended and resulting in measurable progress toward maintaining a high-quality learning environment. However, one area—proper teacher assignment—presented a notable challenge that marked a substantive difference between the plan and its implementation.

Planned Metrics Implemented Successfully
Several planned metrics were implemented with high fidelity:

Instructional Materials (Metric 1.2): All students had access to their standards-aligned instructional materials for use at school and home, resulting in a 0% deficiency rate, which fully met the expected target and regulatory compliance.

Facilities Maintenance (Metric 1.3): The school reported 0 instances where facilities failed to meet the “good repair” standard, indicating that facilities management practices were well-executed and aligned with planned preventative maintenance and inspection schedules.

Teacher Attendance (Metric 1.5): Teachers maintained a strong attendance rate of 95.5%, meeting the 95% target and supporting instructional continuity.

These successes demonstrate the school’s strong operational systems and consistent focus on creating a safe and well-resourced instructional setting.

Substantive Difference in Implementation – Assignment Monitoring
A notable challenge arose in Metric 1.1: only 76.4% of teaching assignments were evaluated as “Clear” during assignment monitoring, falling short of the 85% goal. Though we saw an increase from last year, this still reflects a substantive gap between planned expectations and actual implementation. While efforts were made to staff classrooms with appropriately credentialed teachers, challenges such as late hiring, credential processing delays, or misassignments may have contributed to this shortfall.

Addressing this issue will require improved credential tracking systems, earlier hiring timelines, and expanded onboarding supports to ensure that all teaching staff meet state requirements for assignment clarity.

Teacher Retention (Metric 1.4): The teacher retention rate was 77%, falling below the established goal of 80%. This decline appears to be influenced by teachers leaving for higher-paying positions in neighboring districts as well as pursuing career advancement opportunities outside of the education field. Continued efforts to improve retention will focus on strengthening employee support, professional growth opportunities, and competitive compensation strategies.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Metric 1
Budgeted: $50,509.00
Actual: $73,873.00
Explanation: There was a material difference between the budgeted expenditures and the estimated actual expenditures for Goal 1, Metric 1. Actual expenditures exceeded the budgeted amount primarily due to higher-than-anticipated payroll-related fees incurred during the year. Increased payroll processing and associated personnel costs resulted in expenditures that were greater than originally projected. These expenses were necessary to support staffing and program implementation aligned with the goals and services outlined in the LCAP.

Goal 1 Metric 2
Budgeted: $749,554.12
Actual: $853,478.27

Explanation: There was a material difference between the budgeted expenditures and the estimated actual expenditures for Goal 1, Metric 2. The variance was primarily due to the need to purchase additional instructional technology and instructional materials to better support student learning and program implementation throughout the year. In addition, depreciation expenses were higher than originally projected, resulting in increased overall expenditures. These adjustments were necessary to ensure students had access to appropriate educational resources and technology to support academic achievement.

Goal 1 Metric 3
Budgeted: $3,191,642.17
Actual: $2,686,549.12
Explanation: There was a material difference between the budgeted expenditures and the estimated actual expenditures for Goal 1, Metric 3. Actual expenditures were lower than budgeted due to staff restructuring implemented in response to lower-than-anticipated student enrollment. As staffing levels were adjusted to better align with enrollment and program needs, personnel-related costs were reduced, resulting in expenditures that were below the original budget projections while continuing to support the goals and services outlined in the LCAP.

Goal 1 Metric 4
Budgeted: $60,561.00
Actual: $50,500.00
Explanation: The material difference was having more of our teachers finishing their induction or intern programs to clear their credentials or go from having a permit to a preliminary credential.

Goal 1 Metric 5
Budgeted: $1,284,225.00
Actual: $1,428,177.70
Explanation: There was a material difference between the budgeted expenditures and the estimated actual expenditures for Goal 1, Metric 5. Actual expenditures exceeded the budgeted amount primarily due to higher-than-anticipated Charter Management Organization (CMO) fees incurred during the year. These increased costs were necessary to support operational, administrative, and programmatic services provided by the CMO, resulting in expenditures that were higher than originally projected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the implementation of Goal 1 metrics during the 2025-26 school year was largely effective, with four out of five metrics meeting or exceeding their respective targets. However, one area—teacher assignment monitoring—did not achieve the expected outcome and presents a key area for further attention.

Ineffective or Partially Effective Metric
Metric 1.1 – Appropriately Assigned Teachers

Only 76.4% of teaching assignments received an assignment monitoring outcome of “Clear”, falling short of the 85% goal. This indicates a gap in the number of teachers with credentials or assignment alignment and highlights the need for improved HR systems, credential audits, and ongoing teacher placement oversight. This outcome suggests that more robust credential tracking and early intervention strategies are needed to ensure that all teachers are appropriately assigned.

Effective Metrics
Metric 1.2 – Access to Instructional Materials
0% of students lacked access to standards-aligned instructional materials for both school and home use, fully meeting the goal. This reflects a well-maintained materials adoption and distribution system that ensures curricular equity and compliance.

Metric 1.3 – Facilities in Good Repair
There were 0 identified instances where school facilities failed to meet the “good repair” standard, meeting the goal exactly. This indicates strong performance by facilities management teams and consistent compliance with state facility standards.

Metric 1.4 – Teacher Retention
The teacher retention rate was 77%, 3% below the target of 80%. These results indicate an opportunity to enhance teacher support and engagement initiatives to improve retention and encourage educators to view the school as a place for long-term professional growth and career development.

Metric 1.5 – Teacher Attendance
The teacher attendance rate was 95.5%, exceeding the 95% goal, reflecting reliable staff presence and commitment. This outcome is effective due to its minimal variance and strong daily instructional continuity.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following a review of 2025–26 outcomes and implementation practices, several strategic adjustments have been made to improve the effectiveness of Goal 1 in ensuring all students have access to high-quality learning environments.

Changes to Metrics and Implementation Supports
Improved Monitoring of Teacher Assignments (Metric 1.1)
The outcome for teacher assignment monitoring—76.4% “Clear” assignments compared to the 85% goal—revealed a continued need for stronger systems to ensure appropriately assigned and credentialed staff. In response:

The school will adopt an earlier internal audit cycle for credential alignment before the start of each semester, coaching and training will be offered to school leaders on assignment compliance and misassignment prevention, and while the goal of 85% remains in place for continuity, the supports and expectations around implementation have been strengthened.

Metrics and Monitoring Enhancements
All metrics will remain consistent to ensure year-over-year comparability. Mid-year progress reviews will be continued to help identify and address issues in real-time—especially for facilities maintenance and teacher assignment metrics.

Sustained and Expanded Effective Practices
Since the school achieved 100% access to instructional materials (Metric 1.2) and 0 instances of facilities not meeting “good repair” standards (Metric 1.3), no changes to these metrics or goals are necessary. These metrics will be sustained through:

Continued investment in up-to-date curriculum materials and routine quarterly facilities inspections and repair logging.

Teacher Retention (77%) and Attendance (95.5%) were close to or met targets and will continue to be monitored using the same benchmarks. However, based on stakeholder feedback and retention trends, the school will expand:

Continued teacher induction supports, mentoring/coaching structures, and leadership development pipelines to retain high-quality staff

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus,	$50,509.00	No

Action #	Title	Description	Total Funds	Contributing
		livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A		
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: Technology and NonCapital Equipment. The following expenditures will be funded by federal Title funds:N/A	$864,202.35	No
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct	$2,355,890.47	No

Action #	Title	Description	Total Funds	Contributing
		necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: Classified Support, Staff Benefits, Professional Services, Custodial Supplies, Rent & Leases, and building utilities and maintenance. The following expenditures will be funded by federal Title funds: N/A		
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: Food and Office Supplies. The following expenditures will be funded by federal Title funds: N/A	$47,500.00	Yes
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools,	$1,764,991.47	No

Action #	Title	Description	Total Funds	Contributing
		which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: CMO Fees, Professional Services, Legal, Audit & CPA, Oversight fees, and Interest Expenses. The following expenditures will be funded by federal Title funds: N/A		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: 100%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 79%	2024-25: (As of 5/29/25) 40%	2025-26 (As of 6/10/26): 46%	2026-27: >= 85%	-33 percentage points
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 70%	2024-25: (First semester) 60%	2025-26 (First semester): 63%	2026-27: (First semester) >= 80%	-7 percentage points
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 33.01% -English Learners: 0.00% -Socioeconomically Disadvantaged: 31.44% -Students with Disabilities: 11.11% -Asian: 50.00% -Hispanic: 31.26%	2023-24: -All Students: 38.34% -English Learners: 0.97% - Socioeconomically Disadvantaged: 37.47%	2024-25: -All Students: 34.42% -English Learners: 4.85% - Socioeconomically Disadvantaged: 33.15%	2025-26: -All Students: >= 40.00% -English Learners: >=5.00% - Socioeconomically Disadvantaged: >= 39.00% -Students with	-All Students: +1.41 percentage points -English Learners: +4.85 percentage points - Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: 45.45%	-Students with Disabilities: 14.52% -Asian: 72.22% -Hispanic: 34.69% -White: 50.50%	-Students with Disabilities: 13.72% -Asian: 72.22% -Hispanic: 30.27% -White: 54.54%	Disabilities: >= 15.00% -Asian: >= 50.00% -Hispanic: >= 39.00% -White: >= 50.00%	+1.71 percentage points -Students with Disabilities: +2.61 percentage points -Asian: +22.22 percentage points -Hispanic: -0.99 percentage points -White: +9.09 percentage points
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 41.1 points below standard -English Learners: 107.2 points below standard -Socioeconomically Disadvantaged: 45.7 points below standard -Students with Disabilities: 114.1 points below standard -Asian: 4.5 points below standard -Hispanic: 46.7 points below standard -White: 2.8 points above standard	2023-24: (2024 Dashboard) -All Students: 31.4 points below standard -English Learners: 106.8 points below standard -Socioeconomically Disadvantaged: 34.8 points below standard -Students with Disabilities: 109.3 points below standard -Hispanic: 41.4 points below standard -White: 2.3 points above standard	2024-25 (2025 Dashboard): -All Students: 42.3 points below standard -English Learners: 91.0 points below standard -Socioeconomically Disadvantaged: 45.3 points below standard -Students with Disabilities: 109.9 points below standard -Asian: 19.1 pts above standard -Hispanic: 50.1 points below standard -White: 5.1 points below standard	2025-26: (2026 Dashboard) -All Students: 32.0 points below standard -English Learners: 92.0 points below standard -Socioeconomically Disadvantaged: 36.0 points below standard -Students with Disabilities: 99.0 points below standard -Hispanic: 36.0 points below standard -White: 6.0 points above standard	-All Students: -1.2 points -English Learners: +16.2 points -Socioeconomically Disadvantaged: +0.4 points -Students with Disabilities: +4.2 points -Asian: +23.6 points -Hispanic: -3.4 points -White: -7.9 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 57.9% -English Learners: 50.4% -Socioeconomically Disadvantaged: 57.3% -Students with Disabilities: 58.1% -Hispanic: 57.3% -White: *	2024-25: (Fall to Spring) -All Students: 53.1% -English Learners: 51.7% -Socioeconomically Disadvantaged: 51.7% -Students with Disabilities: 57.1% -Hispanic: 51.5% -White: 76.0%	2025-26 (Fall to Spring): -All Students: 68.5% -English Learners: 63.6% -Socioeconomically Disadvantaged: 68.8% -Students with Disabilities: 60.5% -Hispanic: 67.3% -White: 81.0%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%	-All Students: +10.6 percentage points -English Learners: +13.2 percentage points -Socioeconomically Disadvantaged: +11.5 percentage points -Students with Disabilities: +2.4 percentage points -Hispanic: +10.0 percentage points -White: N/A (no baseline)
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 1.13 (CGP: 87th percentile) -English Learners: CGI: 1.25 (CGP: 89th percentile) -Socioeconomically Disadvantaged: CGI: 1.09 (CGP: 86th percentile) -Students with Disabilities: CGI: 1.81 (CGP: 96th percentile) -Hispanic: CGI: 1.12 (CGP: 87th percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: 0.89 (CGP: 81st percentile) -English Learners: CGI: 1.96 (CGP: 97th percentile) -Socioeconomically Disadvantaged: CGI: 0.83 (CGP: 80th percentile) -Students with Disabilities: CGI: 2.68 (CGP: 100th percentile)	2025-26 (Fall to Spring): -All Students: CGI: 0.94 (CGP: 83rd percentile) -English Learners: CGI: 0.91 (CGP: 82nd percentile) -Socioeconomically Disadvantaged: CGI: 1.01 (CGP: 84th percentile) -Students with Disabilities: CGI: 0.86 (CGP: 81st percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th	-All Students: -0.19 -English Learners: -0.34 -Socioeconomically Disadvantaged: -0.08 -Students with Disabilities: -0.95 -Hispanic: -0.20 -White: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Hispanic: CGI: 0.72 (CGP: 76th percentile) -White: CGI: 0.85 (CGP: 80th percentile)	-Hispanic: CGI: 0.92 (CGP: 82nd percentile) -White: CGI: 1.09 (CGP: 86th percentile)	percentile) -White: CGI >= 0 (CGP >= 50th percentile)	
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 23.53% -English Learners: 0.00% -Socioeconomically Disadvantaged: 21.96% -Students with Disabilities: 3.64% -Asian: 38.46% -Hispanic: 22.28% -White: 28.57%	2023-24: -All Students: 24.73% -English Learners: 5.18% -Socioeconomically Disadvantaged: 23.34% -Students with Disabilities: 4.76% -Asian: 55.56% -Hispanic: 20.29% -White: 52.63%	2024-25: -All Students: 23.27% -English Learners: 1.83% -Socioeconomically Disadvantaged: 20.87% -Students with Disabilities: 5.88% -Asian: 50.00% -Hispanic: 19.46% -White: 41.66%	2025-26: -All Students: >= 28.00% -English Learners: >= 7.00% -Socioeconomically Disadvantaged: >= 27.00% -Students with Disabilities: >= 10.00% -Asian: >= 40.00% -Hispanic: >= 27.00% -White: >= 30.00%	-All Students: -0.26 percentage points -English Learners: +1.83 percentage points -Socioeconomically Disadvantaged: -1.09 percentage points -Students with Disabilities: +2.24 percentage points -Asian: +11.54 percentage points -Hispanic: -2.82 percentage points -White: +13.09 percentage points
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 82.7 points below standard -English Learners: 140.6 points below standard -Socioeconomically Disadvantaged: 89.0 points below standard	2023-24: (2024 Dashboard) -All Students: 73.9 points below standard -English Learners: 122.8 points below standard -Socioeconomically Disadvantaged:	2024-25 (2025 Dashboard): -All Students: 95.7 points below standard -English Learners: 133.4 points below standard -Socioeconomically Disadvantaged:	2025-26: (2026 Dashboard) -All Students: 73.0 points below standard -English Learners: 125.0 points below standard -Socioeconomically Disadvantaged:	-All Students: -13.0 points -English Learners: +7.2 points -Socioeconomically Disadvantaged: -13.0 points -Students with Disabilities: -1.4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Students with Disabilities: 161.8 points below standard -Asian: 40.1 points below standard -Hispanic: 89.0 points below standard -White: 37.2 points below standard	78.0 points below standard -Students with Disabilities: 157.4 points below standard -Hispanic: 83.2 points below standard -White: 9.9 points below standard	102.0 points below standard -Students with Disabilities: 163.2 points below standard -Asian: 49.3 points below standard -Hispanic: 105.9 points below standard -White: 30.6 points below standard	79.0 points below standard -Students with Disabilities: 144.0 points below standard -Hispanic: 79.0 points below standard -White: 28.0 points below standard	-Asian: -9.2 points -Hispanic: -16.9 points -White: +6.6 points
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 61.1% -English Learners: 62.1% -Socioeconomically Disadvantaged: 60.1% -Students with Disabilities: 53.5% -Hispanic: 59.4% -White: *	2024-25: (Fall to Spring) -All Students: 60.2% -English Learners: 58.7% -Socioeconomically Disadvantaged: 59.4% -Students with Disabilities: 55.1% -Hispanic: 59.2% -White: 64.0%	2025-26 (Fall to Spring): -All Students: 63.2% -English Learners: 59.6% -Socioeconomically Disadvantaged: 63.8% -Students with Disabilities: 62.0% -Hispanic: 62.5% -White: 62.5%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%	-All Students: +2.1 percentage points -English Learners: -2.5 percentage points -Socioeconomically Disadvantaged: +3.7 percentage points -Students with Disabilities: +8.5 percentage points -Hispanic: +3.1 percentage points -White: N/A
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics	2023-24: (Fall to Spring) -All Students: CGI: 1.56 (CGP: 94th percentile) -English Learners: CGI: 2.75 (CGP: 100th percentile)	2024-25: (Fall to Spring) -All Students: CGI: 2.09 (CGP: 98th percentile) -English Learners: CGI: 2.55 (CGP: 99th percentile)	2025-26 (Fall to Spring): -All Students: CGI: 0.52 (CGP: 70th percentile) -English Learners: CGI: 0.62 (CGP: 73rd percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile)	-All Students: -1.04 -English Learners: -2.13 -Socioeconomically Disadvantaged: -0.97

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	-Socioeconomically Disadvantaged: CGI: 1.46 (CGP: 93rd percentile) -Students with Disabilities: CGI: 1.61 (CGP: 95th percentile) -Hispanic: CGI: 1.49 (CGP: 93rd percentile) -White: *	-Socioeconomically Disadvantaged: CGI: 2.05 (CGP: 98th percentile) -Students with Disabilities: CGI: 3.71 (CGP: 100th percentile) -Hispanic: CGI: 2.11 (CGP: 98th percentile) -White: CGI: 1.83 (CGP: 97th percentile)	-Socioeconomically Disadvantaged: CGI: 0.49 (CGP: 69th percentile) -Students with Disabilities: CGI: 0.05 (CGP: 52nd percentile) -Hispanic: CGI: 0.47 (CGP: 68th percentile) -White: CGI: 0.26 (CGP: 60th percentile)	-Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)	-Students with Disabilities: -1.56 -Hispanic: -1.02 -White: N/A
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 55.4%	2023-24: (2024 Dashboard) 23.3%	2024-25 (2025 Dashboard): 40.7%	2025-26: (2026 Dashboard) >= 50.0%	-14.7 percentage points
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 18.2%	2023-24: (Internal) 5.9%	2024-25 (Internal): 8.0% 2025-26 (as of 6/10/26): 7.4%	2025-26: (CDE DataQuest) >= 10.0%	-10.8 percentage points
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 5.6% -English Learners: 0.00% -Socioeconomically Disadvantaged: 5.26%	2023-24: -All Students: 21.84% -English Learners: 0.00%	2024-25: -All Students: 21.61% -English Learners: 0.00%	2025-26: -All Students: >= 20.00% -English Learners: >= 5.00% -	-All Students: +16.01 percentage points -English Learners: 0 percentage points

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Students with Disabilities: 0.00% -Hispanic: 5.22%	- Socioeconomically Disadvantaged: 21.27% -Students with Disabilities: 2.22% -Hispanic: 19.18% -White: 0.00%	- Socioeconomically Disadvantaged: 19.18% -Students with Disabilities: 3.57% -Hispanic: 19.64% -White: 41.66%	Socioeconomically Disadvantaged: >= 20.00% -Students with Disabilities: >= 8.00% -Hispanic: >= 20.00% -White: *	- Socioeconomically Disadvantaged: +13.92 percentage points -Students with Disabilities: +3.57 percentage points -Hispanic: +14.42 percentage points -White: N/A

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025-26 school year, MSA-1 made significant progress toward implementing the planned actions under Goal 2, which focuses on ensuring access to high-quality instruction and academic growth for all students. Overall, the planned actions were implemented largely as intended, though some challenges emerged in execution fidelity, particularly in instructional monitoring and academic support structures.

Successful Implementation Areas
The majority of actions were implemented effectively, with outcomes either meeting or exceeding the stated goals. Notably:

State Standards Implementation (Metric 2.1) reached 100%, confirming that all instructional content was aligned with California Content Standards as planned.

Assessment outcomes in Science (21.61%) maintained close to our 23-24 data.

Student growth measures were a particular strength:

MAP Reading Growth (68.5%) and MAP Math Growth (63.2%) exceeded the 50% benchmark, indicating high relative growth, affirming the effectiveness of intervention strategies and instructional time.

These successes highlight strong academic systems in curriculum delivery, use of data to inform instruction, and strategic supports for student achievement.

Implementation Challenges and Substantive Differences
Despite these gains, there were some substantive differences between planned metrics and actual implementation:

CAASPP performance declined in both English Language Arts (ELA) and Mathematics, with ELA proficiency decreasing to 34.42% (-3.92 percentage points) and Math proficiency decreasing to 23.27% (-1.46 percentage points). These results highlight the need to strengthen instructional systems and supports to ensure consistent, high-quality implementation of the curriculum and improve student achievement across both content areas.

Observation Completion by School Administration (Metric 2.2) was significantly below target, with only 46% of teachers receiving the full suite of observations (one formal and four informal), compared to the goal of 85%. This discrepancy indicates a systemic challenge in leadership capacity or scheduling, which affected teacher feedback loops and instructional coaching fidelity.

Course Grades (Metric 2.3) revealed that only 63% of students earned a grade of “C” or better in core and elective classes, falling short of the 80% goal. This suggests a need for increased academic supports, such as tutoring, scaffolding, or intervention programs, to ensure all students can access grade-level material.

English Learner Progress (Metric 2.12) was also a key challenge area. Just 40.7% of English Learners advanced at least one ELPI level or maintained Level 4, though a 17.4% increase from the year prior; we are still not meeting the target of 50%. This result calls for a deeper evaluation of the current ELD curriculum and instructional approaches to better meet the language development needs of EL students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Metric 1
Budgeted: $3,216,090.58
Actual: $2,836,750.82
Explanation: The projected expenses are not within the budgeted amount and are primarily attributable to challenges in ensuring consistent access across all student groups. Factors contributing to this variance include staffing shortages, scheduling constraints, and delays in implementing targeted supports and services. Additionally, changes in student enrollment and the growing complexity of academic, social-emotional, and specialized service needs impacted the school's ability to provide all students with the intended level of access to programs and interventions.

Goal 2 Metric 2
Budgeted: $186,244.31
Actual: $218,199.94
Explanation: There was a material difference between the budgeted expenditures and the estimated actual expenditures for Goal 2, Metric 2. Actual expenditures exceeded the budgeted amount primarily due to higher-than-anticipated tuition reimbursement costs resulting from an increased number of teachers participating in an induction program. Supporting teacher credentialing and professional growth through

induction programs led to additional reimbursement expenses beyond the original budget projections, resulting in higher overall expenditures for this metric.

Goal 2 Metric 3
Budgeted: $1,321,864.95
Actual: $1,265,783.37
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Metric 4
Budgeted: $186,068.41
Actual: $83,849.79
Explanation: There was a material difference between the budgeted expenditures and the estimated actual expenditures for Goal 2, Metric 4. Actual expenditures differed from the budgeted amount due to the restructuring of staff salaries and benefits during the year. Adjustments to staffing assignments, compensation, and related benefit costs were made to better align resources with organizational and programmatic needs. As a result, personnel-related expenditures varied from the original budget projections.

Goal 2 Metric 5
Budgeted: $1,916,607.09
Actual: $2,263,653.74
Explanation: There was a material difference between the budgeted expenditures and the estimated actual expenditures for Goal 2, Metric 5. Actual expenditures exceeded the budgeted amount due to increased costs associated with supporting the needs of students with Individualized Education Programs (IEPs). Additional services, resources, and specialized supports were provided to ensure that students received the accommodations and interventions required to meet their educational needs. As a result, expenditures were higher than originally projected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the implementation of Goal 2 metrics showed a mixed level of effectiveness, with several indicators meeting or exceeding targets, while others fell short, highlighting key areas for continued improvement and targeted support.

Effective Metric
Metric 2.1 – Implementation of State Standards
Achieved 100% implementation across all classrooms, fully meeting the target. This reflects a strong foundation in standards-based instruction schoolwide.

Metric 2.6 – MAP Reading Growth
68.5% of students met or exceeded growth targets, exceeding the 50% goal, demonstrating strong reading development across grade levels.

Metric 2.7 – MAP Reading CGI
Students achieved a CGI of 0.94, meeting expectations for conditional growth and signaling positive momentum.

Metric 2.10 – MAP Math Growth
63.2% of students met or exceeded growth targets, significantly exceeding the 50% benchmark.

Metric 2.11 – MAP Math CGI
A Conditional Growth Index (CGI) of 0.52 was achieved, above the expected growth threshold, showing math gains.

Metric 2.14 – CAASPP-Science Proficiency
21.61% of students met or exceeded standards, maintaining effective science instruction from the previous year.

Ineffective or Partially Effective Metrics
Metric 2.2 – Observation Completion
Only 46% of required observations (one formal, four informal per teacher) were completed by school administration, falling significantly short of the 85% target. This indicates a need for stronger systems to monitor and support teacher performance consistently.

Metric 2.3 – Course Grades (C or Better)
60% of students earned a grade of “C” or better in core and elective classes, underperforming relative to the 80% target. This points to a need for more differentiated instruction and academic supports, especially for struggling learners.

Metric 2.4 - CAASPP-ELA Proficiency
Students scored 34.42% meeting or exceeding the standard, falling short of the goal of 40%.

Metric 2.5 – CA Dashboard ELA Performance
Students scored 42.3 points below standard, underperforming the goal of 38.0 points below, requiring more targeted instruction to improve English Language Arts.

Metric 2.8 – CAASPP-Math Proficiency
23.27% of students met or exceeded standards, falling short of the 28%, requiring more Math instructional support.

Metric 2.9 – CA Dashboard Math Performance
Students scored 95.7 points below standard, declining 17.2 points, indicating more supports in math performance.

Metric 2.12 – English Learner Progress (ELPI)
Only 40.7% of EL students advanced at least one ELPI level or maintained Level 4, below the 50% goal. Though an improvement from the year prior, the same targeted strategies will be implemented to meet the goal.

Metric 2.13 – ELs Reclassified to Fluent English Proficient (RFEP)

7.4% of EL students were reclassified. This falls short of the 10% goal, requiring more supports for our ELs to increase the number of students being reclassified.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on analysis of the 2025–26 outcomes, no substantive changes were made to Goal 2; however, several actions and implementation strategies have been refined to better address areas where performance did not meet established targets. While the school demonstrated success in standards implementation, MAP Reading and Math growth, and Science proficiency, student outcomes in English Language Arts, Mathematics, course performance, English Learner progress, and teacher observation completion indicate a need for increased support and monitoring.

As a result, the school will strengthen instructional coaching and classroom observation systems to ensure administrators complete required observations and provide timely feedback to teachers. Additional professional development and coaching will focus on differentiated instruction, standards-aligned instructional practices, and data-driven decision-making to improve student achievement in ELA and Mathematics.

To address lower-than-expected performance among English Learners, the school will continue and expand targeted language development supports, progress monitoring, and interventions designed to increase ELPI performance and reclassification rates. Academic intervention programs will be enhanced to provide more intensive support for students performing below grade level, with a particular emphasis on literacy and mathematics.

Target outcomes for several metrics have been maintained to reinforce the school's commitment to achieving long-term student success; however, implementation strategies and monitoring processes have been revised to ensure greater accountability, equitable access to supports, and improved student outcomes. These adjustments reflect lessons learned from prior practice and are intended to accelerate progress toward meeting Goal 2 objectives.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will	$2,800,335.30	No

Action #	Title	Description	Total Funds	Contributing
		design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: • TeacherSalaries: Title I; Amount: $90,728 • STRS: Title I; Amount: $18,844.44 • OASDI/Medicare: Title I; Amount: $1,430.60 • Unemployment Insurance: Title I; Amount: $493.31		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.	$199,456.84	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: professional development, tuition reimbursement, and Teacher Salaries. The following expenditures will be funded by federal Title funds: • Certified Pupil Support Salaries: Title I; Amount: $99,770 • STRS: Title I; Amount: $20,285.73 • OASDI/Medicare: Title I; Amount: $1,540.02 • Health & Welfare Benefits: Title I; Amount: $8,141.56 • Unemployment Insurance: Title I; Amount: $531.04 • Prof Developmnt: Title II; Amount: $15,000 • Prof Dev-Other: Title II; Amount: $19,000		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Educational Software, Staff benefits, Administrator and Teacher salaries. The following expenditures will be funded by federal Title funds: • TeacherSalaries: Title I; Amount: $88,044 • STRS: Title I; Amount: $16,816.40	$1,019,728.86	Yes

Action #	Title	Description	Total Funds	Contributing
		• OASD/Medicare: Title I; Amount: $1,276.64 • Health & Welfare Benefits: Title I; Amount: $13,039.06 • Unemployment Insurance: Title I; Amount: $440.22 • Educat Software: Title I; Amount: $55,915.88 • Educat Software: Title IV, Part A ESEA (ESSA); Amount: $3,180 LREBG ACTION: The planned use of the unexpended LREBG funds aligns with Action 2.3, which focuses on implementing a Multi-Tiered System of Supports (MTSS) to deliver targeted academic and social-emotional interventions. Funds will support personnel costs associated with providing small group and one-on-one interventions, co-taught classes, extended learning opportunities, and collaborative support meetings to ensure student progress is consistently monitored and addressed.		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This	$83,849.79	Yes

Action #	Title	Description	Total Funds	Contributing
		notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: Professional Services. The following expenditures will be funded by federal Title funds: -Clerical & Tech: Resource: Title III - Imm. Ed.; Amount: $69,264.67 -STRS: Resource: Title III - Imm. Ed.; Amount: $13,234.01 -OASDI/Medicare: Resource: Title III - Imm. Ed.; Amount: $1,004.68 -Unemployment Insurance: Title III - Imm. Ed.; Amount: $346.44		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.	$2,208,308.56	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: -Professional Services: Title IV, Part A ESEA (ESSA); Amount: $8,000.00 -SpEd Ctrct Inst: IDEA SPED; Amount: $107,710.00		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 9.0%	2024-25: (As of 6/5/25) 9.0%	2025-26 (As of 5/22/26): 12%	2026-27: >= 10%	+3.0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 90%	+1.0 percentage point
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 80%	0 percentage points
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 72.7%	2023-24 (2024 Dashboard): 80.5%	2024-25 (2025 Dashboard): 71.3% 2025-26 (As of 5/22/26): 77.9%	2025-26: (2026 Dashboard) >= 55.0%	-1.4 percentage points
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 64.38%	2023-24: 58.16%	2024-25: 54.79% 2025-26 (As of 5/22/26): 55.35%	2025-26: >= 55.00%	-9.59 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 24.66%	2023-24: 63.75%	2024-25: 19.72% 2025-26 (As of 5/22/26): 45.92%	2025-26: >= 35.00%	-4.94 percentage points
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 75.3%	2023-24: 73.1%	2024-25: 53.2%	2025-26: >= 55.0%	-22.1 percentage points
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 60.0%	2023-24: 66.7%	2024-25: 50.5%	2025-26: >= 55.0%	9.5 percentage points
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 19.5%	2023-24: (2024 Dashboard) 31.2%	2024-25 (2025 Dashboard): 41.7% 2025-26 (As of 5/22/26): 33.8%	2025-26: (2026 Dashboard) >= 35.0%	+22.2 percentage points
3.10	Percentage of cohort graduates who have successfully completed	2022-23: (2023 Dashboard) 89.7%	2023-24 (2024 Dashboard): 96.1%	2024-25 (2025 Dashboard): 100.0%	2025-26: (2026 Dashboard) >= 90.0%	+10.3 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 92.6%		
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2023-24 (2024 Dashboard): 0.0%	2024-25 (2025 Dashboard): 1.4% 2025-26 (As of 5/22/26): 0%	2025-26: (2026 Dashboard) >= 10.0%	+1.4 percentage points
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2023-24 (2024 Dashboard): 0.0%	2024-25 (2025 Dashboard): 1.0% 2025-26 (As of 5/22/26): 0%	2025-26: (2026 Dashboard) >= 10.0%	+1.0 percentage point
3.13	Percentage of cohort graduates who have earned a Seal of	2022-23 (CDE DataQuest): 26.0%	2023-24 (CDE DataQuest): 37.8%	2024-25 (CDE DataQuest): 35.6%	2025-26: (CDE DataQuest) >= 20.0%	+9.6 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy (Source: CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 27.9%		
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 45.2%	2023-24 (CDE DataQuest): 32.4%	2024-25 (CDE DataQuest): 32.7% 2025-26 (As of 5/22/26): 25.0%	2025-26: (CDE DataQuest) >= 30.0%	-12.5 percentage points
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 53.3%	2024-25: (As of 5/23/25) 50.0%	2025-26 (As of 5/22/26): 44.1%	2026-27: >= 50.0%	-9.2 percentage points
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 88.0%	2024-25: (As of 5/23/25) 97%	2025-26 (As of 5/22/26): 94%	2026-27: >= 90%	+6.0 percentage points
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 76.0%	2024-25: (As of 5/23/25) 73%	2025-26 (As of 5/22/26): 72%	2026-27: >= 60%	-4.0 percentage points
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 52.7%	Class of 2022: 54.3%	Class of 2023: 74.0%	Class of 2024: >= 60%	+21.3 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of Goal 3 during the 2025–26 school year was largely successful, with the vast majority of actions executed as planned and resulting in strong student outcomes. The school met or exceeded performance targets for most indicators related to college readiness, advanced coursework, and STEAM engagement. However, several substantive differences between planned and actual implementation emerged, particularly in areas involving dual enrollment access, ELA college readiness, and integration of career technical education (CTE) pathways.

Implementation Successes
Many of the school's planned actions for Goal 3 were implemented effectively and led to measurable success:

Advanced Math Enrollment (Metric 3.1):
12% of students participated in accelerated or advanced math coursework or clubs, just above the 10% goal. This signals an improvement in the number of students showing growth in math.

Technology and STEAM Access (Metrics 3.2 & 3.3):
All graduating students engaged in technology-infused learning and demonstrated STEAM-related projects, affirming full implementation of innovation-focused learning strategies.

College and Career Indicator (Metric 3.4):
The school surpassed its CCI preparedness target (77.9% vs. 55% goal), reflecting successful alignment with state-defined readiness metrics.

Math Readiness and Achievement (Metrics 3.6, 3.7, 3.8):
The school either exceeded or remained close to the targets in CAASPP-Math EAP performance, AP exam performance, and AP pass rates among seniors, suggesting that math instruction and exam preparation programs were executed with fidelity and had a positive impact on student outcomes.

Postsecondary Preparedness (Metrics 3.10, 3.13, 3.16, & 3.17):
High rates of A-G course completion (92.6%), Seal of Biliteracy (27.9%), and college acceptance (94% overall; 72% to 4-year institutions) reflect deep integration of college readiness supports across multiple grade levels.

The percentage of students earning the Golden State Seal Merit Diploma (25%) and the Advanced or Honors MPS Diploma (44.1%) fell below the established targets of 30% and 50%, respectively. These results indicate a need to strengthen college and career readiness planning by identifying eligible students earlier and increasing ongoing academic counseling and monitoring throughout high school. To improve outcomes, the school will implement earlier and more frequent student advisement meetings, enhance progress monitoring systems, and provide targeted support to ensure students remain on track to meet the requirements for these distinguished diploma pathways.

College-Going Rate (Metric 3.18):
While 97% of graduates were accepted to college, 74% enrolled—exceeding the 60% goal. This suggests our supports, or post-graduation follow-up, ensured students follow through on their college plans.

These successes indicate that core instructional, advising, and assessment preparation practices were implemented consistently and with high impact.

Challenges and Implementation Gaps
Several actions did not reach their expected outcomes, revealing gaps between planning and execution:

ELA Readiness on CAASPP (Metric 3.5):
55.35% of students demonstrated college readiness in ELA, just above the 55% target. This suggests a continued need for strong literacy support in Grades 10–11 and continued targeted interventions for struggling students.

Dual Enrollment Completion (Metric 3.9):
Only 33.8% of students completed two semesters of college coursework with a grade of C– or better, versus a goal of 35%. This gap may be due to enrollment capacity, course availability, or students' readiness for college-level rigor.

CTE + A-G Integration (Metric 3.11 & 3.12):
A significant implementation gap occurred here, with 0% of students completing both CTE and A-G sequences—well below the 10% target. This reflects a lack of alignment between academic and CTE tracks, possibly due to scheduling constraints or underdeveloped pathway options.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Metric 1
Budgeted: $399,687.17
Actual: $370,504.83
Explanation: The actual expenditures exceeded the budgeted amount due to higher-than-anticipated participation in college and career readiness activities. Additional funding was allocated to support:

Expanded college field trips, increased access to AP exam preparation and fee assistance, and college and career fairs.
These expansions were in response to elevated student interest and the school's effort to exceed College/Career Indicator (CCI) goals, resulting in a purposeful over-investment to enhance student preparedness.

Goal 3 Metric 2

Budgeted: $7,965.00
Actual: $3,000.00
Explanation: Actual expenditures exceeded projected expenditures due to an increased need for academic intervention services and supports. Additional resources were allocated to provide targeted instructional interventions, supplemental learning opportunities, and student support services designed to address learning gaps and accelerate academic growth. These expenditures were necessary to meet the evolving needs of students and support progress toward the school's academic achievement goals.

Goal 3 Metric 3
Budgeted: $191,746.98
Actual: $258,812.85
Explanation: This over-expenditure resulted from needs in educational software for our online curriculum programs.

Goal 3 Metric 4
Budgeted: $553,022.19
Actual: $421,979.71
Explanation: There was a material difference between the budgeted expenditures and the estimated actual expenditures for Goal 3, Metric 4. Actual expenditures were lower than budgeted due to reduced equipment needs, as major equipment purchases had been completed in prior years and existing resources continued to adequately support program operations. In addition, transportation costs for athletic activities were lower than anticipated because the school was able to utilize its own gymnasium rather than renting off-site facilities, significantly reducing the need for student transportation. As a result, total expenditures for this metric were below the original budget projections.

Goal 3 Metric 5
Budgeted: $831,303.33
Actual: $742,001.47
Explanation: The variance is primarily attributed to unfilled enrichment staffing positions and conservative program scaling in the arts, music, and electives. Some after-school and extracurricular programs were staffed by existing faculty or provided by our after-school program.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The specific actions implemented under this goal have been largely effective in making progress toward improving college and career readiness, increasing access to rigorous coursework, and strengthening student preparation for postsecondary success. Several metrics met or exceeded their intended targets, indicating that core instructional, advising, technology, STEAM, and college readiness supports were implemented consistently and had a positive impact on student outcomes.

The school exceeded the target for advanced math participation, with 12% of students enrolled in accelerated or advanced math coursework or clubs, surpassing the 10% goal. In addition, all graduating students participated in technology-infused learning and completed STEAM-

related projects, demonstrating full implementation of innovation-focused learning opportunities. The College and Career Indicator also exceeded the target, with 77.9% of students prepared compared to the 55% goal, reflecting the effectiveness of college and career readiness systems.

Additional areas of strength included math readiness and achievement, A-G completion, Seal of Biliteracy attainment, Golden State Seal attainment, Honors/Advanced Diploma completion, college acceptance, and college enrollment. These outcomes suggest that instructional supports, assessment preparation, academic counseling, and postsecondary planning actions were effective in supporting students toward graduation and college readiness.

However, several actions were partially effective or ineffective and require continued refinement. Although ELA readiness on CAASPP slightly exceeded the target, performance remains an area for continued attention, particularly in Grades 10–11 and for students needing targeted literacy intervention. Dual enrollment completion fell slightly below the goal, indicating a need to strengthen student access, readiness, and support for college-level coursework.

A significant area of need remains the integration of CTE and A-G pathways, as 0% of students completed both CTE and A-G sequences, falling well below the 10% target. This indicates that current pathway structures, scheduling practices, and course sequencing have not yet provided students with sufficient access to complete both requirements. Additionally, the percentage of students earning the Golden State Seal Merit Diploma and Advanced or Honors MPS Diploma fell below targets, demonstrating a need for earlier identification of eligible students, more frequent academic advisement, and improved progress monitoring throughout high school.

Overall, the actions under this goal were effective in many key areas, particularly in college readiness, math growth, STEAM access, and postsecondary outcomes. Moving forward, the school will maintain the successful practices that contributed to strong outcomes while refining actions related to literacy support, dual enrollment access, CTE pathway alignment, and early academic counseling to ensure that more students remain on track for advanced diploma pathways and postsecondary success.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections from the 2025-26 school year, no significant changes were made to Goal 3; however, several actions and implementation strategies have been refined to address areas where outcomes did not meet expectations. Analysis of student performance data demonstrated strong results in college and career readiness, advanced coursework participation, technology integration, postsecondary enrollment, and mathematics achievement. As a result, the school will continue to implement the successful practices that contributed to these outcomes.

To address identified areas of need, the school will strengthen literacy supports and targeted interventions for students who are not yet demonstrating college readiness in English Language Arts. Additional academic support and progress monitoring will be provided to increase student success in dual enrollment courses and improve completion rates.

In response to the lack of students completing both CTE and A-G pathways, the school will review course sequencing, scheduling practices, and pathway alignment to expand opportunities for students to participate in both college preparatory and career technical education programs. Increased collaboration between counseling, administration, and instructional staff will support the development of clearer pathways that allow students to meet both requirements.

Additionally, the school will enhance college and career readiness planning by identifying students eligible for the Golden State Seal Merit Diploma and Advanced or Honors MPS Diploma earlier in their high school experience. More frequent academic advisement meetings, progress monitoring, and family outreach will be implemented to ensure students remain on track to meet diploma requirements and other postsecondary readiness milestones.

Target outcomes for the coming year have largely been maintained to reinforce high expectations and continuous improvement. The refined actions and monitoring systems are intended to increase student access to rigorous coursework, strengthen pathway completion, improve postsecondary readiness outcomes, and ensure that all students are prepared for success in college, career, and civic life.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: Educational Software..	$303,509.87	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: -Educat Software: Title I; Amount: $500.00		
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: Educational Software. The following expenditures will be funded by federal Title funds: -Educat Software: Title I; Amount: $3,000.00	$3,000.00	Yes
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they	$258,167.04	Yes

Action #	Title	Description	Total Funds	Contributing
		will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: Educational Software. The following expenditures will be funded by federal Title funds: -Educat Software: Title I; Amount: $3,000		
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE supplies expenses.	$409,118.81	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: -PE Supplies: Title IV, Part A ESEA (ESSA); Amount: $10,000.00		
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A	$748,165.21	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 5	2024-25: (As of 6/5/25) 8	2025-26 (As of 5/15/26): 10	2026-27: >= 8	+5
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 3	2024-25: (As of 6/5/25) 2	2025-26 (As of 5/15/26): 4	2026-27: >= 4	+1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 78	2024-25: (As of 6/5/25) 39	2025-26 (As of 5/15/26): 44	2026-27: >= 10	-34
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 14.4%	2024-25: (As of 6/5/25) 6.7%	2025-26 (As of 6/9/26): 8.8%	2026-27: >= 15.0%	-5.6 percentage points
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.17%	2024-25 P-2 ADA: (Months 1-8) 92.39%	2025-26 P-2 ADA (Months 1-8): 93.63%	2026-27: (P-2 ADA) >= 92.00%	+0.46 percentage points
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 23.5%	2023-24: (2024 Dashboard) 21.6%	2024-25 (2025 Dashboard): 24.1% 2025-26 (As of 5/22/26): 20.8%	2025-26: (2026 Dashboard) <= 20.0%	+0.6 percentage points
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%	2024-25: (As of 6/5/25) 2.4%	2025-26 (As of 6/10/26): 0.8%	2026-27: <= 2.0%	+0.8 percentage points
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 2.6%	2023-24: (CDE DataQuest) 0.0%	2024-25 (CDE DataQuest): 3.0% 2025-26 (As of 6/10/26): 0.0%	2025-26: (CDE DataQuest) <= 2.0%	+0.4 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 94.9%	2023-24: (2024 Dashboard) 97.4%	2024-25 (2025 Dashboard): 96.1% 2025-26 (As of 5/22/26): 100.0%	2025-26: (2026 Dashboard) >= 95.0%	+1.2 percentage points
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 3.5%	2023-24: (2024 Dashboard) 2.5%	2024-25 (2025 Dashboard): 5.0% 2025-26 (As of 5/22/26): 1.9%	2025-26: (2026 Dashboard) <= 2.5%	+1.5 percentage points
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.13%	2024-25 (CDE DataQuest): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (CDE DataQuest) <= 0.50%	0 percentage points
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 99.3% -Families: 91.0% -Staff: 100.0%	2024-25: -Students: 96.1% -Families: 42.7% -Staff: 88.0%	2025-26: -Students: 96.8% -Families: 57.7% -Staff: 96.1%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	-Students: -2.5 percentage points -Families: -33.3 percentage points -Staff: -3.9 percentage points
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate	2023-24: -Students: 55.0% -Families: 92.0% -Staff: 70.0%	2024-25: -Students: 54% -Families: 91% -Staff: 53%	2025-26: -Students: 64% -Families: 87% -Staff: 49%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	-Students: +9 percentage points -Families: -5 percentage points -Staff: -21 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 62% -Families: 95% -Staff: 77%	2024-25: -Students: 65% -Families: 89% -Staff: 48%	2025-26: -Students: 63% -Families: 79% -Staff: 48%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	-Students: +1 percentage points -Families: -16 percentage points -Staff: -29 percentage points
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 84.38%	2024-25: (Spring 2024 to Fall 2024) 86%	2025-26 (Spring 2025 to Fall 2025): 86%	2026-27: (Spring 2026 to Fall 2026) >= 85%	+1.62 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Implementation of Goal 4 during the 2025–26 school year demonstrated a blend of strong execution and key implementation challenges, particularly in the areas of stakeholder satisfaction, chronic absenteeism, and outreach to English Learner families. While many planned metrics were delivered as intended and yielded measurable success, some fell short of expectations due to structural or capacity-related barriers.

Successful Implementation Areas

Several metrics were carried out as planned and met or exceeded their performance targets:

Family Engagement and Participation Events:
The school hosted 44 parent engagement activities (far exceeding the goal of 10), and conducted 10 PAC meetings, fully meeting expectations for structured family involvement in school governance and events. These efforts reflect the school's strong organizational capacity to provide opportunities for families to connect with school life.

Student Outcomes and Safety:
The school achieved a 100% graduation rate, maintained a 0% high school dropout rate, and kept expulsions at 0%, all of which suggest that academic and behavioral support systems were effectively implemented. Additionally, ADA was 93.63%, slightly above the goal of 92%, reflecting continued efforts to keep students engaged in day-to-day learning.

Student Suspension Rate:
Suspension rate was 1.9% (goal: =2.5%). These results signal persistent practices of applying more effective interventions and supports to address behavior concerns.

Student Retention:
The student retention rate was 86%, meeting the goal of 85% and demonstrating the effectiveness of staff support and retention strategies.

Middle School Dropout Rate:
At 0.8%, the middle school dropout rate achieved the goal of 2%, representing a significant improvement over last year's 2.4%.

Implementation Gaps and Challenges
However, several substantive differences emerged between planned and actual implementation, particularly in the following areas:

ELAC Participation and EL Family Engagement:

Teacher Home Visits:
Only 8.8% of students received a teacher home visit. Though it was a small increase from last year, it is still well below the 15% target. This gap suggests capacity constraints and competing staff priorities, highlighting a need for more coordinated planning and incentives for teacher outreach.

Chronic Absenteeism and Discipline:
The chronic absenteeism rate decreased to 20.8%, but still did not meet our goal (goal = 20%).

Stakeholder Survey Participation and Satisfaction:
The participation rate was low among families (57.5%), missing the 75% target, and satisfaction rates were below goals among students (63%) and staff (48%). These trends point to a disconnect between school efforts and stakeholder experience, potentially linked to communication gaps, staff workload, or limited responsiveness to feedback.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Metric 1
Budgeted: $275.00
Actual: $275.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Metric 2
Budgeted: $377,199.76
Actual: $382,949.86
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Metric 3
Budgeted: $569,788.39
Actual: $593,114.39
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Metric 4
Budgeted: $3,500.00
Actual: $3,500.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Metric 5
Budgeted: $629,125.72
Actual: $504,133.15
Explanation: Actual expenditures were lower than projected expenditures due to declining student enrollment and corresponding reductions in staffing. As enrollment decreased, staffing allocations and associated personnel costs were adjusted to align with student needs and available funding. These adjustments resulted in expenditures that were below the originally budgeted amount while maintaining the programs and services necessary to support student success.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 4 were largely effective in promoting student engagement, family involvement, school connectedness, and positive student outcomes. Several metrics met or exceeded their established targets, demonstrating the successful implementation of key programs and services designed to support a positive school climate and strengthen partnerships with families.

Family engagement efforts were particularly successful, with the school hosting 44 parent engagement activities, significantly exceeding the goal of 10 events, and conducting all planned Parent Advisory Committee (PAC) meetings. These activities provided meaningful opportunities for families to participate in school programs, governance, and decision-making processes. Additionally, the school maintained strong student outcomes, including a 100% graduation rate, a 0% high school dropout rate, and a 0% expulsion rate. Average Daily Attendance (ADA) exceeded the established goal, and the student suspension rate remained below the target, indicating that behavioral supports, intervention strategies, and student engagement efforts were effective. The student retention rate also met the established goal, reflecting the school's ability to foster a supportive educational environment that encourages students to remain enrolled and engaged.

Despite these successes, several actions were only partially effective and highlight areas for continued improvement. Teacher home visits fell below the established target, indicating challenges related to staff capacity, competing priorities, and the need for a more structured outreach system. While chronic absenteeism improved from the prior year, the rate remained above the desired target, suggesting that additional attendance interventions and family engagement strategies are needed to address barriers to consistent attendance.

Stakeholder engagement also presented challenges. Family and staff participation rates in stakeholder surveys fell below expectations, and student and staff satisfaction levels did not meet established goals. These results suggest a need to strengthen communication systems, increase opportunities for meaningful stakeholder input, and ensure that feedback is incorporated into school improvement efforts. Additionally, the middle school dropout rate slightly exceeded the target, indicating a need for earlier academic, behavioral, and social-emotional interventions to support at-risk students before they disengage from school.

Overall, the actions associated with Goal 4 were effective in maintaining a positive school climate, supporting student success, and promoting family engagement. However, the school will continue refining strategies related to attendance, stakeholder engagement, family outreach, and middle school student support to ensure greater progress toward all identified outcomes.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following a review of Year 1 outcomes for Goal 4—focused on strengthening school climate, student engagement, and stakeholder participation—several strategic adjustments have been made for the 2025–26 school year. These changes respond to implementation gaps, unmet participation and satisfaction targets, and emerging priorities related to chronic absenteeism and school connectedness.

Changes to Actions and Supports
Increase ELAC Meeting Frequency and Family Outreach (Metric 4.2)
With only 2 ELAC meetings conducted (goal: 4), the school will implement a monthly standing ELAC schedule and improve communication through multilingual outreach, parent liaisons, and childcare availability. This aims to better engage English Learner families and amplify their voice in school planning.

Revise and Incentivize Teacher Home Visit Program (Metric 4.4)
The 6.7% home visit rate (goal: 15%) revealed low staff participation, prompting changes to include:

Streamlined tracking tools, flexible home visit formats (virtual or in-person) and times, and protected planning time for visits.

Strengthen Chronic Absenteeism Interventions (Metric 4.6)
With a 20.8% rate, slightly above the 20% goal, the school will:

Establish site-based attendance teams for weekly monitoring, continue to expand tiered re-engagement strategies, including attendance contracts, parent conferencing, and wellness checks, and increase partnerships with mental health and community support services

Improve Restorative Practices and Suspension Alternatives (Metrics 4.10)
The suspension rate of 4.7% (goal: 2.5%) highlights a need to:

Provide staff-wide restorative practices training, strengthen the implementation of re-entry plan protocol post-suspension, and create more alternatives such as peer mediation and reflection spaces

Revised Stakeholder Survey Approach (Metrics 4.12–4.14)
Participation and satisfaction rates were low among students, staff, and families. As a result:

Actionable results will be shared with stakeholders in transparent, solution-oriented forums, and more incentives to complete the surveys.

Metrics and Target Refinements
While the core goal remains unchanged, select metrics and targets will be recalibrated to better reflect ambitious but achievable benchmarks:

Stakeholder satisfaction targets will remain, but interim progress indicators will be added to monitor climate and engagement throughout the year.

Chronic absenteeism interventions will be tracked using monthly attendance recovery metrics

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school	$275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: 5940: Technology. The following expenditures will be funded by federal Title funds: N/A		
4.2	Building relationships and partnerships with families for student outcomes	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School	$384,120.05	Yes

Action #	Title	Description	Total Funds	Contributing
		will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Professional Services, Unemployment Insurance, OASDI/Medicare, STRS, and Teacher Salaries. The following expenditures will be funded by federal Title funds: -Teacher Salaries: Title I; Amount: $6,000.00 -STRS: Title I; Amount: $1,146.00 -OASDI/Medicare: Title I; Amount: $87.00 -Unemployment Insurance: Title I; Amount: $30.00 -Professional Services: Title I; Amount: $9,000.00		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives	$453,495.08	Yes

Action #	Title	Description	Total Funds	Contributing
		to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Instructional Materials & Supplies. The following expenditures will be funded by federal Title funds: -Instructional Materials & Supplies: Title I; Amount: $5,000.00		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will	$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: Professional Services: Title I; Amount: $3,500.00		
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Corresponding personnel salaries, Marketing expenditures, professional services, membership fees. The following expenditures will be funded by federal Title funds: N/A	$398,678.66	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,632,619	$200,659

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.691%	0.000%	$0.00	24.691%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials,	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers	Goal 2: For all students, but particularly for the EL and LTEL student groups: • Percentage of students who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students.	have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP	Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3.	years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• College-Going Rate (Source: CDE DataQuest)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. **Scope:** LEA-wide	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning.	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. **Scope:**	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy,	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:** LEA-wide	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math,	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning;

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. **Scope:** LEA-wide	Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision	Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates"

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout	teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source:

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			"Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental,	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased	• High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:** It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP,	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school	Goal 4: • School experience survey "participation rates" by students, families, and staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	(Source: Local Indicator Priority 6, Panorama Education) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of seniors who have

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-1 will utilize the concentration grant add-on funds ($200,659) in the following manner:

MSA-1 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	10,662,447	2,632,619	24.691%	0.000%	24.691%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$10,940,031.78	$2,631,500.12	$89,970.78	$695,299.68	$14,356,802.36	$7,716,595.69	$6,640,206.67

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$50,509.00	$50,509.00				$50,509.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$0.00	$864,202.35	$806,202.35	$58,000.00			$864,202.35	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$154,094.47	$2,201,796.00	$1,937,541.47	$418,349.00			$2,355,890.47	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$47,500.00	$47,500.00				$47,500.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$0.00	$1,764,991.47	$1,764,991.47				$1,764,991.47	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$2,543,535.30	$256,800.00	$2,685,838.95	$3,000.00		$111,496.35	$2,800,335.30	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$130,268.34	$69,188.50	$15,188.50	$20,000.00		$164,268.34	$199,456.84	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$906,632.98	$113,095.88	$688,756.16	$152,260.50		$178,712.20	$1,019,728.86	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$83,849.79	$0.00				$83,849.79	$83,849.79	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$1,582,598.56	$625,710.00	$880,966.45	$1,181,161.33	$30,470.78	$115,710.00	$2,208,308.56	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$275,383.40	$28,126.47	$215,508.71	$87,501.16		$500.00	$303,509.87	
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,000.00				$3,000.00	$3,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$255,167.04	$3,000.00	$138,296.60	$116,870.44		$3,000.00	$258,167.04	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$305,555.81	$103,563.00	$339,618.81		$59,500.00	$10,000.00	$409,118.81	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$454,573.21	$293,592.00	$360,254.44	$387,910.77			$748,165.21	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$275.00	$275.00				$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$351,486.05	$32,634.00	$361,804.55	$6,052.50		$16,263.00	$384,120.05	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$367,499.08	$85,996.00	$448,495.08			$5,000.00	$453,495.08	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,500.00				$3,500.00	$3,500.00	
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$305,951.66	$92,727.00	$198,284.24	$200,394.42			$398,678.66	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
10,662,447	2,632,619	24.691%	0.000%	24.691%	$2,813,982.09	0.000%	26.392 %	**Total:**	$2,813,982.09
								LEA-wide Total:	$2,813,982.09
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$47,500.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,188.50	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$688,756.16	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools		
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$215,508.71	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$138,296.60	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$339,618.81	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$360,254.44	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$361,804.55	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$448,495.08	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$198,284.24	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$15,726,980.17	$15,041,087.01

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$50,509.00	$73,873.00
1	**1.2**	Instructional materials and technology	No	$749,554.12	$853,478.27
1	**1.3**	Clean and safe facilities that support learning	No	$3,191,642.17	$2,686,549.12
1	**1.4**	Healthy and nutritious meals	Yes	$60,561.00	$50,500.00
1	**1.5**	Well-orchestrated Home Office support services	No	$1,284,225.00	$1,428,177.70
2	**2.1**	Broad course of study and standards based curriculum	No	$3,216,090.58	$2,836,750.82
2	**2.2**	Professional development for high-quality instruction	Yes	$186,244.31	$218,199.94
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$1,321,864.95	$1,265,783.37
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$186,068.41	$83,849.79
2	**2.5**	Support for students with disabilities	No	$1,916,607.09	$2,263,653.74
3	**3.1**	College/Career readiness programs and activities	Yes	$399,687.17	$370,504.83

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$7,965.00	$3,000.00
3	3.3	Digital literacy and citizenship programs	Yes	$191,746.98	$258,812.85
3	3.4	Physical education, activity, and fitness	Yes	$553,022.19	$421,979.71
3	3.5	Additional programs and activities that support well-rounded education	Yes	$831,303.33	$742,001.47
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$377,199.76	$382,949.86
4	4.3	MTSS - PBIS and SEL support	Yes	$569,788.39	$593,114.39
4	4.4	Annual educational partner surveys	Yes	$3,500.00	$3,500.00
4	4.5	Community outreach and partnerships	Yes	$629,125.72	$504,133.15

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,653,943	$3,356,444.10	$4,487,412.00	($1,130,967.90)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$60,561.00	$5,000		
2	2.2	Professional development for high-quality instruction	Yes	$17,188.50	$218,200		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$885,657.34	$1,265,783		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes		$83,850		
3	3.1	College/Career readiness programs and activities	Yes	$313,729.37	$370,505		
3	3.2	STEM and GATE programs	Yes		$3,000		
3	3.3	Digital literacy and citizenship programs	Yes	$126,453.02	$258,813		
3	3.4	Physical education, activity, and fitness	Yes	$538,022.19	$421,980		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$323,792.95	$742,001		
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$348,830.76	$45,951		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.3**	MTSS - PBIS and SEL support	Yes	$535,799.39	$578,114		
4	**4.4**	Annual educational partner surveys	Yes		$3,500		
4	**4.5**	Community outreach and partnerships	Yes	$206,134.58	$490,440		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
9,839,675	2,653,943	0.00%	26.972%	$4,487,412.00	0.000%	45.605%	$0.00	0.000%

Powered by BoardOnTrack

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

Powered by BoardOnTrack

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

Powered by BoardOnTrack

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

Powered by BoardOnTrack

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

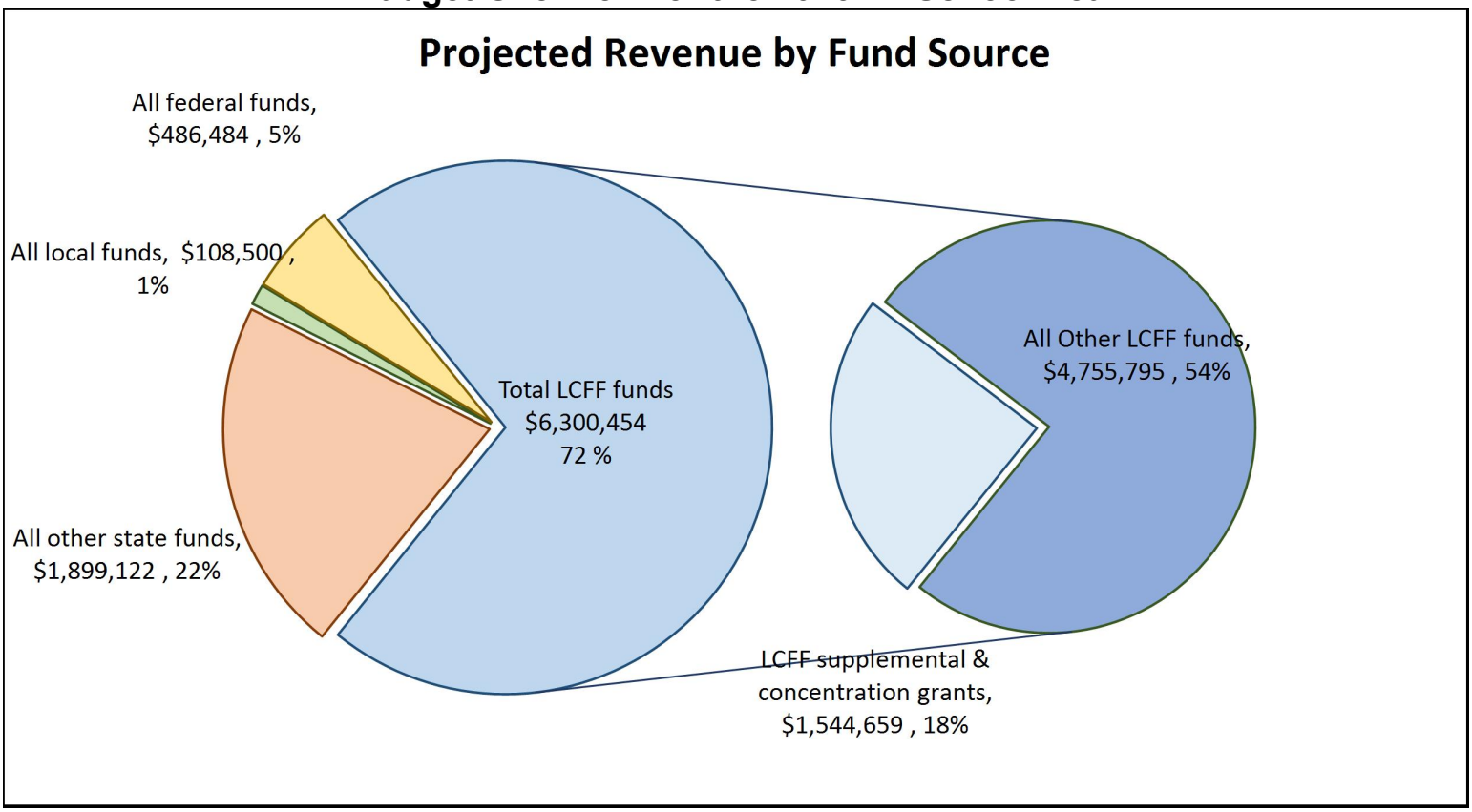
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 2
CDS Code: 19-10199-0115212
School Year: 2026-27
LEA contact information:
Irene Gavi
Principal
igavi@magnoliapublicschools.org
(818) 758-0300

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

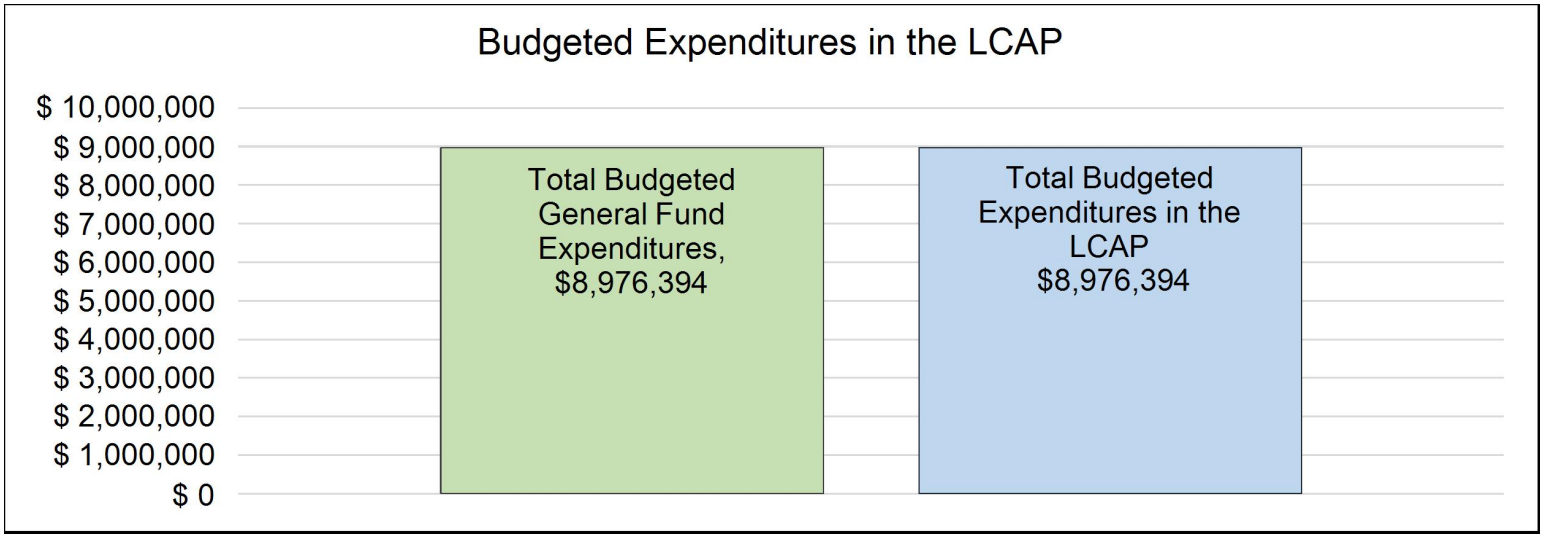


This chart shows the total general purpose revenue Magnolia Science Academy 2 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 2 is $8,794,560, of which $6,300,454 is Local Control Funding Formula (LCFF), $1,899,122 is other state funds, $108,500 is local funds, and $486,484 is federal funds. Of the $6,300,454 in LCFF Funds, $1,544,659 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy 2 plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy 2 plans to spend $8,976,394 for the 2026-27 school year. Of that amount, $8,976,394 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

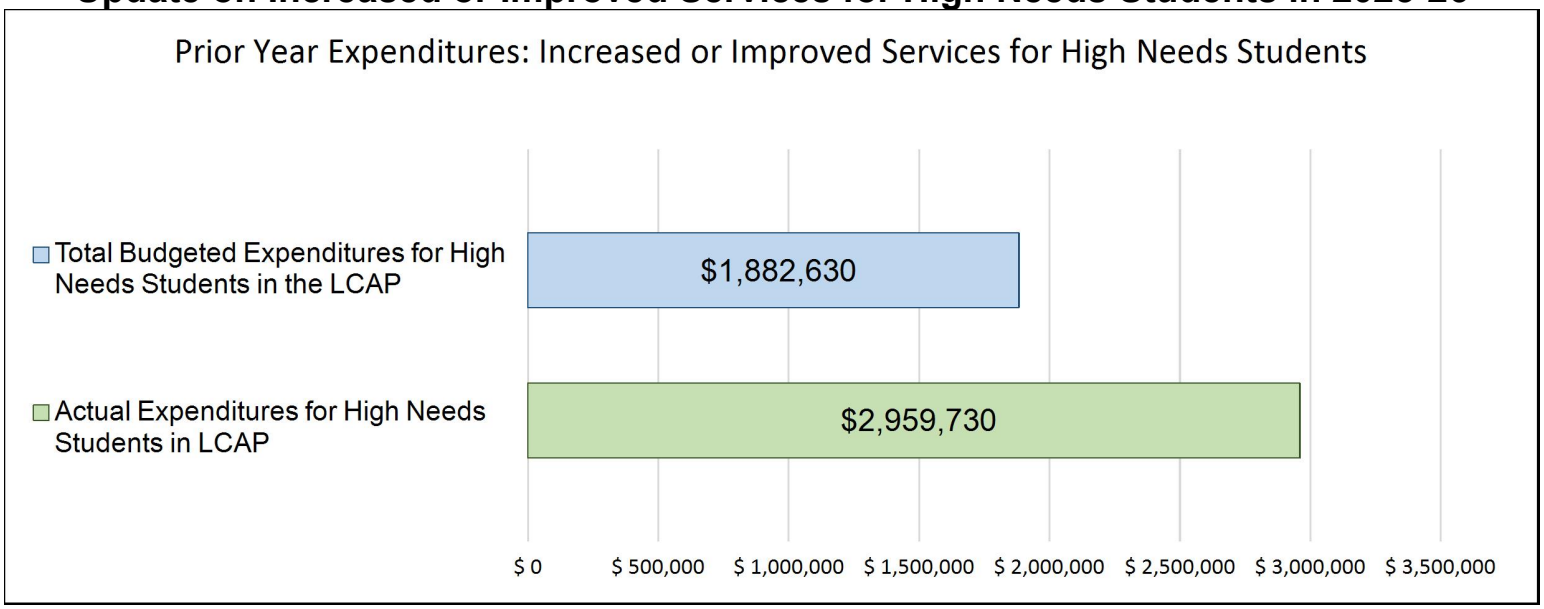
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Magnolia Science Academy 2 is projecting it will receive $1,544,659 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy 2 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy 2 plans to spend $1,851,870 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Magnolia Science Academy 2 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy 2 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy 2's LCAP budgeted $1,882,630 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 2 actually spent $2,959,730 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy 2	Irene Gavi Principal	IGavi@magnoliapublicschools.org (818) 758-0300

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Magnolia Science Academy-2 (MSA-2 Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008, MSA-2's mission is to provide "a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others."

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundational skills presented in ways that are relevant and inspiring for our students. MSA-2 adopted the Gates Model of providing its students with a small school environment, staffed with high quality educators and dedicated professionals whose sole purpose is to educate and prepare each child for higher education. Classroom instruction at MSA-2 is supplemented by tutoring, after-school programs, Saturday school enrichment, morning school support, and school-to-university pathways.

MSA-2 currently has 448 students in grades 6-12, and mainly draws enrollment from Van Nuys, CA, and neighboring communities. The neighborhoods that MSA-2 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-2 serves face economic challenges. MSA-2 has a diverse enrollment, including 91.7% Hispanic / Latino, 2.0% Asian / Pacific Islander, 3.1% White, 1.8 % Black / African American, .9% Filipino, 75.7% Socioeconomically Disadvantaged, 18.8% Special Education, and 17% English Learner population, GATE 8.5% population. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Magnolia Science Academy 2
Address: 17125 Victory Blvd., Lake Balboa, CA, 91406-5455
Phone: 818-758-0300
Email: msa2@magnoliapublicschools.org

Our History
Magnolia Science Academy – 2 (MSA-2) opened its doors to serve the community of Reseda in the Fall of 2008 for the grades 6th through 12th grade. In 2010, the school site moved to Lake Balboa. The school provides an academically rigorous standards-based curriculum.

Our Mission
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Successes

A review of the 2025 California School Dashboard and local data identified several areas of success for MSA-2. English Language Arts performance improved, with 35.82% of students meeting or exceeding standards on the CAASPP ELA assessment. Distance from Standard (DFS) in ELA also improved for all students and key student groups, including socioeconomically disadvantaged students, students with disabilities, and Hispanic students, indicating progress toward grade-level standards.

Local NWEA MAP Reading data reflected strong student growth. Overall, 61.8% of students met their reading growth targets, while English Learners (76.6%), students with disabilities (66.1%), socioeconomically disadvantaged students (59.8%), and Hispanic students (61.9%) all exceeded the school's growth target. Reading growth percentiles also exceeded national norms for multiple student groups.

English Learner outcomes showed meaningful progress during the year. The percentage of English Learners making progress toward English proficiency increased to 41.9%, and the reclassification rate increased to 13.8%, exceeding the school's target. These results demonstrate the positive impact of targeted language development supports and interventions.

MSA-2 also demonstrated success in implementing instructional improvement systems. Classroom observation completion increased to 94%, exceeding the established target and providing greater opportunities for instructional coaching, feedback, and support.

Challenges

Despite these successes, mathematics remains an area of need. While NWEA MAP Mathematics data showed that 51.3% of students met their growth targets and overall growth remained above national norms, only 13.18% of students met or exceeded standards on the CAASPP Mathematics assessment. Mathematics performance among English Learners, students with disabilities, and other student groups continues to require targeted intervention and support.

Science achievement also remains a challenge. Only 18.88% of students met or exceeded standards on the CAASPP Science assessment, which remains below the school's target. Performance among student groups, particularly English Learners and students with disabilities, indicates a continued need for additional instructional support and access to rigorous science learning opportunities.

Another area of concern is overall course performance. The percentage of students earning a grade of C or better in core subjects and electives was 46%, indicating a need to strengthen academic interventions, progress monitoring, and student support systems to improve classroom achievement and mastery of grade-level content.

MSA-2 will continue to utilize Dashboard and local data to strengthen instructional practices, expand intervention supports, and improve outcomes for all student groups, with a particular focus on mathematics achievement, science performance, and overall academic success.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	In order to engage parents as educational partners, MSA-2 utilizes multiple systems and structures designed to gather input, encourage participation, and strengthen collaboration between families and the school community. Parents are provided opportunities to contribute feedback and participate in school improvement efforts, including the development of the Local Control and Accountability Plan (LCAP). MSA-2 gathers parent input through a variety of channels, including Parent Task Force (PTF) meetings, Community Advisory Council (CAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, parent engagement events, surveys, newsletters, and ongoing communication through ParentSquare and other communication platforms. Parents who participate in the PTF and ELAC also serve on the Community Advisory Council (CAC), ensuring representation from key student groups, including English learners, low-income students, and other unduplicated student populations. Throughout the school year, MSA-2 held monthly PTF meetings, monthly CAC meetings, quarterly ELAC meetings, weekly Coffee with the Principal meetings, and numerous parent engagement activities. These meetings provided opportunities for parents to learn about school programs, review student achievement data, discuss school priorities, and provide input regarding the development of the LCAP. MSA-2 also administered the Kelvin School Experience Survey to gather parent feedback regarding school safety, school connectedness, communication, academic support, and overall

Educational Partner(s)	Process for Engagement
	satisfaction. Survey results, along with feedback collected during advisory committee meetings and parent events, were reviewed and considered during the development of the LCAP and the identification of school priorities. As a charter school with measurable student outcomes outlined in its charter petition and a WASC action plan focused on continuous improvement, MSA-2 utilizes the LCAP as a comprehensive planning tool that aligns state priorities, local priorities, and educational partner feedback. Parent input plays an important role in identifying areas of strength, areas for growth, and the allocation of resources to support student success. To ensure effective communication and broad stakeholder participation, MSA-2 disseminates information through ParentSquare, monthly newsletters, the school website, email, phone calls, social media platforms, Google Classroom, Illuminate, Google Forms, and other communication tools. These systems help maintain ongoing communication with families and provide multiple opportunities for meaningful parent engagement throughout the year.
Students	In order to engage students as educational partners, MSA-2 utilizes multiple systems and structures designed to gather student voice, encourage participation in school decision-making, and support continuous school improvement. Students are provided opportunities to share feedback regarding their educational experiences, school climate, academic programs, and school priorities, including the development of the Local Control and Accountability Plan (LCAP). MSA-2 gathers student input through Community Advisory Council (CAC) meetings, Student Council meetings, Coffee with the Principal meetings, student leadership opportunities, school events, Board of Directors meetings, and student surveys. Student representatives participate in the Community Advisory Council (CAC), ensuring that student perspectives are considered during discussions related to school improvement, resource allocation, and LCAP development. Throughout the school year, MSA-2 held regular CAC meetings, Student Council meetings, Coffee with the Principal meetings, and a variety of student activities and leadership opportunities. These

Educational Partner(s)	Process for Engagement
	forums provided students with opportunities to discuss school programs, academic supports, school culture, safety, and other topics important to the student experience. Student feedback was reviewed and considered as part of the LCAP development process. MSA-2 also administered the Kelvin School Experience Survey to gather student feedback regarding school safety, school connectedness, teaching and learning, student engagement, and overall school climate. Survey results provided valuable information regarding student perceptions and were used to identify strengths, areas for growth, and priorities for continuous improvement. As a charter school committed to continuous improvement, MSA-2 values student voice as an important component of the planning process. Student feedback gathered through advisory committees, surveys, leadership groups, and school events helped inform decisions regarding school programs, services, and priorities included in the LCAP. To ensure effective communication and broad student engagement, MSA-2 utilizes a variety of communication tools, including ParentSquare, monthly newsletters, the school website, email, social media platforms, Google Classroom, and other digital communication platforms. These tools help keep students informed and provide ongoing opportunities for participation and feedback throughout the school year.
Teachers	In order to engage teachers as educational partners, MSA-2 utilizes multiple systems and structures designed to gather teacher input, encourage collaboration, and support continuous school improvement. Teachers play a critical role in identifying student needs, evaluating program effectiveness, and providing feedback regarding instructional practices, resource allocation, and school priorities, including the development of the Local Control and Accountability Plan (LCAP).

Educational Partner(s)	Process for Engagement
	MSA-2 gathers teacher input through Community Advisory Council (CAC) meetings, staff meetings, professional development sessions, department meetings, grade-level meetings, MTSS committee meetings, PBIS committee meetings, Title I meetings, and Coffee with the Principal meetings. Teacher representatives participate in the Community Advisory Council (CAC) and provide feedback on school programs, student outcomes, and priorities for improvement. Throughout the school year, teachers participated in weekly professional development meetings, monthly department and grade-level meetings, MTSS and PBIS committee meetings, and Title I planning meetings. These meetings provided opportunities for teachers to review student achievement data, discuss instructional strategies, evaluate intervention programs, and provide recommendations regarding school improvement efforts and resource allocation. MSA-2 also administered the Kelvin Staff Experience Survey to gather teacher feedback regarding school climate, safety, communication, professional development, leadership support, and overall job satisfaction. Survey results were reviewed alongside other stakeholder feedback and student achievement data to help inform the development of the LCAP and identify areas of strength and opportunities for growth. As a charter school committed to continuous improvement, MSA-2 values teacher voice as an essential component of the planning process. Teacher feedback gathered through meetings, committees, surveys, and ongoing collaboration with school leadership helped inform decisions regarding instructional programs, student supports, professional development, and the allocation of resources included in the LCAP. To ensure effective communication and ongoing collaboration, MSA-2 utilizes ParentSquare, email, staff meetings, professional development sessions, newsletters, the school website, Google Classroom, and other communication tools to share information and

Powered by BoardOnTrack

Educational Partner(s)	Process for Engagement
	provide opportunities for teacher engagement throughout the school year.
School administrators	In order to engage school administrators as educational partners, MSA-2 utilizes multiple systems and structures designed to support collaborative decision-making, continuous improvement, and effective implementation of school programs. Administrators play a key role in reviewing student achievement data, evaluating program effectiveness, gathering stakeholder input, and developing priorities for the Local Control and Accountability Plan (LCAP). MSA-2 administrators regularly participate in leadership meetings, Community Advisory Council (CAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, Board of Directors meetings, Coffee with the Principal meetings, and schoolwide planning meetings. Through these forums, administrators gather feedback from students, families, teachers, and other educational partners regarding school programs, student outcomes, school climate, and areas for improvement. Throughout the school year, administrators participated in weekly leadership meetings, weekly administrative meetings, monthly principal meetings with the central office, monthly academic and student services administrator meetings, MTSS committee meetings, PBIS committee meetings, Title I planning meetings, and other program-specific meetings. These meetings provided opportunities to review academic, attendance, behavior, and school climate data and to identify priorities for continuous improvement. MSA-2 also reviewed feedback collected through the Kelvin School Experience Surveys administered to students, families, and staff. Survey results, along with local assessment data, California School Dashboard data, and stakeholder feedback gathered through advisory committees and school events, informed the development of the LCAP and the identification of schoolwide priorities.

Educational Partner(s)	Process for Engagement
	As a charter school committed to continuous improvement, MSA-2 utilizes its charter petition, WASC action plan, California School Dashboard data, local assessment data, and educational partner feedback to guide decision-making. Administrators use this information to evaluate programs, allocate resources, monitor progress toward goals, and ensure that the LCAP reflects the needs and priorities of the school community. To support ongoing communication and collaboration, administrators utilize ParentSquare, email, newsletters, the school website, staff meetings, committee meetings, and other communication tools to share information and gather input throughout the school year.
Other school personnel	In order to engage other school personnel as educational partners, MSA-2 utilizes multiple systems and structures designed to gather input, encourage collaboration, and support continuous school improvement. Other school personnel, including paraprofessionals, office staff, custodial staff, campus supervisors, and other support staff, play an important role in supporting student success and providing valuable perspectives regarding school programs, operations, safety, and school climate. MSA-2 gathers input from other school personnel through Community Advisory Council (CAC) meetings, staff meetings, Coffee with the Principal meetings, committee meetings, professional development activities, and schoolwide events. Other school personnel are encouraged to participate in discussions related to school improvement, student support programs, school climate, and the development of the Local Control and Accountability Plan (LCAP). Throughout the school year, other school personnel participated in staff meetings, MTSS and PBIS committee meetings, Title I meetings, and other schoolwide planning activities. These meetings provided opportunities for staff to share feedback regarding student needs, school operations, safety procedures, attendance supports, family engagement efforts, and other school improvement initiatives.

Educational Partner(s)	Process for Engagement
	MSA-2 also administered the Kelvin Staff Experience Survey to gather feedback regarding school climate, communication, workplace culture, safety, and overall satisfaction. Feedback collected through surveys, meetings, and ongoing communication with school leadership was reviewed as part of the LCAP development process and helped inform school priorities and resource allocation decisions. To support effective communication and collaboration, MSA-2 utilizes ParentSquare, email, newsletters, the school website, staff meetings, and other communication tools to share information and provide opportunities for meaningful engagement throughout the school year.
SELPA	MPS Home office staff and MSA2 school administrators attend meetings led by SELPA as well as trainings. Further, SELPA is required to review and provide feedback to various submissions related to SPED students and more. As such, SELPA feedback is required to be incorporated into all official plans and submissions, where applicable, prior to finalizing and publishing public reports and official accountability documents related to MSA2 each year.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Feedback from parents, students, teachers, administrators, and other school personnel played an important role in the development of the 2025-26 LCAP. Input was gathered through Community Advisory Council (CAC) meetings, Parent Task Force (PTF) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, staff meetings, student leadership groups, and the Kelvin School Experience Surveys administered to students, families, and staff.

Several common themes emerged from stakeholder feedback, including a desire to strengthen school culture and student belonging, improve communication between the school and families, enhance facilities and student spaces, increase student engagement opportunities, and provide additional support for student behavior and social-emotional development.

As a result of this feedback, MSA-2 incorporated actions and services within the LCAP that focus on improving school connectedness, student engagement, and educational partner involvement. The school continued to support student leadership opportunities through Student Council and expanded student activities designed to increase student belonging and school pride. Feedback regarding school culture and student relationships also informed continued investments in PBIS, social-emotional learning, restorative practices, and programs focused on bullying prevention and positive school climate.

Family feedback regarding communication resulted in continued efforts to strengthen communication systems through ParentSquare, parent meetings, newsletters, and other outreach strategies. Staff feedback regarding school culture, student behavior, and support for diverse

learners informed ongoing professional development, MTSS implementation, PBIS supports, and instructional interventions for English Learners and other student groups.

Educational partners also emphasized the importance of maintaining safe, welcoming, and well-maintained learning environments. As a result, the adopted LCAP continues to prioritize facility improvements, student supervision, school safety, and programs that promote positive relationships among students, families, and staff.

Overall, stakeholder feedback helped validate existing priorities while guiding refinements to actions and services designed to improve student achievement, school climate, communication, student engagement, and school connectedness.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 72.5%	2022-23: 63.2%	2023-24: 63.9%	2024-25: > 85%	-8.6 percentage points
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25):	2025-26 (As of 5/22/26):	2026-27: 0%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0	2025-26 (As of 5/22/26): 0	2026-27: 0	0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 78%	2024-25: (Fall 2023 to Fall 2024) 75%	2025-26 (Fall 2024 to Fall 2025): 79%	2026-27: (Fall 2025 to Fall 2026) >= 80%	+1 percentage point
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 93.4%	2024-25: (As of 5/31/25) 93.7%	2025-26 (As of 5/15/26): 94.2%	2026-27: >= 95.0%	+0.8 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, the school successfully implemented most actions associated with this goal and maintained a safe, secure, and high-quality learning environment for students and staff. All students continued to have access to standards-aligned instructional materials for use at school and at home, and the school maintained facilities in good repair throughout the year. The school also successfully completed a Williams monitoring visit conducted by LACOE, which confirmed compliance with instructional materials and facility requirements.

The school experienced staffing challenges that impacted implementation of some actions. A vacancy in the science teacher position proved difficult to fill despite extensive recruitment efforts, and a qualified credentialed science teacher was not secured during the year. In addition, the computer teacher position experienced two staff turnovers, resulting in interruptions to instruction. To ensure continuity of learning, these positions were covered by long-term substitute teachers who were supported by the administrative team, including credentialed administrators who provided instructional guidance and oversight.

The school continued efforts to improve instructional quality through ongoing review of assignments, lesson planning, and classroom support. As a result, the percentage of teaching assignments receiving a "clear" monitoring outcome increased slightly from 63.2% to 63.9%. While improvement remains an area of focus, the school maintained systems to support instructional effectiveness and student learning.

The school maintained a 0% rate of students without access to standards-aligned instructional materials and reported zero identified facilities deficiencies that failed to meet the "good repair" standard. Teacher retention improved from 75% to 79%, and teacher attendance increased from 93.7% to 94.2%, reflecting increased staffing stability and continued staff commitment to supporting students. Despite challenges in filling specialized teaching positions, the school successfully maintained essential services and instructional access for students throughout the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $30,502.00
Actual: $34,870.00
Explanation: Actual expenditures exceeded the budgeted amount due to higher-than-anticipated costs associated with employee onboarding and personnel services, including Livescan fingerprinting, payroll processing fees, and related human resources service expenses. These additional costs were necessary to support staffing needs and maintain compliance with employment requirements during the school year.

Goal 1 Action 2
Budgeted: $494,584.35
Actual: $456,583.23
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 3
Budgeted: $2,022,775.68
Actual: $2,027,290.34
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 4
Budgeted: $19,126.00
Actual: $19,126.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 5
Budgeted: $1,222,013.00

Actual: $1,090,489.21
Explanation: Actual expenditures were lower than budgeted due to reduced costs for contracted professional services and organizational support during the year. All planned services and supports were provided, and the action was implemented as intended with no significant impact on program effectiveness.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions associated with Goal 1 were largely effective in maintaining the basic services necessary to support a high-quality learning environment. The school successfully maintained student access to standards-aligned instructional materials, ensured facilities remained in good repair, and improved both teacher retention and teacher attendance rates. While staffing challenges continued to impact some outcomes, the actions implemented helped minimize disruptions to student learning and maintain essential services.

Action 1.1: This action was moderately effective in supporting the recruitment, retention, and development of qualified staff. Teacher retention increased from 75% to 79%, and teacher attendance improved from 93.7% to 94.2%. However, the school continued to experience challenges filling specialized teaching positions. A science teacher vacancy remained difficult to fill despite extensive recruitment efforts, and the computer teacher position experienced two staff turnovers during the year. To maintain instructional continuity, long-term substitute teachers were utilized and supported by the administrative team. While the percentage of teaching assignments receiving a "clear" monitoring outcome increased slightly from 63.2% to 63.9%, improving credential alignment and assignment monitoring will remain an area of focus.

Actions 1.2 and 1.3: These actions were highly effective. The school maintained a 100% rate of students with access to standards-aligned instructional materials both at school and at home. In addition, the school reported zero facilities deficiencies that failed to meet the "good repair" standard. The successful completion of the Williams monitoring visit conducted by LACOE further validated the effectiveness of these actions, confirming compliance with instructional materials and facility requirements. Students and staff continued to benefit from a safe, maintained learning environment and access to high-quality instructional resources.

Action 1.4: This action was effective in ensuring students had access to nutrition services. While participation in the meal program remained lower than anticipated, eligible students continued to have access to breakfast and lunch services throughout the year. The school will continue to explore strategies to increase student participation and encourage healthier meal choices while maintaining compliance with program requirements.

Action 1.5: This action was effective in providing operational, financial, human resources, technology, and compliance support necessary to maintain school operations. Administrative and organizational supports enabled the school to address staffing challenges, maintain facility standards, ensure compliance requirements were met, and provide ongoing support to instructional staff. These services contributed to the school's ability to sustain core programs and services despite personnel challenges experienced during the year.

Collective Effectiveness: Collectively, the actions associated with Goal 1 were effective in maintaining the foundational conditions necessary for student success. The school sustained full access to instructional materials, maintained safe and well-functioning facilities, improved teacher retention and attendance rates, and ensured continuity of instruction despite staffing vacancies. Future efforts will continue to focus

on recruiting and retaining fully credentialed teachers, improving assignment monitoring outcomes, and strengthening staffing stability in hard-to-fill subject areas.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on the analysis of implementation and outcomes, no changes were made to the overall goal, metrics, or desired outcomes. However, adjustments will be made to strengthen implementation of certain actions based on reflections on the 2025-26 school year.

Action 1.1: The school will continue to prioritize recruitment, credential monitoring, assignment review, and teacher support to ensure students are taught by appropriately credentialed and qualified staff. Reflection on implementation demonstrated that vacancies in specialized subject areas remained difficult to fill, particularly in science. In addition, turnover in the computer teacher position resulted in instructional disruptions during the school year. As a result, the school will strengthen recruitment efforts for hard-to-fill positions, continue regular credential and assignment reviews, and provide ongoing support and oversight to teachers through the administrative team.

Primary reason for refinement: Staffing vacancies and turnover in specialized teaching positions created challenges in maintaining instructional continuity and contributed to lower-than-desired assignment monitoring outcomes.

How the changes will strengthen the approach: Increased focus on recruitment, retention, and administrative support will improve staffing stability, strengthen instructional continuity, and support continued improvement in credential alignment and assignment monitoring outcomes.

Actions 1.2 and 1.3: No changes were made to these actions. The school maintained a 0% rate of students without access to standards-aligned instructional materials and reported no facilities deficiencies that failed to meet the good repair standard. The successful Williams monitoring visit confirmed the effectiveness of current practices, which will continue in the coming year.

Action 1.4: Minor refinements will be made to continue promoting participation in the school meal program and encouraging healthy food choices. The school will continue to provide information about available nutrition services to students and families and maintain practices that support student health and wellness.

Primary reason for refinement: Student participation in school meal programs remains an area for continued improvement.

How the changes will strengthen the approach: Increased awareness of available meal services and continued promotion of healthy eating habits will support student wellness and readiness to learn.

Action 1.5: No changes were made to this action. The school will continue utilizing organizational support services to maintain effective operations, compliance, human resources, technology systems, and fiscal oversight.

Overall, reflections on prior practice indicate that the existing actions remain appropriate for achieving this goal. Future efforts will focus on strengthening implementation of staffing-related actions while maintaining the successful systems already in place for instructional materials, facilities maintenance, nutrition services, and operational support.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	$30,502.00	No
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and	$350,546.22	No

Action #	Title	Description	Total Funds	Contributing
		corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: -Technology: Title IV, Part A ESEA (ESSA); Amount: $909.00		
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.	$2,004,188.04	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A		
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	$19,126.00	Yes
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and	$980,824.50	No

Action #	Title	Description	Total Funds	Contributing
		accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal funds: -Clerical & Tech: Federal CSP; Amount: $25,431.21 -STRS: Federal CSP; Amount: $4,859.04 -OASDI/Medicare: Federal CSP; Amount: $368.88 -Health & Welfare Benefits: Federal CSP; Amount: $4,652.63 -Unemployment Insurance: Federal CSP; Amount: $127.20		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: 100%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 78%	2024-25: (As of 5/29/25) 30%	2025-26 (As of 6/10/26): 94%	2026-27: >= 85%	+16 percentage points
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 55%	2024-25: (First semester) 49%	2025-26 (First semester): 46%	2026-27: (First semester) >= 80%	-9 percentage points
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 42.73% -English Learners: 0.00% -Socioeconomically Disadvantaged: 39.81% -Students with Disabilities: 21.66% -Asian: * -Hispanic: 40.98%	2023-24: -All Students: 30.33% -English Learners: 3.64% -Socioeconomically Disadvantaged: 28.45%	2024-25: -All Students: 35.82% -English Learners: 1.79% -Socioeconomically Disadvantaged: 35.56%	2025-26: -All Students: >= 40.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 38.00% -Students with	-All Students: -6.91 percentage points -English Learners: +1.79 percentage points -Socioeconomically Disadvantaged: -4.25 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: 50.0%	-Students with Disabilities: 13.11% -Hispanic: 28.75% -White: 35.72%	-Students with Disabilities: 18.37% -Hispanic: 34.26%	Disabilities: >= 20.00% -Hispanic: >= 39.00% -White: >= 45.00%	-Students with Disabilities: -3.29 percentage points -Asian: N/A -Hispanic: -6.72 percentage points -White: N/A
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 19.3 points below standard -English Learners: 83.5 points below standard -Socioeconomically Disadvantaged: 26.4 points below standard -Students with Disabilities: 65.5 points below standard -Asian: * -Hispanic: 21.9 points below standard	2023-24: (2024 Dashboard) -All Students: 47.5 points below standard -English Learners: 91.7 points below standard -Socioeconomically Disadvantaged: 51.8 points below standard -Students with Disabilities: 86.6 points below standard -Hispanic: 51.7 points below standard -White: 22.6 points above standard	2024-25 (2025 Dashboard): -All Students: 31.9 points below standard -English Learners: 83.3 points below standard -Socioeconomically Disadvantaged: 32.6 points below standard -Students with Disabilities: 72.5 points below standard -Hispanic: 34.5 points below standard	2025-26: (2026 Dashboard) -All Students: 10.0 points below standard -English Learners: 70.0 points below standard -Socioeconomically Disadvantaged: 17.0 points below standard -Students with Disabilities: 56.0 points below standard -Hispanic: 12.0 points below standard -White: *	-All Students: -12.6 points -English Learners: +0.2 points -Socioeconomically Disadvantaged: -6.2 points -Students with Disabilities: -7.0 points -Asian: N/A -Hispanic: -12.6 points -White: N/A
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 47.7% -English Learners: 40.0% -Socioeconomically Disadvantaged: 48.1%	2024-25: (Fall to Spring) -All Students: 53.1% -English Learners: 50.0% -Socioeconomically	2025-26 (Fall to Spring): -All Students: 61.8% -English Learners: 76.6% -Socioeconomically	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically	-All Students: +14.1 percentage points -English Learners: +36.6 percentage points -Socioeconomically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Students with Disabilities: 41.9% -Hispanic: 47.3% -White: *	Disadvantaged: 53.9% -Students with Disabilities: 55.8% -Hispanic: 52.5% -White: 60.0%	Disadvantaged: 59.8% -Students with Disabilities: 66.1% -Hispanic: 61.9% -White: 64.3%	Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%	Disadvantaged: +11.7 percentage points -Students with Disabilities: +24.2 percentage points -Hispanic: +14.6 percentage points -White: N/A
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: -0.16 (CGP: 44th percentile) -English Learners: CGI: 0.60 (CGP: 73rd percentile) -Socioeconomically Disadvantaged: CGI: -0.25 (CGP: 40th percentile) -Students with Disabilities: CGI: -0.30 (CGP: 38th percentile) -Hispanic: CGI: -0.38 (CGP: 35th percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: 0.48 (CGP: 68th percentile) -English Learners: CGI: 1.65 (CGP: 95th percentile) -Socioeconomically Disadvantaged: CGI: 0.55 (CGP: 71st percentile) -Students with Disabilities: CGI: 0.69 (CGP: 76th percentile) -Hispanic: CGI: 0.40 (CGP: 66th percentile) -White: CGI: 1.68 (CGP: 95th percentile)	2025-26 (Fall to Spring): -All Students: CGI: 0.94 (CGP: 81st percentile) -English Learners: CGI: 1.86 (CGP: 97th percentile) -Socioeconomically Disadvantaged: CGI: 0.73 (CGP: 77th percentile) -Students with Disabilities: CGI: 0.69 (CGP: 76th percentile) -Hispanic: CGI: 0.91 (CGP: 82nd percentile) -White: CGI: 0.83 (CGP: 80th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)	-All Students: +1.10 -English Learners: +1.26 -Socioeconomically Disadvantaged: +0.98 -Students with Disabilities: +0.99 -Hispanic: +1.29 -White: N/A
2.8	Percentage of students who have met or exceeded standard on the CAASPP-	2022-23: -All Students: 25.66% -English Learners: 2.44%	2023-24: -All Students: 13.76%	2024-25: -All Students: 13.18%	2025-26: -All Students: >= 28.00% -English Learners:	-All Students: -12.48 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Mathematics assessments (Source: CDE DataQuest)	-Socioeconomically Disadvantaged: 22.73% -Students with Disabilities: 13.33% -Asian: * -Hispanic: 25.0% -White: 25.0%	-English Learners: 3.64% - Socioeconomically Disadvantaged: 12.57% -Students with Disabilities: 4.92% -Hispanic: 12.19% -White: 14.29%	-English Learners: 1.79% - Socioeconomically Disadvantaged: 12.77% -Students with Disabilities: 10.20% -Hispanic: 12.39%	>= 7.00% - Socioeconomically Disadvantaged: >= 27.00% -Students with Disabilities: >= 15.00% -Hispanic: >= 28.00% -White: >= 28.00%	-English Learners: -0.65 percentage points - Socioeconomically Disadvantaged: -9.96 percentage points -Students with Disabilities: -3.13 percentage points -Asian: N/A -Hispanic: -12.61 percentage points -White: N/A
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 62.9 points below standard -English Learners: 115.3 points below standard -Socioeconomically Disadvantaged: 70.9 points below standard -Students with Disabilities: 114.7 points below standard -Asian: * -Hispanic: 66.9 points below standard -White: 51.2 points below standard	2023-24: (2024 Dashboard) -All Students: 110.4 points below standard -English Learners: 161.3 points below standard - Socioeconomically Disadvantaged: 115.0 points below standard -Students with Disabilities: 147.9 points below standard -Hispanic: 115.7 points below standard -White: 96.0 points below standard	2024-25 (2025 Dashboard): -All Students: 104.5 points below standard -English Learners: 141.6 points below standard - Socioeconomically Disadvantaged: 105.5 points below standard -Students with Disabilities: 100.9 points below standard -Hispanic: 106.8 points below standard	2025-26: (2026 Dashboard) -All Students: 53.0 points below standard -English Learners: 100.0 points below standard - Socioeconomically Disadvantaged: 61.0 points below standard -Students with Disabilities: 100.0 points below standard -Hispanic: 57.0 points below standard -White: 42.0 points below standard	-All Students: -41.6 points -English Learners: -26.3 points - Socioeconomically Disadvantaged: -34.6 points -Students with Disabilities: +13.8 points -Asian: N/A -Hispanic: -39.9 points -White: N/A

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 48.8% -English Learners: 48.5% -Socioeconomically Disadvantaged: 49.6% -Students with Disabilities: 50.0% -Hispanic: 49.9% -White: *	2024-25: (Fall to Spring) -All Students: 61.4% -English Learners: 61.5% -Socioeconomically Disadvantaged: 63.0% -Students with Disabilities: 67.5% -Hispanic: 62.2% -White: 60.0%	2025-26 (Fall to Spring): -All Students: 51.3% -English Learners: 55.6% -Socioeconomically Disadvantaged: 51.2% -Students with Disabilities: 56.3% -Hispanic: 51.2% -White: 64.3%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%	-All Students: +2.5 percentage points -English Learners: +7.1 percentage points -Socioeconomically Disadvantaged: +1.6 percentage points -Students with Disabilities: +6.3 percentage points -Hispanic: +1.3 percentage points -White: N/A
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 0.51 (CGP: 69th percentile) -English Learners: CGI: 0.67 (CGP: 75th percentile) -Socioeconomically Disadvantaged: CGI: 0.51 (CGP: 69th percentile) -Students with Disabilities: CGI: 0.10 (CGP: 54th percentile) -Hispanic: CGI: 0.53 (CGP: 70th percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: 1.07 (CGP: 86th percentile) -English Learners: CGI: 1.26 (CGP: 90th percentile) -Socioeconomically Disadvantaged: CGI: 1.16 (CGP: 88th percentile) -Students with Disabilities: CGI: 2.36 (CGP: 99th percentile) -Hispanic: CGI: 1.12 (CGP: 87th percentile)	2025-26 (Fall to Spring): -All Students: CGI: 0.22 (CGP: 59th percentile) -English Learners: CGI: 0.86 (CGP: 81st percentile) -Socioeconomically Disadvantaged: CGI: 0.21 (CGP: 58th percentile) -Students with Disabilities: CGI: 0.24 (CGP: 52nd percentile) -Hispanic: CGI: 0.26 (CGP: 60th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0	-All Students: -0.29 -English Learners: +0.19 -Socioeconomically Disadvantaged: -0.30 -Students with Disabilities: +0.14 -Hispanic: -0.27 -White: N/A

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-White: CGI: 0.14 (CGP: 56th percentile)	-White: CGI: 0.04 (CGP: 52nd percentile)	(CGP >= 50th percentile)	
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 60.0%	2023-24: (2024 Dashboard) 32.4%	2024-25 (2025 Dashboard): 41.9%	2025-26: (2026 Dashboard) >= 50.0%	-18.1 percentage points
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 25.3%	2023-24: (Internal) 3.5%	2024-25 (Internal): 15.6% 2025-26 (As of 6.10.26): 13.8%	2025-26: (CDE DataQuest) >= 10.0%	-11.5 percentage points
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 24.00% -English Learners: 0.00% -Socioeconomically Disadvantaged: 20.77% -Students with Disabilities: 7.41% -Hispanic: 20.61%	2023-24: -All Students: 19.35% -English Learners: 0.00% -Socioeconomically Disadvantaged: 18.49% -Students with Disabilities: 2.86% -Hispanic: 16.43% -White: 0.00%	2024-25: -All Students: 18.88% -English Learners: 0.00% -Socioeconomically Disadvantaged: 17.29% -Students with Disabilities: 4.76% -Hispanic: 17.97%	2025-26: -All Students: >= 25.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 22.00% -Students with Disabilities: >= 10.00% -Hispanic: >= 22.00% -White: *	-All Students: -5.12 percentage points -English Learners: 0 percentage points -Socioeconomically Disadvantaged: -3.48 percentage points -Students with Disabilities: -2.65 percentage points -Hispanic: -2.64 percentage points -White: N/A

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal: Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

To achieve the goal described above, we sought to ensure that robust interventions were provided inside of the classroom during regularly scheduled class time in core classes, such as ELA and Math, as well as during intervention time, which is called Learning Lab. In each of those sections, we sought to utilize tools such as NoRedInk and IXL, but we found that there were limits to the use cases; while the internet remained strong --for the most part-- on our campus, we also saw a lack of engagement with the content on each of the sites. Students did not see the need to complete the work with earnest effort, leading to inconsistent data to refer to in classes.

Furthermore, we also sought to better utilize data to inform our instruction over the past year: with the review of internal benchmark data from MAP scores, IABs, and ICAs, teachers sought to improve their practices within the classroom by targeting specific content and reviewing it with students such that the fundamental base of their knowledge was stronger in curricular courses; however, a challenge to this was successfully implementing all of the areas of review, as data was diverse in each classroom, and differentiated structures, such as station teaching, were not often utilized to their fullest extent.

We also sought to increase the number of observations in the classroom to better assist teacher and to cultivate an environment of continued learning; however, despite the implementation of a pilot coaching program, per MPS adopted protocol, we only saw limited progress-- much of this can be attributed to the inconsistent nature of the coaching (as there were periods of numerous observations, as well as periods whereby very few observations were done). To grow in this regard would be to ensure that we are focusing our attention on building scheduled, regular visits to the classroom and adopting a systemized way of coaching each teacher on our campus.

Lastly, we sought to differentiate instruction through varied instructional style PDs that were conducted throughout the year in our regularly scheduled Wednesday PDs. While there was limited interaction during these sessions despite deliverables and use case reflections being asked for, we saw growth in the classes that did implement these different styles into their classroom design.

Overall, we saw the effects of motivation (student and teacher) and the impact it has on the classroom. In the motivated case (the MAP growth data), we saw student growth as they strove for reclassification or to meet the barometers for the following year's AP and Honors courses. On the teacher side, we saw implementation of varied practices and consistent use of intervention tools when they felt fully

supported by the admin team, primarily in the shape of fully fleshed out coaching sessions, or the lack thereof. Countless things can be considered comorbid in terms of academic achievement this year, as we noticed a lack of motivation from both teachers and students from a lack of a fully-staffed instructional team, as well as a reduction in the number of service providers (ranging from the resource team to the student services team); all in all, we anticipate that our academic data will fall below the predicted thresholds for year three, with the vast majority of the focus for the coming year to be focused on continued growth mindset from the instructional staff, as well as a more robust implementation of differentiated interventions -- not only done through online platforms, but also through the instructional styles and practices within the classroom.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $1,861,109.78
Actual: $1,870,797.57
Explanation: We ran above budget on action 1, which is linked to our expenses (teacher related). In the year prior, we had cut down on the number of subs we had called for; however, this year, we ran above budget due to the number of long-term subs on campus (one of which ran the duration of the year), as well as the large number of teacher callout days. This is largest reason as to why we ran above our budgeted amount.

Goal 2 Action 2
Budgeted: $65,678.00
Actual: $65,678.00
Explanation: We met our budget projections exactly this year. This is due, in large part, to the number of in-house PDs we ran, along with the cut to our instructional coach.

Goal 2 Action 3
Budgeted: $529,402.25
Actual: $542,258.10
Explanation: We slightly exceeded our budget for action 3, which is linked, in large part, to our interventions provided for students during Saturday School and Enrichment program fees. While we had maintained a robust number of Saturday School days (ranging from Saturday Academy, which was our former Saturday School programming, to Attendance Recovery as well) . We also maintained our expenditure on academic programming, with most of our expenditure resting on IXL and NoRedInk.

Goal 2 Action 4
Budgeted: $1,000.00
Actual: $1,000.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 5

Budgeted: $1,112,943.77
Actual: $967,756.37
Explanation: Part of the reason as to why we fell short in terms of our budgeted amount here is due to the reduction of paraprofessionals. We had 4 paraprofessionals at the start of the year, but, by mid year, we were down to 2 paraprofessionals. This would account for some of the discrepancies in planned budget that we see here. Additionally, we saw a number of services that were previously outsourced (such as counseling) being redirected to internally provided services from our School Social Worker.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, we did very well in applying all of our budgetary needs towards actualizing the goal. Our goal reads: "EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence", and we have continued to drive forward this program with all of the action steps to differing results; we found less success across the board in terms of academic programming, with decreases across the board for all actions (save for some small maintenance in terms of actions 2.4 and 2.5.

We found some limited success (however, it is more realistic to describe it as maintenance) for actions 2.4 and 2.5. We continued to offer robust ELD services in class, which allowed us to see relatively stable RFEP reclassification rates, and we also attempted the inclusion of a co-teaching model the in classrooms, but this was met with budgetary challenges; ultimately, we saw a decrease in rates of performance on both the CAASPP and MAP assessments. Reasonings for the lack of movement (both positive and negative) can be attributed to action 2.1, as there was relative stability in ELD service providers, but a lack of continuity in terms of resource providers.

We found less success for actions steps 2.1 , 2.2, and 2.3, especially as it relates to the same data-- we had inconsistency in staffing this year, with numerous long-term substitute teachers and a reduction in resource staff. Staff inconsistency in our 7th grade science role, as well as instability in our Computer Science, Spanish, 6th grade science, and 8th grade history roles allowed for inconsistent implementation of professional development practices (action 2.2) and a lack of high quality instruction (action 2.1). We also saw inconsistency in the resource department as we operated with one less resource teacher for the duration of the first semester; thereafter, we saw a reduction in staffing of paraprofessionals, reducing down from 4 to 2. For action step 2.2, we saw budget stability, but a lack of efficacy in creating a growth mindset for our staff-- there were issues with accountability in implementation with fidelity in most of the professional development practices discussed in our PD cycles. We will continue to offer our educators opportunities to attend professional learning, with most of the services being held in house for the time being. Ultimately, many of the shortcomings we saw with the implementation of the actions steps can be attributed to a less stable instructional structure (with rotating teacher absences, both in the short and long term); key to the coming year is the hiring of high quality instructors and maintaining staffing consistency.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on the analysis of all of these metrics, it would seem that adjustments need to be made for all of the action steps. Below are the action steps (with revisions), along with the rationale for the inefficacy and how the new step will strengthen our approach.

Action 2.1 Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.

Reason for inefficacy: Staffing is ultimately the biggest reason as to why there was inefficiency in this action; staffing as inconsistent or non-existent throughout the year, and, even when provided with grade level appropriate content for the classes in which a long-term substitute teacher was included, a lack of rapport between the students and the substitute teachers existed as there were concerns over permanence. This caused less rigorous curriculum to be instructed within the classroom, as well as faltering performance towards the content standards in the classroom.

Changes that will result in a new or strengthened approach: The foremost change would be to spend the duration of the summer on hiring for vacancies and consistent check-ins on returning staff to reaffirm connection to the courses they will instruct in the coming year. However, an additional change that can be made to the existing action step would be to strengthen connection between current teachers and the courses they teach by requesting advanced deliverables of curriculum maps and strengthening new teacher institute practices.

Action 2.2: Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, learning walks, coaching practices, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs; further, instructional leaders will guide coaching meetings for all teachers under the revised MPS Classroom teacher Observation Rubric and Coaching Framework.

Reason for inefficacy: While this was more efficient than last year, this could be strengthened through continuous processes and continued support from the top down.

Changes that will result in a new or strengthened approach: The alteration on instructional practice, whereby the instructional leaders will coach teachers, is the biggest change to this action step and is what will yield more efficacy as we push towards this goal. We also need consistency in implementation of coaching rotations amongst the entire admin team to better include more touch points with instructional staff on how to better their practices in the classroom.

Action 2.3: Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and review progress towards targets on a monthly basis. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels through the use of instructional software. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Learning Lab Intervention classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)

Reason for inefficacy: One of the shortcomings was the lack of implementation of data-driven practices. While teacher did complete IABs and regular MAP testing, teachers struggled with implementing data-driven practices into the classroom to support diverse learners; this was further exacerbated by the presence of numerous long-term substitute teachers on campus who could not regularly attend PD sessions and implement the strategies with any level of fidelity. While evidence-based supplemental intervention/enrichment materials were used to support learning in the classroom, co-teaching structures proved difficult due to the effects of staffing (noted in action 2.1), and tutoring sessions attendance faltered.

Changes that will result in a new or strengthened approach: The change to this goal will be to adjust professional development practices to focus on instructional strategies, which then coincide with accountability tools (such as submission of lessons plans based on that instructional practice), as well as coaching sessions surrounding the implementation of the practices. Co-teaching will be removed from actionable steps and will be replaced with twice-a-month collaboration time between the resource department and the general education staff.

Action 2.4: Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, enhanced program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.

Reason for inefficacy: While we addressed all portions of the previous action step, we are seeking to improve the program support and services through the word enhanced. We can always improve, and finding additional supports for our EL population needs to be addressed directly, both through improved use of evidence-based instructional material (E3D by HMH, as well as NoRedInk). We will also seek to

enhance our communication with our EL parents by being more consistent with formal and informal check-ins (including, but not limited to, ELAC meetings and emails home to parents to communicate progress in the class).

Changes that will result in a new or strengthened approach: We are hoping to get all staff readied and working through the E3D program by HMH in greater fidelity. Additionally, we will be implementing more check-ins between the teacher, student, and parents to better communicate progress.

Action 2.5: Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.

Reason for inefficacy: The primary reason for inefficacy is related to action 2.1; we had a resource teacher leave at the beginning of the year, which left the remaining resource teachers to take over the caseload. Once a new resource teacher was hired, we also lost support in the resource department, as we had to eliminate 2 paraprofessional roles.

Changes that will result in a new or strengthened approach: The changes that will result in a new approach will be the consistency on having a fully staffed team of 4 resource teachers and 2 paraprofessionals. We will remove co-teaching and, instead, focus on collaborative working between the instructional staff to ensure that there is alignment. Resource teachers will meet and co-plan with instructional staff to ensure alignment.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student	$1,707,670.75	No

Action #	Title	Description	Total Funds	Contributing
		groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal funds:	$38,627.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Prof Development: Title II; Amount: $19,500.00 -Prof Dev-Other: Title II; Amount: $11,000.00		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Abre data visualization software fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Grammarly, Flocabulary, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $43,319.79 -Educational Software: Title IV, Part A ESEA (ESSA); Amount: $3,180 -TeacherSalaries: Title I; Amount: $64,064.00 -STRS: Title I; Amount: $12,239.42 -OASDI/Medicare: Title I; Amount: $929.17 -Health & Welfare Benefits: Title I; Amount: $8,141.56	$521,952.78	Yes

Action #	Title	Description	Total Funds	Contributing
		-Unemployment Insurance: Title I; Amount: $320.40		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees. The following expenditures will be funded by federal Title funds: N/A		Yes
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide	$975,416.45	No

Action #	Title	Description	Total Funds	Contributing
		assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal funds: -SpEd Ctrct Inst: IDEA SPED; Amount: $120,000.00 -SPED Fees (incl Encroachment): IDEA SPED; Amount: $8,000.00		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 14%	2024-25: (As of 6/5/25) 16.0%	2025-26 (As of 5/22/26): 14%	2026-27: >= 10%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: >= 90%	0 percentage points
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: >= 80%	+1 percentage point
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 81.6%	2023-24 (2024 Dashboard): 76.7%	2024-25 (2025 Dashboard): 65.5% 2025-26 (As of 5/22/26): 66.7%	2025-26: (2026 Dashboard) >= 55.0%	-16.1 percentage points
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 74.47%	2023-24: 52.63%	2024-25: 61.90% 2025-26 (As of 5/22/26): 52.17%	2025-26: >= 55.00%	-12.57 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 51.06%	2023-24: 15.79%	2024-25: 14.63% 2025-26 (As of 5/22/26): 55.83%	2025-26: >= 35.00%	-36.43 percentage points
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 84.6%	2023-24: 72.7%	2024-25: 66.7%	2025-26: >= 55.0%	-17.9 percentage points
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 17.0%	2023-24: 37.8%	2024-25: 44.6%	2025-26: >= 55.0%	+27.6 percentage points
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 59.2%	2023-24: (2024 Dashboard) 51.2%	2024-25 (2025 Dashboard): 63.2% 2025-26 (As of 5/22/26): 40.5%	2025-26: (2026 Dashboard) >= 35.0%	+4.0 percentage points
3.10	Percentage of cohort graduates who have successfully completed	2022-23 (CDE DataQuest): 91.8%	2023-24: (2024 Dashboard) 93.3%	2024-25 (2025 Dashboard): 100.0%	2025-26: (2026 Dashboard) >= 90.0%	+8.2 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 92.9%		
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2023-24: (2024 Dashboard) 0.0%	2024-25 (2025 Dashboard): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (2026 Dashboard) >= 10.0%	0 percentage points
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2023-24: (2024 Dashboard) 0.0%	2024-25 (2025 Dashboard): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (2026 Dashboard) >= 10.0%	0 percentage points
3.13	Percentage of cohort graduates who have earned a Seal of	2022-23 (CDE DataQuest): 2.1%	2023-24: (2024 Dashboard) 23.8%	2024-25 (CDE DataQuest): 22.4%	2025-26: (CDE DataQuest) >= 20.0%	+20.3 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy (Source: CDE DataQuest, CALPADS)			2025-26 (As of 6/10/26): 38%		
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 55.3%	2023-24 (CDE DataQuest): 50.0%	2024-25 (CDE DataQuest): 34.5% 2025-26 (As of 5/22/26): 23.8%	2025-26: (CDE DataQuest) >= 30.0%	-20.8 percentage points
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 47.7%	2024-25: (As of 5/23/25) 39.3%	2025-26 (As of 5/22/26): 35.7%	2026-27: >= 50.0%	-12.0 percentage points
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 100%	2024-25: (As of 5/23/25) 84%	2025-26 (As of 5/22/26): 93%	2026-27: >= 90%	-7.0 percentage points
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 82%	2024-25: (As of 5/23/25) 55%	2025-26 (As of 5/22/26): 81%	2026-27: >= 60%	-1.0 percentage point
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 51.2%	Class of 2022: 39.0%	Class of 2023: 72.3%	Class of 2024: >= 60%	+21.1 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, MSA-2 successfully implemented the actions associated with Goal 3 and continued to provide students with access to a well-rounded, innovative educational program that supports college and career readiness. Students were provided opportunities to engage in advanced coursework, dual enrollment, technology-based learning, STEAM projects, and college and career exploration experiences.

MSA-2 continued to individualize student graduation plans through four-year plans and ongoing college and career advising. Through the continued partnership with Pierce College, students had access to dual enrollment opportunities, and MSA-2 expanded college and career readiness options through the Business Certification Pathway. MSA-2 also continued its participation in the Aviation Academy partnership with Van Nuys Airport, providing students with hands-on exposure to career pathways in aviation and related industries.

MSA-2 successfully implemented STEAM-related programming throughout the year. All students participated in STEAM projects, experiments, models, or demonstrations, and students represented MSA-2 at the MPS STEAM Expo, earning multiple medals for their work. In addition, all graduating students completed a computer technology course as part of their program of study.

Student outcomes reflected the effectiveness of these efforts.

The percentage of graduates completing A-G requirements increased to 93%. The percentage of students accepted to a two-year or four-year college increased from 84% to 93%, while acceptance to four-year colleges increased substantially from 55% to 81%. The college-going rate also increased significantly from 39.0% to 72.3%. Additionally, the percentage of graduates earning the Seal of Biliteracy increased from 23.8% to 38%.

While some college and career readiness indicators remained areas for continued growth, including the College/Career Indicator and Advanced Placement performance metrics, MSA-2 continued to provide students with meaningful opportunities to engage in rigorous coursework, college experiences, and innovative learning opportunities. Overall, implementation of Goal 3 actions resulted in strong progress toward preparing students for success in college, careers, and an increasingly global and technology-driven world.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $162,156.71
Actual: $203,883.86
Explanation: Actual expenditures exceeded the budgeted amount due to higher-than-anticipated personnel costs associated with college and career readiness services, including salaries, benefits, retirement contributions, and related support staff expenses. These additional expenditures supported the implementation of college counseling, student support services, and postsecondary readiness activities throughout the school year.

Goal 3 Action 2
Budgeted: $3,500.00
Actual: $3,500.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 3
Budgeted: $107,484.78
Actual: $48,010.75
Explanation: Actual expenditures were lower than budgeted because fewer technology-based programs and software resources were purchased than originally anticipated. Existing instructional resources and teacher-developed curriculum were utilized to support computer science and digital literacy instruction, resulting in lower software and program costs while still providing students with access to technology-related learning opportunities.

Goal 3 Action 4
Budgeted: $194,446.68
Actual: $197,982.92
Explanation: Actual expenditures were slightly higher than budgeted due to additional purchases of physical education equipment, supplies, and materials needed to support student participation and program activities. The variance was minimal, and all planned services and activities were implemented as intended.

Goal 3 Action 5
Budgeted: $628,940.39
Actual: $580,706.64
Explanation: Actual expenditures were lower than budgeted due to reduced personnel and program costs associated with enrichment and extracurricular activities. While arts, music, field trips, after-school programs, and other student enrichment opportunities were provided as planned, certain activities and related staffing costs were lower than originally projected, resulting in overall expenditures below the budgeted amount.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions associated with Goal 3 were effective in making progress toward increasing student access to innovative learning experiences and preparing students for college and career success. MSA-2 continued to provide students with opportunities to engage in advanced coursework, dual enrollment, career exploration programs, technology-based learning, STEAM activities, and college readiness supports, resulting in strong outcomes across multiple indicators.

Action 3.1: This action was effective in supporting college and career readiness. MSA-2 continued to provide individualized four-year planning, college counseling services, Advanced Placement coursework, dual enrollment opportunities through Pierce College, and participation in the Business Certification Pathway. The addition of a new college counselor strengthened student access to postsecondary

planning and support. These efforts contributed to strong outcomes, including a 92.9% A-G completion rate, increased college acceptance rates, and a substantial increase in the college-going rate.

Action 3.2: This action was partially effective. MSA-2 continued to provide students with opportunities to participate in STEAM-related activities and successfully participated in the MPS STEAM Expo, where students earned multiple medals for their projects and presentations. However, the school did not implement a robotics program during the year, limiting opportunities in that specific area of innovation and engineering. Despite this challenge, students continued to demonstrate strong engagement in STEAM learning experiences.

Action 3.3: This action was moderately effective. All graduating students completed a computer technology course or blended learning experience, supporting the school's commitment to technology integration and 21st-century learning skills. Students continued to engage in technology-based learning experiences and computer coursework throughout the year. However, planned expenditures for additional technology-based programs and supplemental platforms were lower than anticipated because many instructional activities were delivered through teacher-developed curriculum and existing resources. Despite lower expenditures, students maintained strong participation in technology-related coursework and learning experiences.

Action 3.4: This action was effective in providing students with access to physical education and wellness opportunities that support the development of well-rounded learners. MSA-2 successfully maintained its physical education program and provided students with opportunities to engage in healthy lifestyles and physical activity throughout the year.

Action 3.5: This action was highly effective. MSA-2 continued to provide students with a broad range of enrichment opportunities, including music, STEAM programming, college and career exploration activities, dual enrollment opportunities, the Business Certification Pathway, and participation in the Aviation Academy partnership with Van Nuys Airport. These experiences supported student engagement, creativity, and career awareness while contributing to strong college and career readiness outcomes.

Collective Effectiveness: Collectively, the Goal 3 actions were effective in advancing the school's Innovation goal. Students demonstrated strong outcomes in college acceptance, college-going rates, A-G completion, Seal of Biliteracy attainment, technology participation, and STEAM engagement. While opportunities remain to strengthen robotics programming and expand technology-based learning resources, MSA-2 successfully provided students with innovative learning experiences that supported their readiness for college, careers, and participation in an increasingly global and technology-driven world.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on the analysis of implementation and outcomes, no changes were made to the overall goal, metrics, or desired outcomes. However, refinements were made to several actions to better align with successful practices and areas identified for continued growth.
Action 3.1: MSA-2 will continue to offer individual graduation plans, college and career advising, dual enrollment opportunities, college readiness activities, and Advanced Placement coursework based on student needs and interests. MSA-2 will continue to strengthen its partnership with Pierce College, expand participation in the Business Certification Pathway, and provide students with opportunities to explore career pathways through programs such as the Aviation Academy partnership with Van Nuys Airport.

Reason for refinement: Student outcomes demonstrated significant growth in A-G completion, college acceptance rates, and college-going rates. Participation in dual enrollment and career pathway opportunities contributed positively to these outcomes.
How the changes will strengthen the approach: Continued expansion of dual enrollment, career exploration, and industry-recognized certification opportunities will provide students with additional pathways to college and career readiness while supporting the development of real-world skills.
Action 3.2: MSA-2 will continue to provide STEAM, GATE, and advanced learning opportunities through classroom instruction, projects, competitions, and enrichment activities. Students will continue to participate in STEAM projects, experiments, models, and demonstrations, with opportunities to showcase their work through events such as the MPS STEAM Expo. The school will continue exploring opportunities to expand engineering and technology-based extracurricular activities as student interest and resources allow.
Reason for refinement: Students demonstrated strong participation in STEAM learning experiences and earned recognition at the MPS STEAM Expo. However, some planned engineering-focused opportunities were not implemented during the year.
How the changes will strengthen the approach: Continued emphasis on project-based learning, innovation, and STEAM engagement will further develop students' critical thinking, creativity, and problem-solving skills.
Action 3.3: MSA-2 will continue to provide computer science, digital literacy, and technology-based learning opportunities that promote responsible and effective use of technology. Teachers across content areas will continue incorporating digital tools into instruction, including opportunities for students to utilize technology for research, communication, collaboration, presentations, and project-based learning. Digital citizenship, media literacy, and responsible use of emerging technologies, including artificial intelligence, will remain areas of emphasis.
Reason for refinement: Reflection on implementation indicated that students continue to benefit from additional opportunities to develop practical digital literacy skills and apply technology in authentic learning experiences.
How the changes will strengthen the approach: Increased integration of technology across content areas will strengthen students' digital literacy, communication, and problem-solving skills while preparing them for postsecondary education and future careers.
Overall, reflections on prior practice indicate that the current actions remain appropriate and effective. Future efforts will focus on expanding successful college and career readiness opportunities, maintaining strong STEAM programming, and increasing opportunities for students to develop technology and digital literacy skills.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will	$285,177.92	Yes

Action #	Title	Description	Total Funds	Contributing
		provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: -Clerical & Tech: Federal CSP; Amount: $43,253.76 -STRS: Federal CSP; Amount: $6,399.26 -OASDI/Medicare: Federal CSP; Amount: $485.81 -Health & Welfare Benefits: Federal CSP; Amount: $2,714.40 -Unemployment Insurance: Federal CSP; Amount: $167.52		
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking,	$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $2,000 -Educational Software: Part A ESEA (ESSA); Amount: $1,500		
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A	$225,702.90	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A	$194,338.11	Yes
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics,	$552,130.53	Yes

Action #	Title	Description	Total Funds	Contributing
		advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 8	2024-25: (As of 6/5/25) 10	2025-26 (As of 5/15/26): 10	2026-27: >= 8	+2
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 4	2024-25: (As of 6/5/25) 4	2025-26 (As of 5/15/26): 4	2026-27: >= 4	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 45	2024-25: (As of 6/5/25) 45	2025-26 (As of 5/15/26): 41	2026-27: >= 10	-4
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 4.4%	2024-25: (As of 6/5/25) 0.2%	2025-26 (As of 5/22/26): 1.3%	2026-27: >= 15.0%	-3.1 percentage points
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.3%	2024-25: (P-2 ADA) 93.26%	2025-26: (P-2 ADA) 94.22%	2026-27: (P-2 ADA) >= 92.00%	+0.92 percentage points
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23 (2023 Dashboard): 21.3%	2023-24 (2024 Dashboard): 20.7%	2024-25 (2025 Dashboard): 16.9% 2025-26 (As of 5/22/26): 17.0%	2025-26: (2026 Dashboard) <= 20.0%	-4.4 percentage points
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%	2024-25 (As of 6/5/25): 0.0%	2025-26 (As of 6/10/26): 0.0%	2026-27: <= 2.0%	0 percentage points
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24 (CDE DataQuest): 0.0%	2024-25 (CDE DataQuest): 5.2% 2025-26 (As of 6/10/26): 0.0%	2025-26: (CDE DataQuest) <= 2.0%	+5.2 percentage points
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 95.9%	2023-24: (2024 Dashboard) 97.8%	2024-25 (2025 Dashboard): 94.9%	2025-26: (2026 Dashboard) >= 95.0%	-1.0 percentage point

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2025-26 (As of 5/22/26): 97.6%		
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2023-24: (2024 Dashboard) 0.5%	2024-25 (2025 Dashboard): 2.2% 2025-26 (As of 5/22/26): 4.0%	2025-26: (2026 Dashboard) <= 2.5%	+2.2 percentage points
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00%	2024-25 (CDE DataQuest): 0.18% 2025-26 (As of 5/22/26): 0.0%	2025-26: (CDE DataQuest) <= 0.50%	+0.18 percentage points
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 100.0% -Families: 100.0% -Staff: 100.0%	2024-25: -Students: 99.2% -Families: 30.4% -Staff: 70.4%	2025-26: -Students: 99.8% -Families: 78.9% -Staff: 95.5%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	-Students: -0.2 percentage points -Families: -21.1 percentage points -Staff: -4.5 percentage points
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline,	2023-24: -Students: 57.0% -Families: 90.0% -Staff: 69.0%	2024-25: -Students: 62% -Families: 90% -Staff: 59%	2025-26: -Students: 60% -Families: 81% -Staff: 47%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	-Students: +3 percentage points -Families: -9 percentage points -Staff: -22 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 65% -Families: 95% -Staff: 72%	2024-25: -Students: 74% -Families: 93% -Staff: 49%	2025-26: -Students: 54% -Families: 51% -Staff: 38%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	-Students: -11 percentage points -Families: -44 percentage points -Staff: -34 percentage points
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 86.46%	2024-25: (Spring 2024 to Fall 2024) 81%	2025-26 (Spring 2025 to Fall 2025): 81%	2026-27: (Spring 2026 to Fall 2026) >= 85%	-5.46 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025-26 school year, MSA-2 continued to implement the actions associated with Goal 4 to strengthen connections among students, families, staff, and educational partners. Overall, implementation remained aligned with planned actions and resulted in improvements in attendance, chronic absenteeism, graduation outcomes, stakeholder participation, and family engagement structures. At the same time, several school climate and perception measures identified areas for continued growth.

Parent and Family Engagement

MSA-2 successfully maintained regular opportunities for family participation and input. The school held 10 Parent Advisory Committee (PAC) meetings and 4 English Learner Advisory Committee (ELAC) meetings, meeting or exceeding established targets. Parent engagement

activities remained robust, with 41 events offered during the school year. Although this represented a slight decrease from the previous year, families continued to have numerous opportunities to engage with the school community. Home visits increased from 0.2% to 1.3% of students; however, this metric remains below the desired target due to scheduling constraints and limited staff capacity.

Attendance and Student Outcomes

Attendance initiatives continued to produce positive results. Average Daily Attendance increased from 93.26% to 94.22%, exceeding the established target. Chronic absenteeism improved from 20.7% to 17.0%, reflecting the effectiveness of attendance monitoring, family outreach, and intervention efforts. MSA-2 also maintained a 0% middle school dropout rate. The high school dropout rate decreased significantly from 5.2% to 0.0%, and the graduation rate increased from 94.9% to 97.6%, demonstrating the effectiveness of academic counseling, student support services, and credit recovery efforts.

School Climate and Safety

MSA-2 continued to prioritize student safety and school connectedness through restorative practices, student support systems, and proactive communication with families. The expulsion rate improved from 0.18% to 0.0%. While the suspension rate increased from 2.2% to 4.0%, the school remained committed to maintaining a safe and orderly learning environment while providing behavioral interventions and supports for students in need.

School Experience and Satisfaction

One notable success was the significant increase in Panorama survey participation rates. Student participation increased from 99.2% to 99.8%, family participation increased from 30.4% to 78.9%, and staff participation increased from 70.4% to 95.5%. These improvements provided the school with more representative feedback from educational partners.

At the same time, survey results indicated challenges related to stakeholder perceptions. Approval and satisfaction ratings declined among students, families, and staff in several areas, including school climate, connectedness, and overall satisfaction. While increased participation may have provided a more comprehensive representation of stakeholder perspectives, the results indicate a need for continued focus on communication, school culture, and stakeholder engagement. MSA-2 will continue to analyze survey feedback and work collaboratively with students, families, and staff to strengthen school connectedness and improve overall satisfaction.

Overall, MSA-2 successfully implemented the majority of planned actions associated with Goal 4 and demonstrated strong progress in attendance, graduation outcomes, stakeholder participation, and family engagement opportunities. Future efforts will focus on improving school climate perceptions, increasing student retention, strengthening behavioral supports, and deepening meaningful engagement among all educational partners.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1

Budgeted: $275.00
Actual: $275.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 2
Budgeted: $361,340.90
Actual: $290,603.26
Explanation: Actual expenditures were lower than budgeted due to reduced costs for contracted services, technology-related expenses, and support personnel during the year. Despite the lower expenditures, attendance monitoring, family outreach, communication systems, and student support services were implemented as planned and continued to support improved attendance and student engagement outcomes.

Goal 4 Action 3
Budgeted: $608,211.51
Actual: $571,773.01
Explanation: The actual expenditures for Goal 4, Action 3 were lower than budgeted, primarily due to staffing vacancies and delayed hiring for key support positions such as the Dean of Students and discipline coordinator. Additionally, some planned professional development sessions on classroom management, PBIS, and SEL were either postponed or delivered in-house at a reduced cost. Uniform costs were also lower than anticipated due to bulk purchasing discounts and lower-than-expected enrollment. Finally, a portion of SEL services and materials were covered using federal Title funds, reducing the need to use general fund resources.

Goal 4 Action 4
Budgeted: $2,200.00
Actual: $2,200.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5
Budgeted: $560,146.75
Actual: $432,731.99
Explanation: Actual expenditures were lower than budgeted primarily due to staffing vacancies and reductions in force that resulted in lower personnel and benefit costs than originally projected. Despite the lower expenditures, MSA-2 continued to implement family engagement activities, communication efforts, and outreach programs, including support for PAC, ELAC, and other educational partner engagement opportunities.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions associated with Goal 4 were effective in promoting student engagement, family involvement, attendance, and school connectedness. MSA-2 successfully maintained opportunities for educational partner engagement, improved attendance outcomes,

increased survey participation, and sustained strong graduation and retention supports. While several school climate and satisfaction indicators remain areas for improvement, the actions implemented during the year contributed positively to many key outcomes.

Action 4.1: This action was effective in supporting meaningful educational partner engagement and communication. MSA-2 successfully held 10 Parent Advisory Committee (PAC) meetings and 4 English Learner Advisory Committee (ELAC) meetings, meeting or exceeding established targets. Families were provided multiple opportunities to participate in school decision-making processes and provide input on programs and services. These efforts contributed to a substantial increase in family participation in school experience surveys.

Action 4.2: This action was effective in supporting student attendance and engagement. Average Daily Attendance improved from 93.26% to 94.22%, while chronic absenteeism decreased from 20.7% to 17.0%. The school continued to implement attendance monitoring, outreach, and intervention strategies that helped improve student participation and reduce chronic absenteeism. While student retention remained below the established target, the school maintained a strong focus on student engagement and attendance supports.

Action 4.3: This action was moderately effective in supporting school climate, safety, and student behavior. MSA-2 maintained a 0.0% expulsion rate and achieved a significant reduction in the high school dropout rate from 5.2% to 0.0%. The graduation rate also increased from 94.9% to 97.6%. However, the student suspension rate increased from 2.2% to 4.0%, indicating a continued need to strengthen behavioral interventions, restorative practices, and social-emotional supports. Despite staffing challenges and vacancies in student support positions during portions of the year, the school continued implementing programs designed to foster a safe and supportive learning environment.

Action 4.4: This action was effective in promoting student leadership, school culture, and educational partner engagement. Students were provided opportunities to participate in school activities and events that supported school connectedness and strengthened relationships among students, staff, and families.

Action 4.5: This action was effective in expanding family engagement and strengthening communication between the school and educational partners. MSA-2 hosted numerous family engagement events and continued outreach efforts through school staff and support personnel. These efforts contributed to significant increases in Panorama survey participation rates, including increases in family participation from 30.4% to 78.9% and staff participation from 70.4% to 95.5%.

Collective Effectiveness: Collectively, the Goal 4 actions were effective in advancing the school's Connection goal. The school demonstrated strong results in attendance, chronic absenteeism reduction, graduation rates, dropout prevention, stakeholder participation, and family engagement opportunities. Survey participation increased substantially, providing a more representative understanding of stakeholder perspectives. While approval and satisfaction ratings, student retention, and suspension rates remain areas for continued growth, MSA-2 successfully implemented the majority of planned actions and maintained a strong focus on fostering meaningful connections among students, families, staff, and the broader school community.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Planned Changes for the Coming Year Based on Reflection of Prior Practice – Goal 4

Based on analysis of implementation, expenditures, and outcome data for Goal 4, several refinements will be made to strengthen implementation and improve educational partner experiences during the coming year.

1. School Climate and Student Support (Action 4.3)

MSA-2 will continue to prioritize social-emotional learning, restorative practices, PBIS implementation, and student support services. Reflection on the 2025-26 school year indicated that while graduation rates improved, dropout rates decreased, and expulsion rates were eliminated, student suspension rates increased and stakeholder perceptions of school climate declined. The school will continue strengthening behavioral interventions, restorative practices, and proactive student support systems to improve student connectedness and reduce behavioral incidents.

Reason for refinement: Suspension rates increased during the year, and student, family, and staff approval and satisfaction ratings declined despite increased participation in school climate surveys.

How the changes will strengthen the approach: Increased focus on relationship-building, student support, restorative practices, and social-emotional learning will help strengthen school climate, improve stakeholder experiences, and foster a stronger sense of belonging among students and families.

2. Family and Educational Partner Engagement (Actions 4.1 and 4.5)

MSA-2 will continue to provide multiple opportunities for family engagement through PAC meetings, ELAC meetings, parent education workshops, school events, and ongoing communication with educational partners. The school will also continue utilizing survey feedback to inform school improvement efforts and strengthen communication regarding how stakeholder input is used in decision-making.

Reason for refinement: Survey participation increased substantially among families and staff, providing more representative feedback from educational partners. However, approval and satisfaction ratings indicate a need for stronger communication and engagement efforts.

How the changes will strengthen the approach: Increased transparency, communication, and opportunities for educational partner involvement will help strengthen trust, improve satisfaction, and deepen school connectedness.

3. Attendance and Student Retention (Action 4.2)

MSA-2 will continue implementing attendance monitoring, family outreach, intervention strategies, and student engagement activities to maintain strong attendance rates and reduce chronic absenteeism. Additional attention will be given to student retention efforts through proactive outreach and individualized support for students and families.

Reason for refinement: Attendance and chronic absenteeism outcomes improved significantly; however, student retention remained below the established target.

How the changes will strengthen the approach: Continued attendance interventions and retention-focused supports will help ensure students remain connected to the school community and persist toward graduation.

4. Goal Metrics and Outcome Alignment

No changes are being made to the overall goal statement. Existing metrics will continue to be monitored to ensure alignment with the Connection pillar and the school's commitment to fostering meaningful relationships among students, families, staff, and educational partners.

Overall, reflections on prior practice indicate that the current actions remain appropriate and effective. Future efforts will focus on strengthening school climate, improving stakeholder satisfaction, increasing student retention, and continuing the successful attendance and engagement practices that contributed to positive outcomes during the 2025-26 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities,	$275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses, technology. The following expenditures will be funded by federal Title funds: N/A		
4.2	Building relationships and partnerships with families for student outcomes	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and	$208,758.16	Yes

Action #	Title	Description	Total Funds	Contributing
		family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: N/A		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional	$552,334.96	Yes

Powered by BoardOnTrack

Action #	Title	Description	Total Funds	Contributing
		competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Ins Mats & Sups: Title I; Amount: $1,000 -Cert Admins I; Amount: $33,528.00 -STRS: Title I; Amount: $6,403.85 -OASDI/Medicare: Title I; Amount: $486.16 -Health & Welfare Benefits: Title I; Amount: $540.00 -Unemployment Insurance: Title I; Amount: $167.64 -NonInstStdntSup: Title III; Amount: $2,866.00		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.		Yes

Powered by BoardOnTrack

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: N/A		
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. The number of parent events, PAC, and ELAC meetings significantly increased, requiring additional staffing, translation services, and materials. The funds were used to pay the salaries and benefits of the community school liaison and community school coordinator based on student enrollment/school size. To strengthen attendance and engagement outcomes, we also invested more in support staff and extended hours for outreach teams. We highly value the efforts our families put in, so we set up celebratory events and send our coordinators to trainings to build a robust department and improve our school community. The following expenditures will be funded by federal Title funds: -Classified Support: Federal CSP; Amount: $72,177.36 -Clerical & Tech: Federal CSP; Amount: $21,755.28 -PERS: Federal CSP; Amount: $19,354.68 -OASDI/Medicare: Federal CSP; Amount: $7,187.94 -Health & Welfare Benefits: Federal CSP; Amount: $9,769.87 -Unemployment Insurance: Federal CSP; Amount: $360.96 -Other Benefits: Federal CSP; Amount: $2,176.80	$325,322.75	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,544,659	$117,174

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.517%	0.000%	$0.00	24.517%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials,	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers	Goal 2: For all students, but particularly for the EL and LTEL student groups: • Percentage of students who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students.	have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP	Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3.	years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• College-Going Rate (Source: CDE DataQuest)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. **Scope:** LEA-wide	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning.	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. **Scope:**	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy,	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:** LEA-wide	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math,	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning;

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. **Scope:** LEA-wide	Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision	Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout	teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			"Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental,	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased	• High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:** It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP,	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school	Goal 4: • School experience survey "participation rates" by students, families, and staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	(Source: Local Indicator Priority 6, Panorama Education) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of seniors who have

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-2 will utilize the concentration grant add-on funds ($117,174) in the following manner:

MSA-2 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$6,300,454	$1,544,659	24.517%	0.000%	24.517%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,870,748.27	$1,554,075.21	$0.00	$551,570.59	$8,976,394.07	$4,817,687.07	$4,158,707.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$30,502.00	$30,502.00				$30,502.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$80,691.33	$269,854.89	$274,637.22	$75,000.00		$909.00	$350,546.22	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$133,301.26	$1,870,886.78	$2,004,188.04				$2,004,188.04	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$19,126.00	$19,126.00				$19,126.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$35,438.96	$945,385.54	$945,385.54			$35,438.96	$980,824.50	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$1,437,200.75	$270,470.00	$1,707,670.75				$1,707,670.75	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$38,627.00	$8,127.00			$30,500.00	$38,627.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$471,452.99	$50,499.79	$238,596.43	$151,162.01		$132,194.34	$521,952.78	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing								
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$847,416.45	$128,000.00	$56,494.49	$790,921.96		$128,000.00	$975,416.45	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$278,177.92	$7,000.00	$172,527.19	$69,396.97		$43,253.76	$285,177.92	
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,500.00				$3,500.00	$3,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$225,702.90	$0.00	$225,702.90				$225,702.90	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$125,838.11	$68,500.00	$190,338.11	$4,000.00			$194,338.11	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$195,385.53	$356,745.00	$245,723.15	$306,407.38			$552,130.53	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$275.00	$275.00				$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$193,880.16	$14,878.00	$208,758.16				$208,758.16	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$524,877.96	$27,457.00	$485,696.29	$21,647.03		$44,991.64	$552,334.96	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$268,322.75	$57,000.00	$57,000.00	$135,539.86		$132,782.89	$325,322.75	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$6,300,454	$1,544,659	24.517%	0.000%	24.517%	$1,851,870.23	0.000%	29.393 %	**Total:**	$1,851,870.23
								LEA-wide Total:	$1,851,870.23
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$19,126.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,127.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$238,596.43	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools		
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$172,527.19	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$225,702.90	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$190,338.11	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$245,723.15	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$208,758.16	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$485,696.29	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,987,837.55	$9,407,516.25

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$30,502.00	$34,870.00
1	**1.2**	Instructional materials and technology	No	$494,584.35	$456,583.23
1	**1.3**	Clean and safe facilities that support learning	No	$2,022,775.68	$2,027,290.34
1	**1.4**	Healthy and nutritious meals	Yes	$19,126.00	$19,126.00
1	**1.5**	Well-orchestrated Home Office support services	No	$1,222,013.00	$1,090,489.21
2	**2.1**	Broad course of study and standards based curriculum	No	$1,861,109.78	$1,870,797.57
2	**2.2**	Professional development for high-quality instruction	Yes	$65,678.00	$65,678.00
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$529,402.25	$542,258.10
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$1,000.00	$1,000.00
2	**2.5**	Support for students with disabilities	No	$1,112,943.77	$967,756.37
3	**3.1**	College/Career readiness programs and activities	Yes	$162,156.71	$203,883.86

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$3,500.00	$3,500.00
3	3.3	Digital literacy and citizenship programs	Yes	$107,484.78	$48,010.75
3	3.4	Physical education, activity, and fitness	Yes	$194,446.68	$197,982.92
3	3.5	Additional programs and activities that support well-rounded education	Yes	$628,940.39	$580,706.64
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$361,340.90	$290,603.26
4	4.3	MTSS - PBIS and SEL support	Yes	$608,211.51	$571,773.01
4	4.4	Annual educational partner surveys	Yes	$2,200.00	$2,200.00
4	4.5	Community outreach and partnerships	Yes	$560,146.75	$432,731.99

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,764,423	$1,882,630.61	$2,959,729.53	($1,077,098.92)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$19,126.00	$19,126.00		
2	2.2	Professional development for high-quality instruction	Yes	$10,627.00	$65,678.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$285,110.91	$542,258.10		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes		$1,000.00		
3	3.1	College/Career readiness programs and activities	Yes	$95,262.18	$203,883.86		
3	3.2	STEM and GATE programs	Yes		$3,500.00		
3	3.3	Digital literacy and citizenship programs	Yes	$107,484.78	$48,010.75		
3	3.4	Physical education, activity, and fitness	Yes	$194,446.68	$197,982.92		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$241,818.56	$580,706.64		
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$331,735.90	$290,603.26		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$539,743.60	$571,773.01		
4	4.4	Annual educational partner surveys	Yes		$2,200.00		
4	4.5	Community outreach and partnerships	Yes	$57,000.00	$432,731.99		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
6,474,321	1,764,423	0.000%	27.253%	$2,959,729.53	0.000%	45.715%	$0.00	0.000%

Powered by BoardOnTrack

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

Powered by BoardOnTrack

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

Powered by BoardOnTrack

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

Powered by BoardOnTrack

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Powered by BoardOnTrack

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

Powered by BoardOnTrack

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

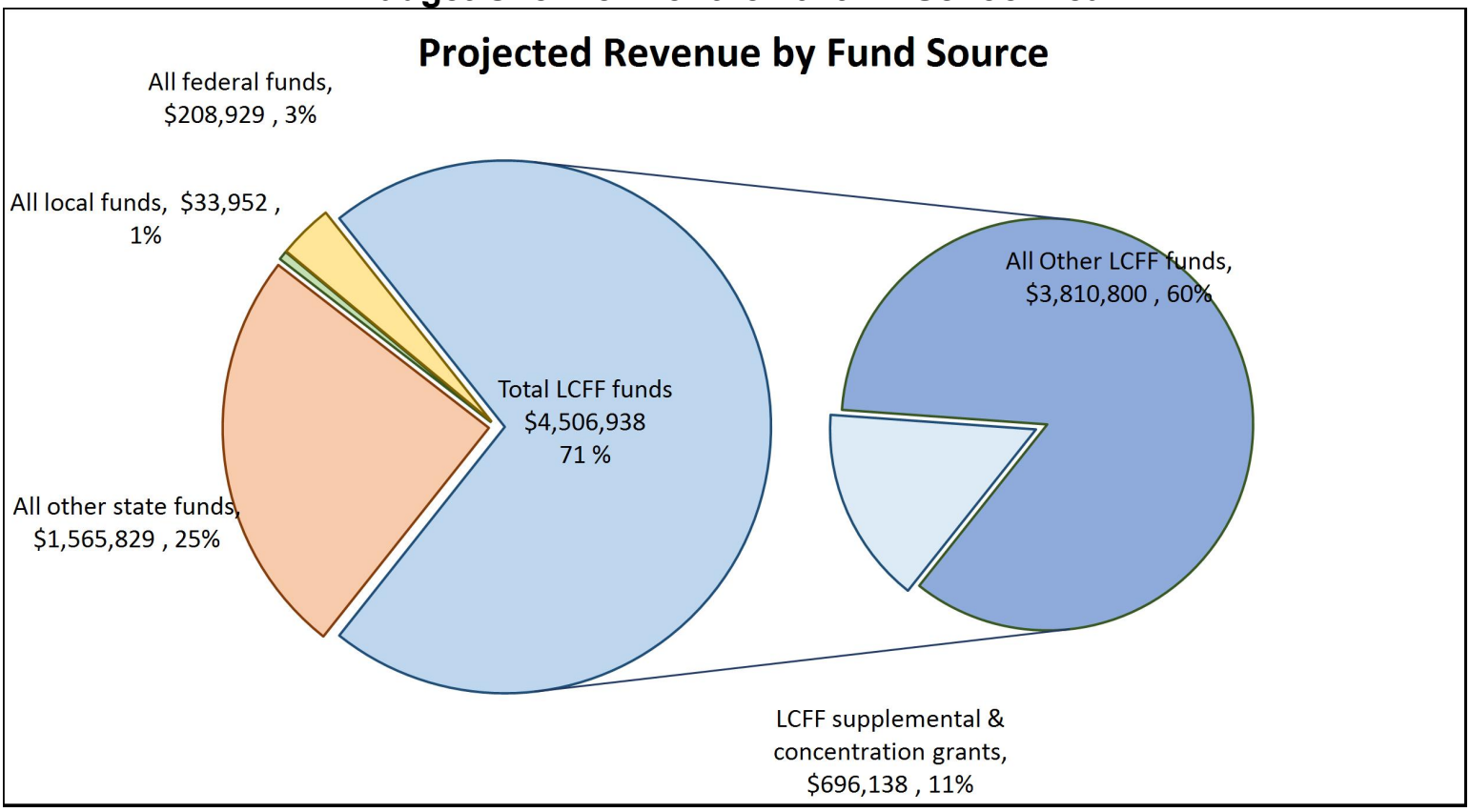
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-3
CDS Code: 19-10199-0115030
School Year: 2026-27
LEA contact information:
Elizabeth Rizzuto
Principal
erizzuto@magnoliapublicschools.org
310-637-3806

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

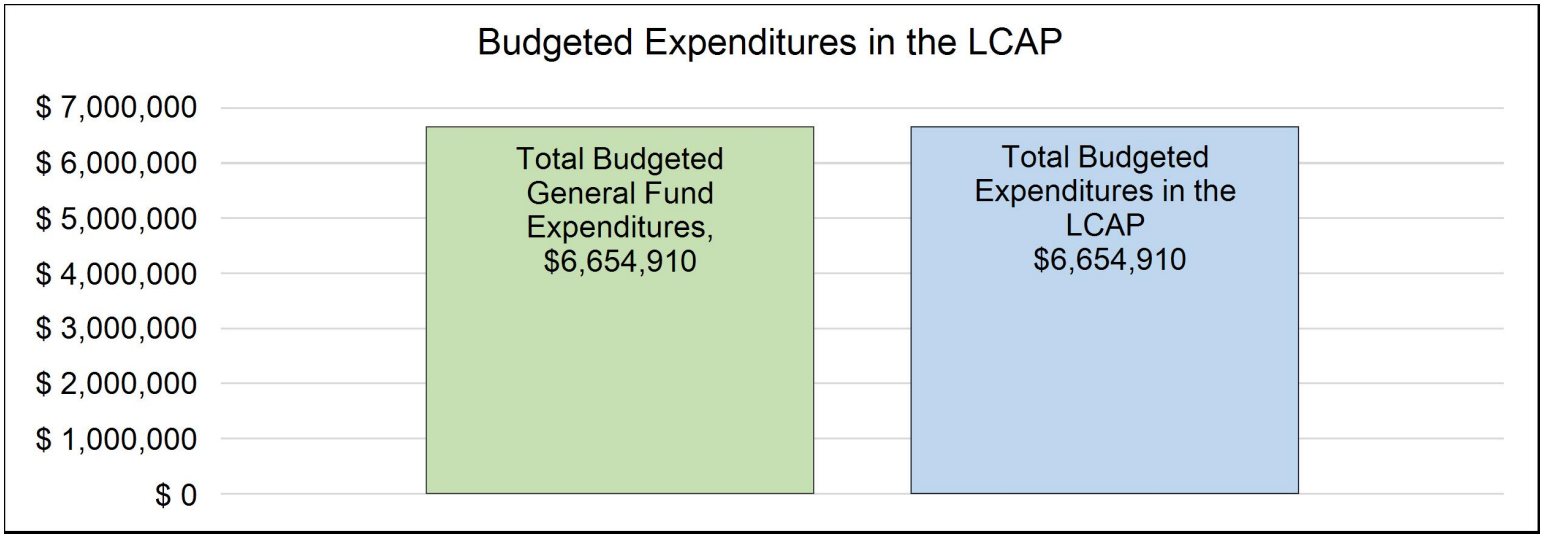


This chart shows the total general purpose revenue Magnolia Science Academy-3 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-3 is $6,315,649, of which $4,506,938 is Local Control Funding Formula (LCFF), $1,565,829 is other state funds, $33,952 is local funds, and $208,929 is federal funds. Of the $4,506,938 in LCFF Funds, $696,138 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy-3 plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-3 plans to spend $6,654,910 for the 2026-27 school year. Of that amount, $6,654,910 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

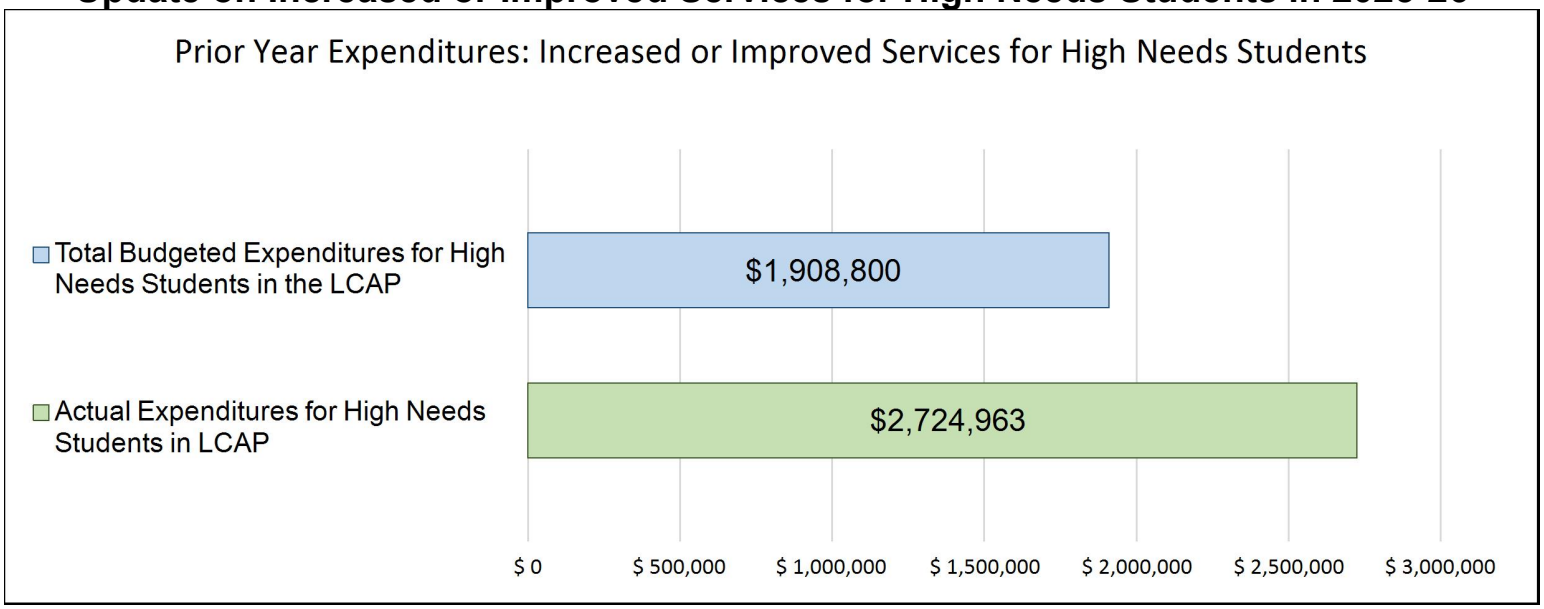
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Magnolia Science Academy-3 is projecting it will receive $696,138 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy-3 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-3 plans to spend $1,397,615 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Magnolia Science Academy-3 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-3 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy-3's LCAP budgeted $$1,908,800 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-3 actually spent $$2,724,963 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-3	Elizabeth Rizzuto Principal	erizzuto@magnoliapublicschools.org 310-637-3806

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Magnolia Science Academy 3-Carson

Magnolia Science Academy 3-Carson, also known as MSA-3, is a public charter school serving students in grades 6 through 12 in Carson, California. MSA-3 is part of Magnolia Public Schools and is authorized by the Los Angeles County Office of Education. The school is located at 1254 East Helmick Street, Carson, CA 90746, and can be reached by phone at (310) 637-3806.

MSA-3 provides a rigorous, STEAM-based, college-preparatory educational program designed to support students academically, socially, and emotionally. The school's instructional program emphasizes access to standards-aligned curriculum, technology integration, hands-on learning, college and career readiness, and targeted supports for English Learners, Students with Disabilities, and students performing below grade level.

For the 2025–26 school year, MSA-3 serves approximately 379 students. The student population reflects the diversity of the Carson and surrounding communities. Current enrollment includes 187 Hispanic students, 181 Black or African American students, 5 Asian students, 4 students identified as two or more races, and 2 Native Hawaiian or Other Pacific Islander students. The school's gender distribution includes 196 female students and 183 male students. Approximately 39% of students are identified as qualifying for free or reduced-price lunch.

MSA-3 serves students across grades 6–12, with current enrollment by grade level as follows: 47 students in grade 6, 73 students in grade 7, 62 students in grade 8, 46 students in grade 9, 54 students in grade 10, 42 students in grade 11, and 55 students in grade 12. The school

also serves a range of student groups and programs, including 16 English Learners, 5 Foster Youth, 13 students with 504 plans, 17 students identified as Gifted and Talented, and 83 students receiving special education services.

Educational Program

MSA-3's academic program is grounded in Magnolia Public Schools' mission to provide a college-preparatory educational experience with a focus on STEAM in a safe learning environment that fosters respect for self and others. The school supports students through a broad course of study that includes core academic subjects, electives, digital learning opportunities, college readiness programming, intervention, special education services, and English Learner supports.

Students have access to technology-based instructional tools and digital learning platforms that support classroom instruction, assignment completion, collaboration, and intervention. The school continues to focus on preparing students for college, career, and life through academic rigor, student support systems, and opportunities for students to demonstrate learning through projects, presentations, and real-world application.

Mission

Magnolia Public Schools provides a college-preparatory educational program with a focus on STEAM in a safe environment that cultivates respect for self and others.

Vision

Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

Core Values

Innovation: Students are supported in becoming independent, creative, and adaptable learners. MSA-3 promotes innovation through STEAM instruction, technology integration, project-based learning, college and career planning, and opportunities for students to apply their learning in meaningful ways.

Connection: MSA-3 values strong relationships among students, families, staff, and community partners. The school works to create a safe and supportive environment where students feel known, families are engaged, and all educational partners contribute to student success.

Excellence: MSA-3 promotes academic excellence through standards-aligned instruction, high expectations, data-driven support, intervention, college readiness programming, and opportunities for students to develop critical thinking, communication, and problem-solving skills.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Successes

During the 2025–26 school year, Magnolia Science Academy 3 continued to demonstrate important areas of strength across college and career readiness, access to learning opportunities, family engagement, and student completion outcomes. Based on local data and LCAP performance indicators, MSA-3 maintained a strong foundation for student success while also identifying priority areas for continued improvement.

One of the school's strongest areas of annual performance was college and career readiness. MSA-3 maintained a high graduation rate of 98.2%, exceeding the target of 95.0%. The middle school dropout rate remained at 0.0%, and the high school dropout rate was 0.0%, both meeting target expectations. In addition, 74.5% of students earned "Prepared" status on the College/Career Indicator, exceeding the 55.0% target. Seniors also demonstrated strong participation in college coursework, with 74.1% completing at least two semesters of college coursework with a grade of C- or better. The percentage of high school completers accepted to a 4-year college was 66%, exceeding the 60.0% target. These outcomes reflect the school's continued commitment to college readiness, dual enrollment, academic planning, and postsecondary access.

MSA-3 also showed meaningful success in STEAM, innovation, and access to a well-rounded instructional program. The percentage of students enrolled in Accelerated and/or Advanced Math courses or Advanced Math club increased to 22%, exceeding the target of 10.0%. Additionally, 93% of students in the graduating class completed a Computer/Technology course and/or participated in blended learning, exceeding the 90.0% target. The school also maintained 100% student participation in STEAM-focused projects, experiments, models, or demonstrations. These results demonstrate that students continued to have access to project-based learning, technology integration, and hands-on academic experiences that support Magnolia's Innovation pillar.

Basic conditions for learning remained strong. MSA-3 reported 0% of students without access to standards-aligned instructional materials and 0 identified facility deficiencies. This indicates that students had access to the materials and learning conditions needed to participate in a high-quality instructional program. Teacher attendance was also strong at 95.7%, exceeding the target of 95.0%, which supported instructional continuity and schoolwide stability.

The school also demonstrated strength in family engagement and community connection. MSA-3 held 8 Parent Advisory Committee meetings and 4 English Learner Advisory Committee meetings, meeting both targets. The school also reported 92 parent engagement activities, far exceeding the target of 10. These opportunities supported ongoing communication with families, expanded access to school events, and strengthened the connection between school and home. Student retention also met the target at 85%, demonstrating continued stability in the school community.

Attendance and student persistence outcomes reflected additional areas of success. The P-2 ADA rate was 92.82%, exceeding the target of 92.0%. The school also maintained a 0.0% expulsion rate. These outcomes indicate that MSA-3 continued to support student attendance, persistence, and access to a safe learning environment.

Challenges

While MSA-3 demonstrated several important successes, annual performance data also identifies areas requiring continued improvement. The school will prioritize academic achievement, instructional monitoring, English Learner progress, outcomes for Students with Disabilities, chronic absenteeism, suspension reduction, staff retention, and stakeholder satisfaction.

Academic achievement continues to be a key area of need. The percentage of students earning a grade of C or better in core subjects and electives was 73%, below the 80.0% target. CAASPP ELA results showed 37.95% of students meeting or exceeding standard, which reflects progress but remains slightly below the 40.0% target. CAASPP Mathematics remained a significant area for improvement, with 17.41% of all students meeting or exceeding standard, below the 20.0% target. Science proficiency was 11.32%, also below the 20.0% target. These results show that although students continue to access core academic programs and interventions, additional work is needed to increase standards mastery and accelerate proficiency.

Subgroup performance remains an equity priority. Students with Disabilities showed some progress in mathematics, reaching 7.14% proficiency and meeting the math target for that subgroup; however, they remained below target in ELA and Science. Students with Disabilities reached 14.28% proficiency in ELA, below the 20.0% target, and 0.0% proficiency in Science, below the 8.0% target. English Learner outcomes also require significant attention. Only 11.8% of English Learners increased at least one English Learner Progress Indicator performance level or maintained ELPI Level 4, which was well below the 50.0% target. The reclassification rate was 4.8%, below the 10.0% target. These results indicate a need to strengthen designated ELD, integrated ELD, reclassification monitoring, targeted language development, and academic supports for dually identified students.

Instructional monitoring was a significant implementation challenge. The teacher observation completion rate was 4%, far below the target of 85.0%. This limited the school’s ability to consistently provide teachers with formal feedback, monitor implementation of state standards, and support instructional growth. Teacher retention was also below target at 65%, compared to the target of 80.0%. These data points indicate the need for stronger onboarding, coaching, observation cycles, leadership support, and retention strategies.

Attendance and school climate data show mixed results. Although ADA exceeded the target, chronic absenteeism remained high at 27.1%, above the target of 20.0% or lower. This indicates that a significant group of students continued to experience persistent attendance barriers. The suspension rate also increased to 3.9%, above the target of 2.5% or lower. While the expulsion rate remained at 0.0%, the increased suspension rate shows a need to strengthen MTSS, PBIS, restorative practices, classroom behavior supports, and early intervention systems.

Student, family, and staff survey results also identify challenges related to connection and satisfaction. Student survey participation was 86.4%, family participation was 59.7%, and staff participation was 83.8%, all below target. Average approval rates were 64% for students, 86% for families, and 61% for staff. Overall satisfaction rates were 56% for students, 69% for families, and 53% for staff, all below target. These outcomes indicate that while the school increased family engagement opportunities, MSA-3 must continue strengthening the quality of communication, trust, belonging, and responsiveness to feedback, particularly for staff and students.

College and career readiness also showed specific areas for improvement. Although the College/Career Indicator Prepared rate and dual enrollment outcomes were strong, A-G completion was 53.7%, below the 90.0% target. CTE pathway completion remained at 0.0%, and

0.0% of students completed both A-G and CTE pathway requirements. The Seal of Biliteracy rate was 7.4%, below the 20.0% target, and the Golden State Seal Merit Diploma rate was 14.8%, below the 30.0% target. These outcomes indicate a need for stronger transcript monitoring, earlier student tracking, expanded pathway development, and improved systems for identifying students eligible for state seals and recognitions.

In response to these successes and challenges, MSA-3 will continue to build on strengths in graduation, college readiness, STEAM access, family engagement, attendance, and safe facilities. At the same time, the school will strengthen academic interventions, classroom observation systems, teacher support and retention, English Learner services, supports for Students with Disabilities, chronic absenteeism interventions, restorative behavior systems, survey participation, and stakeholder satisfaction. These priorities will guide the continued development of the LCAP and the school's efforts to ensure that all students are supported academically, socially, and emotionally.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	MSA-3 engaged parents and families through multiple opportunities for input throughout the school year. The school held Parent Advisory Committee (PAC) meetings and Coffee with Admin sessions to share school updates, review student outcome data, discuss school priorities, and gather feedback on programs, services, and areas of need. Families were also invited to participate in English Learner Advisory Committee (ELAC) meetings, parent workshops, school events, and other engagement opportunities connected to student achievement, attendance, school climate, and family support. In addition, families were provided the annual educational partner survey, and feedback from the Community School Initiative Assets and Needs Assessment was reviewed to better understand family priorities and barriers to engagement.
Students	MSA-3 engaged students through the annual educational partner survey, school experience surveys, informal feedback opportunities, student activities, classroom discussions, and schoolwide engagement efforts. Student feedback was used to better understand students' experiences related to academic support, school safety, belonging, extracurricular opportunities, communication, and overall satisfaction. Input gathered through surveys and student engagement activities helped inform school priorities connected to academic intervention, college and career readiness, school climate, student wellness, and enrichment opportunities.
Teachers	MSA-3 engaged teachers through the annual educational partner survey, weekly Wednesday professional development meetings,

Educational Partner(s)	Process for Engagement
	grade-level and department collaboration, instructional planning conversations, and schoolwide data reflection. Teachers provided input regarding instructional needs, professional development priorities, intervention structures, student academic progress, classroom supports, and school climate. Feedback from teachers was also gathered through staff discussions, leadership check-ins, and implementation reflections connected to curriculum, assessments, MTSS, ELD, special education supports, and student engagement.
School administrators	School administrators participated in the LCAP development process through ongoing review of student achievement data, attendance data, discipline data, college and career readiness indicators, survey results, and local performance measures. Administrators met regularly to discuss school operations, instruction, attendance, behavior, family engagement, staffing, student supports, and progress toward LCAP goals. These discussions helped identify successes, areas of need, and priorities for continued improvement across academic achievement, school climate, family engagement, and operational systems.
Other school personnel	Other school personnel, including classified staff, support staff, office staff, counseling/support staff, and community school staff, were engaged through the annual educational partner survey, staff meetings, professional development opportunities, operational check-ins, and feedback connected to the Community School Initiative Assets and Needs Assessment. Their input helped identify needs related to student support, attendance, family communication, school climate, supervision, operations, and community partnerships. This feedback was important in understanding the needs of students and families beyond the classroom and in identifying additional supports needed to strengthen school connectedness.
SELPA	MSA-3 consulted with special education leadership and SELPA-related support through ongoing communication with the MPS Home Office Special Education team, school-based special education staff, and related service providers. Special education coordinators and support staff provided input on student needs, IEP implementation, service delivery, inclusive practices, intervention supports, staffing needs, and professional development priorities. Feedback from special education partners helped inform LCAP actions related to

Educational Partner(s)	Process for Engagement
	supports for Students with Disabilities, MTSS, academic intervention, mental health, and access to the least restrictive and most supportive learning environment.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was influenced by feedback gathered from families, students, teachers, administrators, other school personnel, and special education partners, as well as by a review of local data, California School Dashboard data, educational partner survey results, and the Community School Initiative Assets and Needs Assessment.

Educational partner feedback and school data confirmed the need to continue strengthening academic achievement, instructional support, student wellness, family engagement, and school connectedness. As a result, the LCAP continues to prioritize academic intervention, standards-aligned instruction, teacher support, MTSS, PBIS, ELD support, services for Students with Disabilities, college and career readiness, and expanded engagement opportunities for families and students.

Feedback from students and families highlighted the importance of maintaining strong college and career readiness supports, including dual enrollment, college counseling, A-G monitoring, and postsecondary planning. In response, the LCAP continues to include actions focused on college readiness, access to college coursework, academic planning, and support for students as they prepare for graduation and postsecondary pathways.

Feedback from staff and administrators emphasized the need for stronger instructional monitoring, professional development, intervention alignment, and support for teachers. This influenced the continued inclusion of actions related to professional development, classroom observations, instructional coaching, MTSS, and data-driven academic supports.

Feedback from families and school personnel also highlighted the importance of improving communication, engagement, and access to resources. In response, the LCAP continues to include actions related to PAC, ELAC, Coffee with Admin, parent workshops, home visits, schoolwide communication tools, and community partnerships.

School climate and survey data also influenced the LCAP by identifying a continued need to improve student belonging, staff satisfaction, attendance, and behavior supports. As a result, the LCAP maintains a focus on MTSS/PBIS, SEL supports, restorative practices, attendance intervention, family outreach, and community resources that support student well-being.

Input from special education staff and SELPA-related partners reinforced the need to strengthen supports for Students with Disabilities, including IEP implementation, academic intervention, inclusive practices, related services, and collaboration between general education and special education staff. These priorities are reflected in the continued LCAP actions connected to special education services, intervention, and student support systems.

Overall, educational partner feedback directly influenced the adopted LCAP by helping MSA-3 identify priorities for continued improvement, sustain effective practices, and align resources to the areas of greatest need. The feedback reinforced the importance of maintaining strong family engagement and college readiness systems while strengthening academic achievement, attendance, school climate, staff support, and targeted services for student groups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 77.5%	2022-23: 77.9%	2023-24: 77.4%	2024-25: > 85%	-0.1 percentage points
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25): 	2025-26 (As of 5/22/26): 	2026-27: 0%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0	2025-26 (As of 5/22/26): 0	2026-27: 0	0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 74%	2024-25: (Fall 2023 to Fall 2024) 87%	2025-26 (Fall 2024 to Fall 2025): 65%	2026-27: (Fall 2025 to Fall 2026) >= 80%	-9 percentage points
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 92.2%	2024-25: (As of 5/31/25) 91.4%	2025-26 (As of 5/15/26): 95.7%	2026-27: >= 95.0%	+3.5 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of Goal 1 during the 2025–26 school year at MSA-3 was partially successful. The school continued to maintain several core conditions for a high-quality learning environment, including full access to standards-aligned instructional materials, properly maintained facilities, and strong teacher attendance. These areas demonstrate continued operational strength and alignment with the goal of providing students and staff with a safe, secure, healthy, and well-resourced learning environment.

Several planned actions were implemented effectively. All students had access to their own copies of standards-aligned instructional materials for use at school and at home, resulting in a 0% deficiency rate. Facilities also continued to meet the “good repair” standard, with 0 identified instances of deficiencies or extreme deficiencies. Teacher attendance improved to 95.7%, exceeding the 2026–27 target of at least 95.0%, which contributed to instructional continuity and schoolwide stability.

However, implementation challenges remained in the areas of teacher assignment monitoring and teacher retention. The percentage of teaching assignments with an assignment monitoring outcome of “clear” was 77.4%, which remained below the target of greater than 85%. This reflects an ongoing need to strengthen credential monitoring, assignment review processes, and proactive hiring systems. Additionally, teacher retention declined to 65%, which is below the target of at least 80%. This represents a significant challenge and indicates the need for more intentional retention strategies, including stronger onboarding, coaching, staff support, and leadership development.

Overall, while MSA-3 successfully implemented actions related to instructional materials, facilities, and teacher attendance, additional attention is needed to improve teacher assignment alignment and staff retention.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $29,999.00
Actual: $39,999.00
Explanation: The actual expenditure exceeded the budgeted amount by more than 10%. This variance was due to increased needs related to teacher credentialing, recruitment, and staffing support. Additional expenses were necessary to support hiring, onboarding, and credential monitoring efforts connected to ensuring appropriately assigned teachers.

Goal 1 Action 2
Budgeted: $388,822.42
Actual: $407,335.91
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

Goal 1 Action 3
Budgeted: $581,488.25
Actual: $635,983.56
Explanation: The difference between budgeted and actual expenditures was slightly under 10%; therefore, no material difference is noted. The increase was primarily related to facilities, maintenance, repair, and safety-related costs necessary to maintain a clean and safe learning environment.

Goal 1 Action 4
Budgeted: $10,508.00
Actual: $15,628.00
Explanation: The actual expenditure exceeded the budgeted amount by more than 10%. The increase was due to higher-than-anticipated costs related to student meals, refreshments, and wellness-related supports. These additional costs supported continued access to healthy and nutritious meals for students.

Goal 1 Action 5
Budgeted: $905,505.00

Actual: $871,852.40
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions connected to Goal 1 were effective in several areas and partially effective in others.

Actions related to instructional materials and technology were effective. MSA-3 maintained a 0% rate of students without access to their own copies of standards-aligned instructional materials for use at school and at home. This indicates that systems for ordering, distributing, and monitoring instructional materials were implemented successfully and supported equitable access to learning resources.

Actions related to clean and safe facilities were also effective. The school reported 0 identified instances where facilities did not meet the “good repair” standard. This demonstrates that facilities monitoring, maintenance practices, and safety procedures were effective in supporting a safe and appropriate learning environment.

Actions related to teacher attendance were effective. Teacher attendance reached 95.7%, exceeding the target of at least 95.0%. This outcome supported instructional consistency and reduced disruption to student learning.

Actions related to teacher assignments and credentials were partially effective. While the school continued to monitor teacher assignments and credentialing requirements, the percentage of teaching assignments with a “clear” assignment monitoring outcome was 77.4%, below the target of greater than 85%. This indicates that additional systems are needed to strengthen credential alignment, assignment monitoring, and early identification of potential misassignments.

Actions related to teacher retention were not fully effective. Teacher retention declined to 65%, which is below the target of at least 80%. This suggests that additional support is needed to improve staff retention, including stronger onboarding, mentorship, coaching, professional growth pathways, and ongoing staff engagement practices.

Overall, Goal 1 actions were effective in maintaining instructional materials access, facilities, and teacher attendance; however, teacher assignment monitoring and teacher retention require strengthened systems and targeted follow-up.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflection on 2025–26 outcomes, MSA-3 will continue the current Goal 1 metrics to maintain year-over-year comparability, while strengthening implementation systems in the areas that did not meet targets.

For teacher assignments and credentials, MSA-3 will strengthen internal credential and assignment monitoring by conducting earlier reviews before the start of each semester, increasing communication between site leadership and the MPS Human Resources team, and monitoring

assignment alignment throughout the school year. These adjustments are intended to improve the percentage of teaching assignments with a “clear” assignment monitoring outcome.

For teacher retention, MSA-3 will increase focus on staff support and retention strategies. This will include stronger onboarding for new staff, more intentional coaching and mentorship, consistent administrator check-ins, professional growth opportunities, and continued efforts to strengthen school culture and staff belonging. These changes are intended to improve retention and support progress toward the target of at least 80%.

No major changes are needed for instructional materials access or facilities maintenance, as both areas continued to meet expectations with 0% instructional materials deficiency and 0 facilities deficiencies. MSA-3 will sustain these practices through ongoing inventory review, timely replenishment of materials, routine facility inspections, and prompt follow-up on maintenance needs.

Teacher attendance exceeded the target; therefore, the school will continue current attendance monitoring practices while maintaining support systems that promote staff well-being and instructional consistency.

Overall, the coming year will focus on sustaining effective practices in instructional materials, facilities, and attendance, while strengthening credential monitoring and staff retention systems.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.	$29,999.00	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees. The following expenditures will be funded by federal Title funds: N/A		
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: -Technology: Resource: Title IV, Part A ESEA (ESSA); Amount: $963.54	$396,657.84	No
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security	$568,183.20	No

Action #	Title	Description	Total Funds	Contributing
		and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, , maintenance and repair services, gas/electric, health and safety related expenses, and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A		
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments.	$15,628.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A	$738,099.38	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: 100%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 69%	2024-25: (As of 5/29/25) 54%	2025-26 (As of 6/12/26): 27%	2026-27: >= 85%	-42 percentage points
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 79%	2024-25: (First semester) 76%	2025-26 (First semester): 73%	2026-27: (First semester) >= 80%	-6 percentage points
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 32.66% -English Learners: 0.00% -Socioeconomically Disadvantaged: 33.08% -Students with Disabilities: 17.39% -African American: 29.49%	2023-24: -All Students: 36.37% -English Learners: * - Socioeconomically Disadvantaged: 30.92%	2024-25: -All Students: 37.95% -English Learners: * - Socioeconomically Disadvantaged: 37.98%	2025-26: -All Students: >= 40.00% -English Learners: >= 5.00% - Socioeconomically Disadvantaged: >= 40.00% -Students with	-All Students: +5.29 percentage points -English Learners: N/A - Socioeconomically Disadvantaged: +4.90 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Asian: * -Hispanic: 32.74% -White: *	-Students with Disabilities: 8.00% -African American: 32.67% -Hispanic: 36.61% -White: *	-Students with Disabilities: 14.28% -African American: 33.02% -Hispanic: 43.52% -White: *	Disabilities: >= 20.00% -African American: >= 38.00% -Hispanic: >= 40.00% -White: *	-Students with Disabilities: -3.11 percentage points -African American: +3.53 percentage points -Asian: N/A -Hispanic: +10.78 percentage points -White: N/A
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 40.2 points below standard -English Learners: 117.8 points below standard -Socioeconomically Disadvantaged: 41.8 points below standard -Students with Disabilities: 119.4 points below standard -African American: 37.9 points below standard -Hispanic: 47.6 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 38.4 points below standard -English Learners: 90.9 points below standard -Socioeconomically Disadvantaged: 48.1 points below standard -Students with Disabilities: 137.4 points below standard -African American: 47.2 points below standard -Hispanic: 36.2 points below standard -White: *	2024-25 (2025 Dashboard): -All Students: 31.9 points below standard -English Learners: 103.6 points below standard -Socioeconomically Disadvantaged: 31.6 points below standard -Students with Disabilities: 85.4 points below standard -African American: 48.7 points below standard -Hispanic: 7.3 points below standard -White: *	2025-26: (2026 Dashboard) -All Students: 31.0 points below standard -English Learners: 103.0 points below standard -Socioeconomically Disadvantaged: 32.0 points below standard -Students with Disabilities: 103.0 points below standard -African American: 28.0 points below standard -Hispanic: 38.0 points below standard -White: *	-All Students: +8.3 points -English Learners: +14.2 points -Socioeconomically Disadvantaged: +10.2 points -Students with Disabilities: +34.0 points -African American: -10.8 points -Hispanic: +40.3 points -White: N/A
2.6	Percentage of students who have met their growth targets on the	2023-24: (Fall to Spring) -All Students: 61.3%	2024-25: (Fall to Spring)	2025-26 (Fall to Spring):	2026-27: (Fall to Spring) -All Students: >=	-All Students: -4.8 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	-English Learners: 69.2% -Socioeconomically Disadvantaged: 66.2% -Students with Disabilities: 48.8% -African American: 53.8% -Hispanic: 65.0%	-All Students: 57.7% -English Learners: 53.3% -Socioeconomically Disadvantaged: 42.5% -Students with Disabilities: 65.5% -African American: 58.5% -Hispanic: 59.0% -White: *	-All Students: 56.5% -English Learners: 60.0% -Socioeconomically Disadvantaged: 56.4% -Students with Disabilities: 50.9% -African American: 50.4% -Hispanic: 63.2% -White: *	50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -African American: >= 50% -Hispanic: >= 50% -White:*	-English Learners: -9.2 percentage points -Socioeconomically Disadvantaged: -9.8 percentage points -Students with Disabilities: +2.1 percentage points -African American: -3.4 percentage points -Hispanic: -1.8 percentage points -White: N/A
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 1.03 (CGP: 85th percentile) -English Learners: CGI: 0.00 (CGP: 50th percentile) -Socioeconomically Disadvantaged: CGI: 1.51 (CGP: 93rd percentile) -Students with Disabilities: CGI: -0.44 (CGP: 33rd percentile) -African American: CGI: 0.04 (CGP: 52nd percentile) -Hispanic: CGI: 1.64 (CGP: 95th percentile)	2024-25: (Fall to Spring) -All Students: CGI: 1.10 (CGP: 86th percentile) -English Learners: CGI: 1.24 (CGP: 89th percentile) -Socioeconomically Disadvantaged: CGI: 1.46 (CGP: 93rd percentile) -Students with Disabilities: CGI: -0.48 (CGP: 32nd percentile) -African American: CGI: 0.83 (CGP: 80th percentile)	2025-26 (Fall to Spring): -All Students: CGI: 0.49 (CGP: 69th percentile) -English Learners: CGI: 0.00 (CGP: 50th percentile) -Socioeconomically Disadvantaged: CGI: 0.49 (CGP: 69th percentile) -Students with Disabilities: CGI: -0.26 (CGP: 40th percentile) -African American: CGI: 0.29 (CGP: 61st percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -African American: CGI >= 0 (CGP >= 50th percentile)	-All Students: -0.54 -English Learners: 0.00 -Socioeconomically Disadvantaged: -1.02 -Students with Disabilities: +0.18 -African American: +0.25 -Hispanic: -0.87 -White: N/A

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Hispanic: CGI: 1.49 (CGP: 93rd percentile) -White: *	-Hispanic: CGI: 0.77 (CGP: 78th percentile) -White: *	-Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *	
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 8.50% -English Learners: 0.00% -Socioeconomically Disadvantaged: 10.45% -Students with Disabilities: 0.00% -African American: 6.41% -Hispanic: 9.64% -White: *	2023-24: -All Students: 17.19% -English Learners: * -Socioeconomically Disadvantaged: 15.03% -Students with Disabilities: 3.70% -African American: 15.84% -Hispanic: 16.81% -White: *	2024-25: -All Students: 17.41% -English Learners: * -Socioeconomically Disadvantaged: 15.82% -Students with Disabilities: 7.14% -African American: 13.63% -Hispanic: 20.56% -White: *	2025-26: -All Students: >= 20.00% -English Learners: >= 7.00% -Socioeconomically Disadvantaged: >= 20.00% -Students with Disabilities: >= 7.00% -African American: >= 20.00% -Hispanic: >= 20.00% -White: *	-All Students: +8.91 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: +5.37 percentage points -Students with Disabilities: +7.14 percentage points -African American: +7.22 percentage points -Hispanic: +10.92 percentage points -White: N/A
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 109.5 points below standard -English Learners: 156.8 points below standard -Socioeconomically Disadvantaged: 106.8 points below standard -Students with Disabilities: 175.1 points below standard	2023-24: (2024 Dashboard) -All Students: 92.6 points below standard -English Learners: 104.0 points below standard -Socioeconomically Disadvantaged: 95.5 points below standard	2024-25 (2025 Dashboard): -All Students: 94.2 points below standard -English Learners: 162.9 points below standard -Socioeconomically Disadvantaged: 99.9 points below standard	2025-26: (2026 Dashboard) -All Students: 94.0 points below standard -English Learners: 135.0 points below standard -Socioeconomically Disadvantaged: 91.0 points below standard	-All Students: +15.3 points -English Learners: -6.1 points -Socioeconomically Disadvantaged: +6.9 points -Students with Disabilities: +15.8 points -African American: +18.7 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-African American: 120.7 points below standard -Hispanic: 104.2 points below standard -White: *	-Students with Disabilities: 149.9 points below standard -African American: 94.2 points below standard -Hispanic: 93.6 points below standard -White: *	-Students with Disabilities: 159.3 points below standard -African American: 102.0 points below standard -Hispanic: 87.6 points below standard -White: *	-Students with Disabilities: 145.0 points below standard -African American: 102.0 points below standard -Hispanic: 89.0 points below standard -White: *	-Hispanic: +16.6 points -White: N/A
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 55.4% -English Learners: 64.3% -Socioeconomically Disadvantaged: 57.6% -Students with Disabilities: 58.5% -African American: 46.2% -Hispanic: 61.8%	2024-25: (Fall to Spring) -All Students: 56.7% -English Learners: 58.3% -Socioeconomically Disadvantaged: 56.0% -Students with Disabilities: 43.2% -African American: 47.1% -Hispanic: 65.2% -White: *	2025-26 (Fall to Spring): -All Students: 47.6% -English Learners: 54.5% -Socioeconomically Disadvantaged: 47.0% -Students with Disabilities: 38.2% -African American: 44.1% -Hispanic: 50.9% -White: *	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -African American: >= 50% -Hispanic: >= 50% -White: *	-All Students: -7.8 percentage points -English Learners: -9.8 percentage points -Socioeconomically Disadvantaged: -10.6 percentage points -Students with Disabilities: -20.3 percentage points -African American: -2.1 percentage points -Hispanic: -10.9 percentage points -White: N/A
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress	2023-24: (Fall to Spring) -All Students: CGI: 1.22 (CGP: 89th percentile) -English Learners: CGI: 0.00 (CGP: 50th percentile)	2024-25: (Fall to Spring) -All Students: CGI: 2.01 (CGP: 98th percentile)	2025-26 (Fall to Spring): -All Students: CGI: 0.24 (CGP: 60th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >=	-All Students: -0.98 -English Learners: +0.99 -Socioeconomically Disadvantaged: -1.38

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	-Socioeconomically Disadvantaged: CGI: 1.62 (CGP: 95th percentile) -Students with Disabilities: CGI: -0.25 (CGP: 40th percentile) -African American: CGI: -0.24 (CGP: 41st percentile) -Hispanic: CGI: 2.22 (CGP: 99th percentile)	-English Learners: CGI: 1.73 (CGP: 96th percentile) -Socioeconomically Disadvantaged: CGI: 2.25 (CGP: 99th percentile) -Students with Disabilities: CGI: 0.46 (CGP: 68th percentile) -African American: CGI: 0.49 (CGP: 69th percentile) -Hispanic: CGI: 3.36 (CGP: 100th percentile) -White: *	-English Learners: CGI: 0.99 (CGP: 84th percentile) -Socioeconomically Disadvantaged: CGI: 0.24 (CGP: 60th percentile) -Students with Disabilities: CGI: 0.08 (CGP: 53rd percentile) -African American: CGI: -0.09 (CGP: 46th percentile) -Hispanic: CGI: 0.62 (CGP: 73rd percentile) -White: *	50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -African American: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *	-Students with Disabilities: +0.33 -African American: +0.15 -Hispanic: -1.60 -White: N/A
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 68.0%	2023-24: (2024 Dashboard) 38.9%	2024-25 (2025 Dashboard): -All Students: 11.8%	2025-26: (2026 Dashboard) >= 50.0%	-56.2 percentage points
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 24.0%	2023-24: (Internal) 13.3%	2024-25 (Internal): 10.5% 2025-26 (As of 6.10.26): 4.8%	2025-26: (CDE DataQuest) >= 10.0%	-19.2 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 8.08% -English Learners: * -Socioeconomically Disadvantaged: 8.82% -Students with Disabilities: 0.00% -Hispanic: 13.79% -African American: 0.00	2023-24: -All Students: 16.00% -English Learners: * - Socioeconomically Disadvantaged: 18.68% -Students with Disabilities: 0.00% -African American: 2.33% -Hispanic: 21.25% -White: *	2024-25: -All Students: 11.32% -English Learners: * - Socioeconomically Disadvantaged: 8.97% -Students with Disabilities: 0.00% -African American: 16.28% -Hispanic: 8.33% -White: *	2025-26: -All Students: >= 20.00% -English Learners: * - Socioeconomically Disadvantaged: >= 20.00% -Students with Disabilities: >= 8.00% -African American: >= 15.00% -Hispanic: >= 20.00% -White: *	-All Students: +3.24 percentage points -English Learners: N/A - Socioeconomically Disadvantaged: +0.15 percentage points -Students with Disabilities: 0.00 percentage points -African American: +16.28 percentage points -Hispanic: -5.46 percentage points -White: N/A

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of Goal 2 during the 2025–26 school year at MSA-3 was partially successful. MSA-3 continued to provide all students with access to a broad course of study, academic programs, intervention supports, and services for student groups, including English Learners, socioeconomically disadvantaged students, and students with disabilities. Metric 2.1 remained at 100%, confirming that students had sufficient access to programs and services.

However, several implementation challenges impacted the school's progress toward academic excellence. One significant challenge was the completion of classroom observations. Based on the updated completion of 14 formal observations and 5 informal observations, MSA-3 completed 19 of the 70 required observations, resulting in an updated observation completion rate of 27%. This remains below the target of at least 85% and represents an implementation gap in the school's instructional monitoring and feedback system. The limited completion of observations reduced opportunities for timely coaching, feedback, and support connected to standards-aligned instruction.

Powered by BoardOnTrack

Student course performance also declined. The percentage of students earning a grade of “C” or better in core subjects and electives decreased to 73%, compared to 76% in the prior year and below the target of at least 80%. This indicates the need for stronger academic monitoring, intervention follow-up, grade checks, and classroom-based supports to ensure students remain on track throughout the semester.

CAASPP outcomes show mixed progress. In ELA, the percentage of students meeting or exceeding standard increased to 37.95%, with socioeconomically disadvantaged students at 37.98% and Hispanic students at 43.52%. However, Students with Disabilities remained below target at 14.28%. ELA Distance from Standard improved for All Students to 31.9 points below standard and for Students with Disabilities to 85.4 points below standard, though English Learners remained significantly below standard at 103.6 points below.

In mathematics, the percentage of students meeting or exceeding standard remained low at 17.41%, below the 20% target for All Students. Students with Disabilities improved to 7.14%, meeting the 2025–26 target of at least 7%, while Hispanic students reached 20.56%, meeting the 20% target. Math Distance from Standard remained an area of concern, with All Students at 94.2 points below standard, English Learners at 162.9 points below standard, and Students with Disabilities at 159.3 points below standard.

English Learner outcomes require significant attention. The percentage of English Learners increasing at least one ELPI performance level or maintaining ELPI Level 4 was 11.8%, well below the target of 50%. The RFEP rate was 4.8% as of June 10, 2026, below the target of at least 10%. These outcomes indicate a need to strengthen designated and integrated ELD instruction, progress monitoring, and reclassification readiness systems.

Science performance showed 11.32% of All Students meeting or exceeding standard, short of the 20% target. African American students exceeded the target at 16.28%, compared to the 15% target. However, socioeconomically disadvantaged students, Hispanic students, and Students with Disabilities remained below target, with Students with Disabilities at 0%.

Overall, Goal 2 was implemented with success in maintaining program access and some academic growth indicators, but implementation was limited by insufficient observation completion, declining course grades, persistent CAASPP proficiency gaps, and low English Learner progress and reclassification outcomes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $1,715,577.96
Actual: $1,757,615.85
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

Goal 2 Action 2
Budgeted: $18,357.20
Actual: $34,357.20

Explanation: The actual expenditure exceeded the budgeted amount by more than 10%. This increase was primarily due to additional professional development, instructional support, and/or platform-related costs needed to support high-quality instruction. Given the low observation completion rate and continued academic gaps, additional resources were needed to support instructional improvement, standards alignment, and staff development.

Goal 2 Action 3
Budgeted: $689,448.46
Actual: $714,071.81
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

Goal 2 Action 4
Budgeted: $0
Actual: $0
Explanation: No expenditures were budgeted or recorded for this action; therefore, no material difference is noted.

Goal 2 Action 5
Budgeted: $764,286.53
Actual: $984,452.35
Explanation: The actual expenditure exceeded the budgeted amount by more than 10%. This increase was due to additional costs connected to special education services, paraprofessional support, contracted service needs, and required supports to ensure students with disabilities received services outlined in their IEPs. These additional expenditures were necessary to maintain access to individualized supports and provide services in alignment with student needs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 2 were partially effective in making progress toward the goal of ensuring all students have equitable access to high-quality instruction and academic progress aligned to California content standards.

Action 2.1, broad course of study and standards-based curriculum, was effective in ensuring access. MSA-3 maintained 100% access to all programs and services for students, including unduplicated students and students with disabilities. This demonstrates that the master schedule, course offerings, and academic program access were implemented as planned. However, student grade outcomes show that access alone did not fully translate into academic success, as only 73% of students earned a “C” or better in core subjects and electives.

Action 2.2, professional development for high-quality instruction, was not fully effective. Based on the updated completion of 14 formal observations and 5 informal observations, MSA-3 completed 19 of the 70 required observations, resulting in an updated observation completion rate of 27%. This remains significantly below the target of at least 85%. The limited observation completion reduced the school’s ability to provide consistent instructional feedback, monitor standards implementation, and support teacher growth. The low observation completion rate likely contributed to continued gaps in instructional consistency, academic performance, and subgroup outcomes.

Action 2.3, MTSS academic enrichment, intervention, and student support, was partially effective. MSA-3 maintained academic intervention structures and student support systems; however, course grades and CAASPP proficiency data indicate that additional refinement is needed. Only 73% of students earned a “C” or better, and CAASPP math proficiency remained low at 17.41% for All Students. While some student groups showed progress, including Hispanic students meeting the math proficiency target at 20.56% and Students with Disabilities meeting the math target at 7.14%, overall achievement data indicate a need to better align intervention supports to grade-level standards and CAASPP expectations.

Action 2.4, designated and integrated ELD programs and support for English Learners, was not fully effective based on current outcomes. English Learner progress declined, with only 11.8% of ELs increasing at least one ELPI performance level or maintaining ELPI Level 4, and the RFEP rate was 4.8% as of June 10, 2026, below the target of at least 10%. These results indicate the need for stronger implementation of designated ELD, integrated ELD across content areas, EL progress monitoring, and reclassification readiness supports.

Action 2.5, support for students with disabilities, was partially effective. Students with Disabilities met the math proficiency target at 7.14%; however, outcomes remained low in ELA and Science. Students with Disabilities reached 14.28% proficiency in ELA, below the 20% target, and 0% proficiency in Science, below the 8% target. These results show that while services were provided, the academic impact of supports must be strengthened through improved IEP implementation fidelity, inclusive instructional practices, co-planning, targeted intervention, and progress monitoring.

Overall, Goal 2 actions were effective in maintaining access to programs and services but only partially effective in producing strong academic outcomes. The greatest needs moving forward are improved instructional observation and feedback systems, stronger MTSS implementation, focused ELD support, and more targeted academic supports for Students with Disabilities and English Learners.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on the 2025–26 outcomes, MSA-3 will continue the Goal 2 metrics to maintain year-over-year comparability while strengthening implementation systems in the areas that did not meet targets.

The school will prioritize completing classroom observations and instructional feedback cycles. Given that only 27% of required observations were completed, MSA-3 will establish a clear observation calendar, assign observation responsibilities to school administrators and instructional leaders, and monitor completion monthly. Walkthroughs and formal observations will be connected to actionable feedback, coaching, and professional development aligned to standards-based instruction.

To address the decline in students earning a “C” or better, MSA-3 will strengthen academic monitoring systems. This will include more frequent grade checks, targeted student support meetings, earlier communication with families, intervention plans for students at risk of failing, and stronger coordination among teachers, counselors, special education staff, and administration.

MTSS and intervention systems will be refined to more directly support grade-level standards and CAASPP readiness. Interventions will include increased use of formative assessment data, targeted small-group instruction, CAASPP-style questions and performance tasks, and progress monitoring for students who are below standard in ELA, math, and science.

English Learner supports will be strengthened due to low ELPI progress and RFEP outcomes. MSA-3 will increase monitoring of EL progress, review reclassification readiness more frequently, support teachers with integrated ELD strategies, and ensure designated ELD instruction is implemented with fidelity. ELAC, family communication, and progress updates will continue to be used to support family awareness and engagement.

Supports for Students with Disabilities will also be strengthened. MSA-3 will focus on IEP goal progress monitoring, inclusive instructional practices, co-planning between general education and special education staff, and targeted academic intervention aligned to students' present levels and grade-level standards. Science achievement for Students with Disabilities will be an area of particular focus due to 0% proficiency.

No major changes are needed to the goal statement itself, as the goal remains aligned to MSA-3's academic priorities. However, implementation of the actions will be strengthened through more consistent monitoring, clearer accountability structures, and targeted support for student groups with the greatest need.

Overall, the coming year will focus on moving from access to measurable academic improvement by strengthening instructional monitoring, intervention alignment, English Learner progress systems, and supports for Students with Disabilities.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.	$1,630,392.72	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -Prof Developmnt: Title II; Amount: $8,000.00 -Prof Dev-Other: : Title II; Amount: $10,000.00	$21,686.00	Yes
2.3	MTSS - Academic enrichment,	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision	$455,764.19	Yes

Action #	Title	Description	Total Funds	Contributing
	intervention, and student support	making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, and evidence-based supplemental intervention/enrichment program fees (IXL, MyON, BrainPOP, Flocabulary, and Nearpod) The following expenditures will be funded by federal Title funds: -Educat Software: Title I; Amount: $32,669.55 -Educat Software: Title IV, Pâr? A ESEA (ESSA); Amount: $3,370.80 -TeacherSalaries: Title I; Amount: $64,972.00 -Cert Adminis: Title I; Amount: $9,000.00 -STRS: Title I; Amount: $14,143.93 -OASDI/Medicare: Title I; Amount: $1,073.75 -Health & Welfare Benefits: Title I; Amount: $1,628.31 -Unemployment Insurance: Title I; Amount: $370.26		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our		Yes

Action #	Title	Description	Total Funds	Contributing
		teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend. The following expenditures will be funded by federal Title funds: N/A		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their	$1,042,168.81	No

Action #	Title	Description	Total Funds	Contributing
		eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: -SpEd Ctrct Inst: IDEA SPED; Amount: $300,000.00		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 9%	2024-25: (As of 6/5/25) 7.0%	2025-26 (As of 5/22/26): 22%	2026-27: >= 10%	+13 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 94%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 93%	2026-27: >= 90%	-1 percentage point
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 80%	+1 percentage point
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 44.0%	2023-24 (2024 Dashboard): 47.9%	2024-25 (2025 Dashboard): 78.7% 2025-26 (As of 5/22/26): 74.5%	2025-26: (2026 Dashboard) >= 55.0%	+34.7 percentage points
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 48.0%	2023-24: 56.60%	2024-25: 70.18% 2025-26 (As of 5/22/26): 53.57%	2025-26: >= 55.00%	+22.18 percentage points

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 12.00%	2023-24: 5.45%	2024-25: 25.00% 2025-26 (As of 5/22/26): 54.29%	2025-26: >= 35.00%	+13.0 percentage points
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 11.4%	2023-24: 0.00%	2024-25: 30.8%	2025-26: >= 55.0%	+19.4 percentage points
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 4.1%	2023-24: 8.5%	2024-25: 0.0%	2025-26: >= 55.0%	-4.1 percentage points
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 16.0%	2023-24: (2024 Dashboard) 37.5%	2024-25 (2025 Dashboard): 89.6% 2025-26 (As of 5/22/26): 74.1%	2025-26: (2026 Dashboard) >= 35.0%	+73.6 percentage points
3.10	Percentage of cohort graduates who have successfully completed	2022-23: (2023 Dashboard) 90.0%	2023-24 (2024 Dashboard): 69.4%	2024-25 (2025 Dashboard): 79.2%	2025-26: (2026 Dashboard) >= 90.0%	-10.8 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 53.7%		
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.0%	2023-24 (2024 Dashboard): 0.0%	2024-25 (2025 Dashboard): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (2026 Dashboard) >= 10.0%	0 percentage points
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.0%	2023-24 (2024 Dashboard): 0.0%	2024-25 (2025 Dashboard): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (2026 Dashboard) >= 10.0%	0 percentage points
3.13	Percentage of cohort graduates who have earned a Seal of	2022-23 (CDE DataQuest): 4.3%	2024-25 (CDE DataQuest): 4.4%	2024-25 (CDE DataQuest): 3.3%	2025-26: (CDE DataQuest) >= 20.0%	-1.0 percentage point

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy (Source: CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 7.4%		
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 38.3%	2024-25 (CDE DataQuest): 26.7%	2024-25 (CDE DataQuest): 27.9% 2025-26 (As of 5/22/26): 14.8%	2025-26: (CDE DataQuest) >= 30.0%	-10.4 percentage points
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 27.3%	2024-25: (As of 5/23/25) 30.5%	2025-26 (As of 5/22/26): 40.7%	2026-27: >= 50.0%	+13.4 percentage points
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 68%	2024-25: (As of 5/23/25) 96%	2025-26 (As of 5/22/26): 44.1%	2026-27: >= 90%	-23.9 percentage points
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 55%	2024-25: (As of 5/23/25) 59%	2025-26 (As of 5/22/26): 66%	2026-27: >= 60%	+11.0 percentage points
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 77.3%	Class of 2022: 78.0%	Class of 2023: 68.1%	Class of 2024: >= 60%	-9.2 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of Goal 3 during the 2025–26 school year at MSA-3 was generally successful, with several key indicators demonstrating strong access to innovative, well-rounded, and college/career preparatory learning opportunities. MSA-3 continued to provide students with access to STEAM learning, blended learning, college readiness supports, dual enrollment opportunities, and advanced coursework aligned to the school's Innovation pillar.

Several planned actions were implemented effectively. The percentage of students enrolled in an Accelerated and/or Advanced Math course or Advanced Math club increased significantly to 22%, exceeding the 2026–27 target of at least 10%. This reflects meaningful growth in student access to advanced math opportunities. Additionally, 93% of students in the graduating class completed a Computer/Technology course and/or experienced blended learning, exceeding the target of at least 90%. STEAM participation remained a strength, with 100% of students creating or demonstrating a STEAM-focused project, experiment, model, or demo, exceeding the target of at least 80%.

College and career readiness indicators also showed several areas of success. The percentage of students earning "Prepared" on the College Career Indicator was 74.5%, exceeding the target of at least 55%. EAP Math preparedness increased to 54.29%, exceeding the target of at least 35%, and the percentage of seniors completing at least two semesters of college coursework with a grade of C- or better was 74.1%, exceeding the target of at least 35%. The percentage of high school completers accepted to a 4-year college was 66%, exceeding the target of at least 60%.

However, some challenges remained. EAP ELA preparedness was 53.57%, slightly below the target of at least 55%. A-G completion was 53.7%, below the target of at least 90%, indicating a need for stronger course completion tracking, intervention, and academic planning. CTE pathway completion remained at 0%, which did not meet the target of at least 10%, and no students completed both A-G and CTE pathway requirements. The percentage of students earning the Seal of Biliteracy was 7.4%, below the target of 20%, and the Golden State Seal Merit Diploma rate was 14.8%, below the target of 30%. The percentage of cohort graduates earning an Advanced or Honors MPS Diploma increased to 40.7%, which reflects progress but remains below the 50% target. The percentage of high school completers accepted to a 4-year or 2-year college was 44.1%, below the target of 90%, though the 4-year acceptance rate exceeded target, suggesting that documentation and reporting of 2-year college acceptance may need additional follow-up.

Overall, Goal 3 implementation was effective in expanding access to advanced math, STEAM projects, blended learning, dual enrollment, CCI preparedness, and 4-year college acceptance. Continued improvement is needed in A-G completion, CTE pathway development, Seal of Biliteracy, Golden State Seal Merit Diploma attainment, AP exam outcomes, and college acceptance documentation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $258,688.25

Actual: $266,097.73
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

Goal 3 Action 2
Budgeted: $0.00
Actual: $0.00
Explanation: No expenditures were budgeted or recorded for this action; therefore, no material difference is noted.

Goal 3 Action 3
Budgeted: $114,261.57
Actual: $116,966.86
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

Goal 3 Action 4
Budgeted: $177,720.35
Actual: $133,729.04
Explanation: The actual expenditure was more than 10% below the budgeted amount. This variance may be attributed to lower-than-anticipated costs related to physical education, activity, fitness equipment, or related staffing and program expenses. While the action continued to support student access to physical education and wellness-related programming, some planned expenditures were not fully utilized.

Goal 3 Action 5
Budgeted: $468,955.23
Actual: $382,297.36
Explanation: The actual expenditure was more than 10% below the budgeted amount. This variance may be attributed to lower-than-anticipated costs for additional programs and activities supporting well-rounded education, including elective programming, clubs, field trips, enrichment activities, or contracted services. Some planned programming may have been implemented at a lower cost or deferred, contributing to the lower actual expenditure.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 3 were effective in several areas and partially effective in others. Overall, MSA-3 made strong progress in providing students with access to innovative, well-rounded, college-preparatory, and STEAM-focused learning experiences.

Action 3.1, College/Career Readiness Programs and Activities, was partially effective. MSA-3 exceeded the CCI Prepared target, with 74.5% of students earning Prepared status compared to the target of at least 55%. Dual enrollment and college coursework outcomes were also strong, with 74.1% of seniors completing at least two semesters of college coursework with a C- or better, exceeding the target of 35%. The 4-year college acceptance rate was 66%, exceeding the target of 60%. However, A-G completion was 53.7%, below the 90% target, and overall 2-year or 4-year college acceptance was 44.1%, below the 90% target. These results indicate that college readiness supports were

effective in several areas, but additional systems are needed for A-G monitoring, documentation of college acceptances, and targeted support for students at risk of not meeting college readiness indicators.

Action 3.2, STEM and GATE Programs, was effective. The percentage of students enrolled in Accelerated and/or Advanced Math or Advanced Math club increased to 22%, exceeding the target of at least 10%. Additionally, 100% of students created or demonstrated a STEAM-focused project, experiment, model, or demo, exceeding the target of at least 80%. These outcomes show strong implementation of STEAM access and advanced math opportunities.

Action 3.3, Digital Literacy and Citizenship Programs, was effective. The percentage of students in the graduating class who completed a Computer/Technology course and/or experienced blended learning was 93%, exceeding the target of at least 90%. This indicates that students continued to have meaningful access to technology-based learning experiences that support digital literacy and 21st century skill development.

Action 3.4, Physical Education, Activity, and Fitness, supported the school's broader goal of providing a well-rounded education. While this action is not directly measured by a single Goal 3 metric in the same way as STEAM or college readiness, it contributed to student wellness, access to physical education, and the development of lifelong healthy habits. The lower-than-budgeted actual expenditure indicates that implementation may have occurred at a reduced cost or with fewer purchased supports than planned.

Action 3.5, Additional Programs and Activities that Support Well-Rounded Education, was partially effective. MSA-3 provided students with access to enrichment, electives, and well-rounded learning opportunities, and several outcomes improved, including the Advanced or Honors MPS Diploma rate, which rose to 40.7%. However, CTE pathway completion remained at 0%, and 0% of students completed both A-G and CTE pathway requirements, indicating that CTE pathway development remains an area for significant improvement. Seal of Biliteracy and Golden State Seal Merit Diploma outcomes also remained below target, showing the need for earlier tracking and more intentional student support.

Overall, Goal 3 actions were effective in expanding STEAM, advanced math, blended learning, dual enrollment, and CCI preparedness. They were less effective in ensuring A-G completion, CTE pathway completion, AP success tracking, Seal of Biliteracy attainment, Golden State Seal Merit Diploma attainment, and overall college acceptance documentation.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on the 2025–26 outcomes, MSA-3 will continue the Goal 3 metrics to maintain year-over-year comparability, while strengthening implementation in areas that did not meet targets.

MSA-3 will continue to expand and sustain advanced math opportunities, as the school exceeded the target with 22% of students enrolled in Accelerated and/or Advanced Math or Advanced Math club. The school will continue identifying students who are ready for advanced math pathways and will provide additional support to ensure access is equitable across student groups.

STEAM project implementation will continue as a schoolwide strength, with 100% of students participating in a STEAM-focused project, experiment, model, or demo. MSA-3 will sustain this practice through continued integration of project-based learning, science and engineering design practices, technology integration, and student demonstrations of learning.

Digital literacy and blended learning will also continue, as 93% of graduates completed a Computer/Technology course and/or experienced blended learning. The school will continue supporting responsible technology use, digital citizenship, and technology-based learning experiences.

College and career readiness systems will be strengthened. Although CCI Prepared and dual enrollment outcomes exceeded targets, A-G completion was below target. MSA-3 will implement more frequent transcript audits, earlier identification of students at risk of not completing A-G requirements, stronger communication with students and families, and targeted credit recovery options. College acceptance documentation will also be strengthened to ensure all 2-year and 4-year acceptances are accurately collected and entered into Naviance or the appropriate tracking system.

CTE pathway development will be a priority for the coming year. Because CTE pathway completion and combined A-G/CTE completion remained at 0%, MSA-3 will review available CTE options, identify feasible pathway opportunities aligned to student interest and staffing capacity, and strengthen CALPADS and course sequence tracking.

MSA-3 will also strengthen systems for recognizing student achievement. The school will begin earlier tracking for Seal of Biliteracy, Golden State Seal Merit Diploma, and Advanced or Honors MPS Diploma eligibility. Counselors and academic leaders will monitor student progress toward these recognitions beginning earlier in high school and provide targeted communication to students and families about requirements.

AP outcomes will continue to be monitored once current-year College Board data becomes available. To strengthen AP success, MSA-3 will review AP course access, exam preparation supports, student readiness, and teacher support structures.

Overall, the coming year will focus on sustaining strong implementation in STEAM, advanced math, digital learning, dual enrollment, and CCI preparedness, while strengthening A-G completion systems, CTE pathway development, AP readiness, student recognition tracking, and college acceptance documentation.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely	$269,305.18	Yes

Action #	Title	Description	Total Funds	Contributing
		high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: -Instructional Materials & Sups.: Title IV Part A; Amount: $3,180		
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking,	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A		
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A	$115,166.17	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A	$140,692.11	Yes
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics,	$299,116.37	Yes

Action #	Title	Description	Total Funds	Contributing
		advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7	2024-25: (As of 6/5/25) 10	2025-26 (As of 5/15/26): 8	2026-27: >= 8	+1
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 2	2024-25: (As of 6/5/25) 4	2025-26 (As of 5/15/26): 4	2026-27: >= 4	+2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 22	2024-25: (As of 6/5/25) 30	2025-26 (As of 5/15/26): 92	2026-27: >= 10	+70
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 13.6%	2024-25: (As of 6/5/25) 2.3%	2025-26 (As of 6/10/26): 15.4%	2026-27: >= 15.0%	+1.8 percentage points
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 91.95%	2024-25 P-2 ADA: 91.83%	2025-26 P-2 ADA: 92.82%	2026-27: (P-2 ADA) >= 92.00%	+0.87 percentage points
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 33.9%	2023-24: (2024 Dashboard) 25.3%	2024-25 (2025 Dashboard): 29.3% 2025-26 (As of 5/22/26): 27.1%	2025-26: (2026 Dashboard) <= 20.0%	-4.6 percentage points
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 2.5%	2024-25: (As of 6/5/25) 0.0%	2025-26 (As of 6/10/26): 1.6%	2026-27: <= 2.0%	-0.9 percentage points
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 2.0%	2023-24: (CDE DataQuest) 4.4%	2024-25 (CDE DataQuest): 0.0% 2025-26 (As of 6/10/26): 0.0%	2025-26: (CDE DataQuest) <= 2.0%	-2.0 percentage points
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 94.0%	2023-24: (2024 Dashboard) 93.9%	2024-25 (2025 Dashboard): 100.0%	2025-26: (2026 Dashboard) >= 95.0%	+6.0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2025-26 (As of 5/22/26): 98.2%		
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 6.8%	2023-24: (2024 Dashboard) 2.2%	2024-25 (2025 Dashboard): 1.8% 2025-26 (As of 5/22/26): 3.9%	2025-26: (2026 Dashboard) <= 2.5%	-5.0 percentage points
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00%	2024-25 (CDE DataQuest): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (CDE DataQuest) <= 0.50%	0 percentage points
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 98.4% -Families: 70.5% -Staff: 100.0%	2024-25: -Students: 96.8% -Families: 40.5% -Staff: 60.5%	2025-26: -Students: 86.4% -Families: 59.7% -Staff: 83.8%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	-Students: -12.0 percentage points -Families: -10.8 percentage points -Staff: -16.2 percentage points
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline,	2023-24: -Students: 63.0% -Families: 96.0% -Staff: 74.0%	2024-25: -Students: 62% -Families: 97% -Staff: 49%	2025-26: -Students: 64% -Families: 86% -Staff: 61%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	-Students: +1 percentage point -Families: -10 percentage points -Staff: -13 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 70% -Families: 94% -Staff: 73%	2024-25: -Students: 66% -Families: 98% -Staff: 36%	2025-26: -Students: 56% -Families: 69% -Staff: 53%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	-Students: -14 percentage points -Families: -25 percentage points -Staff: -20 percentage points
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 85.3%	2024-25: (Spring 2024 to Fall 2024) 84%	2025-26 (Spring 2025 to Fall 2025): 85%	2026-27: (Spring 2026 to Fall 2026) >= 85%	-0.3 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of Goal 4 during the 2025–26 school year at MSA-3 was partially successful, with strong progress in family engagement opportunities, advisory committee meetings, home visits, student attendance, graduation, dropout prevention, expulsion prevention, and student retention. MSA-3 continued to prioritize Connection by providing students, families, staff, and educational partners with opportunities to engage with the school community in a safe and nurturing environment.

Several planned actions were implemented effectively. MSA-3 held 8 Parent Advisory Committee meetings, meeting the 2026–27 target of at least 8 meetings. The school also held 4 English Learner Advisory Committee meetings, meeting the target of at least 4 meetings. Parent engagement activities increased significantly to 92 events, far exceeding the target of at least 10 events. This reflects a strong effort to

provide families with multiple opportunities to participate in school activities, receive information, and remain connected to the school community.

MSA-3 also showed improvement in personalized family outreach. The percentage of students receiving home visits increased to 15.4%, meeting the target of at least 15.0%. This represents a meaningful improvement from the prior year and demonstrates stronger implementation of home visits as a strategy to build relationships with families, strengthen communication, and support student outcomes.

Attendance and completion outcomes also showed areas of strength. The P-2 ADA rate was 92.82%, exceeding the target of at least 92.00%. The middle school dropout rate was 1.6%, meeting the target of 2.0% or lower. The high school dropout rate was 0.0%, also meeting the target of 2.0% or lower. The graduation rate remained strong at 98.2%, exceeding the target of at least 95.0%. The expulsion rate remained at 0.0%, meeting the target of 0.50% or lower. Student retention was 85%, meeting the target of at least 85%.

However, some implementation challenges remained. Chronic absenteeism was 27.1%, which reflects improvement from the prior year but remains above the target of 20.0% or lower. The suspension rate increased to 3.9%, exceeding the target of 2.5% or lower, indicating a need to strengthen restorative practices, classroom management supports, early intervention systems, and MTSS/PBIS implementation.

School experience survey results also show areas requiring additional attention. Student survey participation was 86.4%, family participation was 59.7%, and staff participation was 83.8%, all below the 2026–27 targets. Average approval rates were 64% for students, 86% for families, and 61% for staff. Student approval was close to the 65% target, but family and staff approval remained below target. Overall satisfaction rates were 56% for students, 69% for families, and 53% for staff, all below target. These results indicate a need to strengthen student, family, and staff connection, communication, trust, and sense of belonging.

Overall, Goal 4 implementation was successful in expanding family engagement opportunities, increasing home visits, and maintaining strong ADA, graduation, dropout, expulsion, and student retention outcomes. Continued improvement is needed in chronic absenteeism, suspension reduction, survey participation, and student/family/staff satisfaction.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $275.00
Actual: $275.00
Explanation: Expenditures for this action matched the budgeted amount exactly; therefore, no material difference is noted.

Goal 4 Action 2
Budgeted: $149,316.04
Actual: $146,361.48
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

Goal 4 Action 3

Budgeted: $581,292.43
Actual: $592,343.69
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

Goal 4 Action 4
Budgeted: $1,696.00
Actual: $1,696.00
Explanation: Expenditures for this action matched the budgeted amount exactly; therefore, no material difference is noted.

Goal 4 Action 5
Budgeted: $349,480.64
Actual: $322,835.12
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 4 were effective in several areas and partially effective in others. Overall, MSA-3 made meaningful progress in family engagement, home visits, attendance, graduation, dropout prevention, expulsion prevention, and student retention. However, the actions were less effective in reducing chronic absenteeism, lowering suspension rates, increasing survey participation, and improving overall satisfaction.

Action 4.1, Seeking Family Input for Decision-Making, was effective. MSA-3 held 8 PAC meetings and 4 ELAC meetings, meeting both annual targets. These meetings provided families, including families of English Learners, low-income students, and students with disabilities, opportunities to provide input and participate in school decision-making.

Action 4.2, Building Relationships and Partnerships with Families for Student Outcomes, was effective. Parent engagement activities increased to 92 events, far exceeding the target of at least 10. This demonstrates a strong schoolwide effort to connect with families through events, meetings, and outreach opportunities. The home visit rate was 15.4%, meeting the 15.0% target. This indicates that MSA-3 strengthened personalized family outreach and improved implementation of home visits as a strategy to support family-school partnerships.

Action 4.3, MTSS, PBIS, and SEL Support, was partially effective. The school maintained a strong ADA rate of 92.82%, a graduation rate of 98.2%, a middle school dropout rate of 1.6%, a high school dropout rate of 0.0%, and an expulsion rate of 0.0%. These outcomes demonstrate that student support systems contributed to school persistence and completion. However, chronic absenteeism remained high at 27.1%, above the target of 20.0% or lower, and the suspension rate increased to 3.9%, above the target of 2.5% or lower. These outcomes indicate that MTSS/PBIS systems need further refinement, particularly in prevention, restorative practices, early attendance intervention, and behavior support.

Action 4.4, Annual Educational Partner Surveys, was partially effective. The school successfully administered surveys to students, families, and staff and collected important feedback. Survey participation improved for families and staff compared to the prior year, with family participation increasing to 59.7% and staff participation increasing to 83.8%. However, student participation decreased to 86.4%, and all participation rates remained below the 2026–27 targets. Average approval and overall satisfaction rates also remained below target, especially for staff and families. These results show that surveys were implemented but that additional action is needed to respond to feedback and improve educational partner experience.

Action 4.5, Community Outreach and Partnerships, was effective in supporting parent engagement and student retention. The school maintained an 85% student retention rate, meeting the target, and offered a high number of family engagement events. However, survey satisfaction and staff approval outcomes indicate that the school should continue strengthening communication, partnership structures, and follow-through on feedback from educational partners.

Overall, Goal 4 actions were effective in maintaining strong engagement structures, increasing home visits, and supporting attendance, graduation, dropout prevention, expulsion prevention, and student retention. They were partially effective in improving chronic absenteeism, suspension reduction, survey participation, and overall satisfaction among students, families, and staff.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on the 2025–26 outcomes, MSA-3 will continue the Goal 4 metrics to maintain year-over-year comparability, while strengthening implementation in areas that did not meet targets.

MSA-3 will continue to maintain strong PAC and ELAC implementation, as both targets were met. The school will also continue offering multiple family engagement events, while ensuring that events are aligned to family needs, student academic progress, school climate, and meaningful two-way communication.

MSA-3 will also sustain its improved home visit implementation. Because the home visit rate increased to 15.4% and met the 15.0% target, the school will continue using home visits as a strategy to strengthen personalized family outreach, build trust, and support students. To maintain this progress, MSA-3 will continue tracking home visits more consistently and will encourage staff to complete and document visits throughout the year rather than waiting until the end of the school year.

To reduce chronic absenteeism, MSA-3 will strengthen attendance intervention systems. This will include earlier identification of students with attendance concerns, more frequent family outreach, attendance team meetings, student support plans, and coordination with community resources when barriers to attendance are identified. Although ADA exceeded the target, chronic absenteeism remains above target and will require focused support.

To address the increased suspension rate, MSA-3 will strengthen MTSS, PBIS, and restorative practices. This will include clearer behavior expectations, consistent classroom management supports, restorative responses when appropriate, student reflection and re-entry practices, and data review to identify patterns by grade level, subgroup, location, and incident type. The school will also continue to monitor expulsion prevention and alternatives to exclusionary discipline.

To improve survey participation, MSA-3 will use a more structured survey administration plan for students, families, and staff. This may include designated completion windows, reminders, family communication, staff meeting time, and student advisory or homeroom time for survey completion. The school will also communicate how survey feedback is reviewed and used so educational partners understand the value of participating.

To improve student, family, and staff approval and satisfaction, MSA-3 will review survey results by stakeholder group and identify specific areas of need related to academic support, discipline fairness, safety, sense of belonging, communication, and staff morale. Staff connectedness and satisfaction will be a priority area, as staff approval and overall satisfaction remain below target. The school will identify opportunities to improve communication, shared decision-making, recognition, workload clarity, and staff culture.

Overall, the coming year will focus on sustaining effective family engagement, home visit implementation, and completion outcomes while strengthening chronic absenteeism interventions, restorative behavior supports, survey participation, and student, family, and staff satisfaction.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to	$275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A		
4.2	Building relationships and partnerships with families for student outcomes	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and	$141,527.67	Yes

Action #	Title	Description	Total Funds	Contributing
		accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds. -TeacherSalaries: Title I; Amount: $11,500.00 -STRS: Title I; Amount: $2,196.50 -OASDI/Medicare: Title I; Amount: $166,75 -Unemployment Insurance: Title I; Amount: $57.50		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School	$476,679.97	Yes

Powered by BoardOnTrack

Action #	Title	Description	Total Funds	Contributing
		will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Ins Mats & Sups: Title I; Amount: $4,129.76		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds:	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		5800 Professional Services: 3010 Title I: $1,696		
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	$313,568.35	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$696,138	$31,768

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.446%	0.000%	$0.00	15.446%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials,	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers	Goal 2: For all students, but particularly for the EL and LTEL student groups: • Percentage of students who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students.	have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP	Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3.	years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• College-Going Rate (Source: CDE DataQuest)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. **Scope:** LEA-wide	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning.	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. **Scope:**	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy,	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:** LEA-wide	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math,	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning;

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. **Scope:** LEA-wide	Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision	Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates"

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout	teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			"Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental,	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased	• High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:** It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP,	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school	Goal 4: • School experience survey "participation rates" by students, families, and staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	(Source: Local Indicator Priority 6, Panorama Education) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of seniors who have

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest)

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-3 will utilize the concentration grant add-on funds ($31,768) in the following manner:

MSA-3 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,506,938	696,138	15.446%	0.000%	15.446%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,796,699.97	$1,390,787.33	$0.00	$467,422.66	$6,654,909.96	$4,049,231.96	$2,605,678.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$29,999.00	$29,999.00				$29,999.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$128,061.99	$268,595.85	$315,694.30	$80,000.00		$963.54	$396,657.84	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$25,599.00	$542,584.20	$568,183.20				$568,183.20	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$15,628.00	$15,628.00				$15,628.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$0.00	$738,099.38	$738,099.38				$738,099.38	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$1,345,272.72	$285,120.00	$1,524,864.14	$105,528.58			$1,630,392.72	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$21,686.00	$3,686.00			$18,000.00	$21,686.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$403,611.84	$52,152.35	$168,749.50	$159,786.08		$127,228.61	$455,764.19	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing								
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$725,904.81	$316,264.00	$222,244.95	$519,923.86		$300,000.00	$1,042,168.81	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$266,125.18	$3,180.00	$198,940.81	$67,184.37		$3,180.00	$269,305.18	
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$115,166.17	$0.00	$92,261.62	$22,904.55			$115,166.17	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$89,366.11	$51,326.00	$140,692.11				$140,692.11	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$96,636.37	$202,480.00	$140,136.37	$158,980.00			$299,116.37	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$275.00	$275.00				$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$125,369.21	$16,158.46	$127,606.92			$13,920.75	$141,527.67	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$454,550.21	$22,129.76	$343,424.68	$129,125.53		$4,129.76	$476,679.97	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00				$0.00	$0.00	
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$273,568.35	$40,000.00	$166,213.99	$147,354.36			$313,568.35	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,506,938	696,138	15.446%	0.000%	15.446%	$1,397,615.00	0.000%	31.010 %	**Total:**	$1,397,615.00
								LEA-wide Total:	$1,397,615.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$15,628.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,686.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$168,749.50	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools		
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$198,940.81	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$92,261.62	

Powered by BoardOnTrack

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$140,692.11	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,136.37	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$127,606.92	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$343,424.68	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$166,213.99	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,205,678.33	$7,423,898.36

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$29,999.00	$39,999.00
1	**1.2**	Instructional materials and technology	No	$388,822.42	$407,335.91
1	**1.3**	Clean and safe facilities that support learning	No	$581,488.25	$635,983.56
1	**1.4**	Healthy and nutritious meals	Yes	$10,508.00	$15,628.00
1	**1.5**	Well-orchestrated Home Office support services	No	$905,505.00	$871,852.40
2	**2.1**	Broad course of study and standards based curriculum	No	$1,715,577.96	$1,757,615.85
2	**2.2**	Professional development for high-quality instruction	Yes	$18,357.20	$34,357.20
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$689,448.46	$714,071.81
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes		
2	**2.5**	Support for students with disabilities	No	$764,286.53	$984,452.35
3	**3.1**	College/Career readiness programs and activities	Yes	$258,688.25	$266,097.73

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$0.00	
3	3.3	Digital literacy and citizenship programs	Yes	$114,261.57	$116,966.86
3	3.4	Physical education, activity, and fitness	Yes	$177,720.35	$133,729.04
3	3.5	Additional programs and activities that support well-rounded education	Yes	$468,955.23	$382,297.36
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$149,316.04	$146,361.48
4	4.3	MTSS - PBIS and SEL support	Yes	$581,292.43	$592,343.69
4	4.4	Annual educational partner surveys	Yes	$1,696.00	$1,696.00
4	4.5	Community outreach and partnerships	Yes	$349,480.64	$322,835.12

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
913,073	$1,908,800.14	$2,724,963.29	($816,163.15)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$10,508.00	$15,628.00		
2	2.2	Professional development for high-quality instruction	Yes	$6,357.20	$34,357.20		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$434,223.49	$714,071.81		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes				
3	3.1	College/Career readiness programs and activities	Yes	$229,272.09	$266,097.73		
3	3.2	STEM and GATE programs	Yes	$0.00			
3	3.3	Digital literacy and citizenship programs	Yes	$91,537.94	$116,966.86		
3	3.4	Physical education, activity, and fitness	Yes	$171,667.85	$133,729.04		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$239,558.43	$382,297.36		
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$133,169.29	$146,361.48		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$440,176.88	$592,343.69		
4	4.4	Annual educational partner surveys	Yes				
4	4.5	Community outreach and partnerships	Yes	$152,053.97	$322,835.12		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,092,663	913,073	0.000%	17.929%	$2,724,963.29	0.000%	53.508%	$0.00	0.000%

Powered by BoardOnTrack

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

Powered by BoardOnTrack

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

Powered by BoardOnTrack

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

Powered by BoardOnTrack

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Powered by BoardOnTrack

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

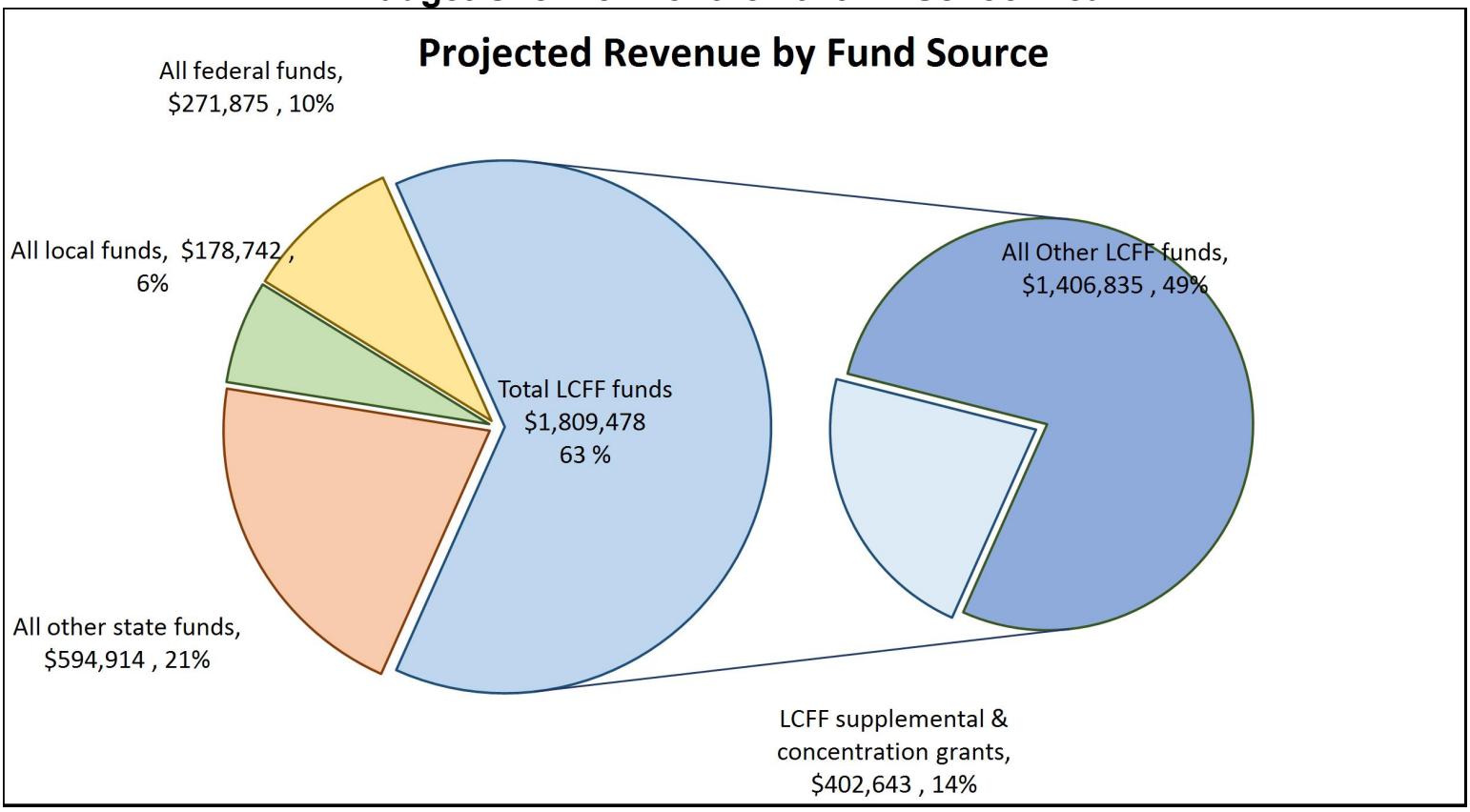
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-4
CDS Code: 19-64733-0117622
School Year: 2026-27
LEA contact information:
Jacob Theis
Principal
jtheis@magnoliapublicschools.org
(310) 473-2464

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

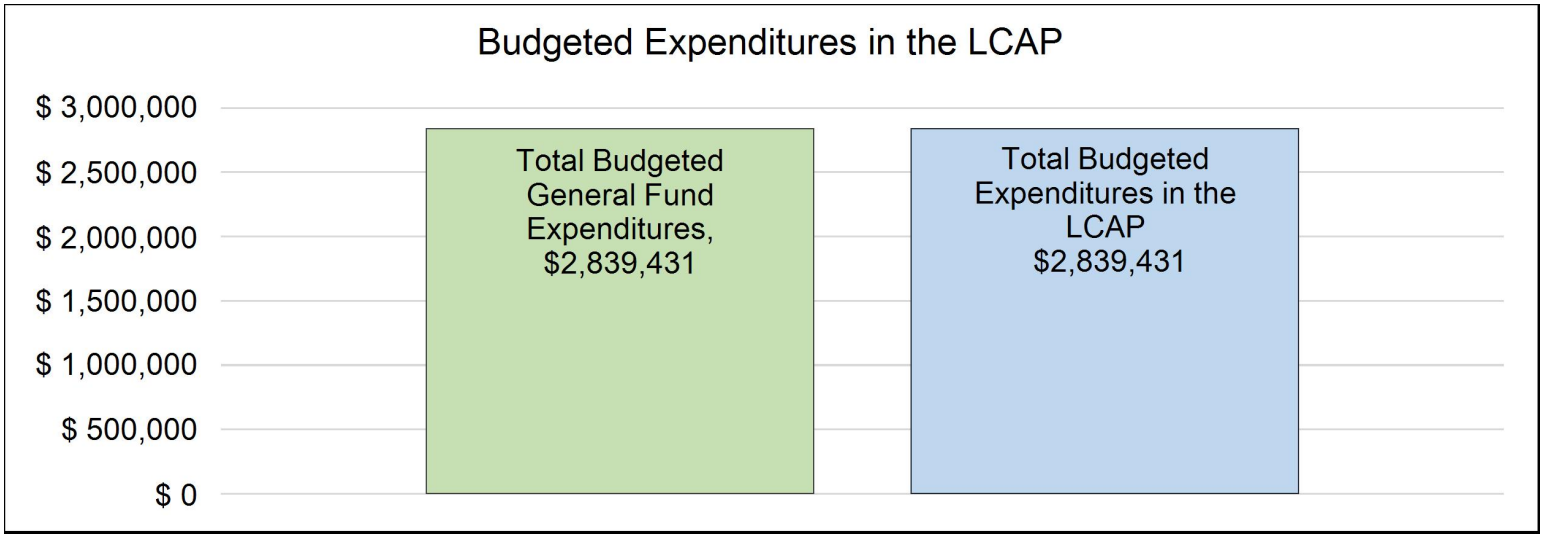


This chart shows the total general purpose revenue Magnolia Science Academy-4 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-4 is $2,855,009, of which $1,809,478 is Local Control Funding Formula (LCFF), $594,914 is other state funds, $178,742 is local funds, and $271,875 is federal funds. Of the $1,809,478 in LCFF Funds, $402,643 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy-4 plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-4 plans to spend $2,839,431 for the 2026-27 school year. Of that amount, $2,839,431 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

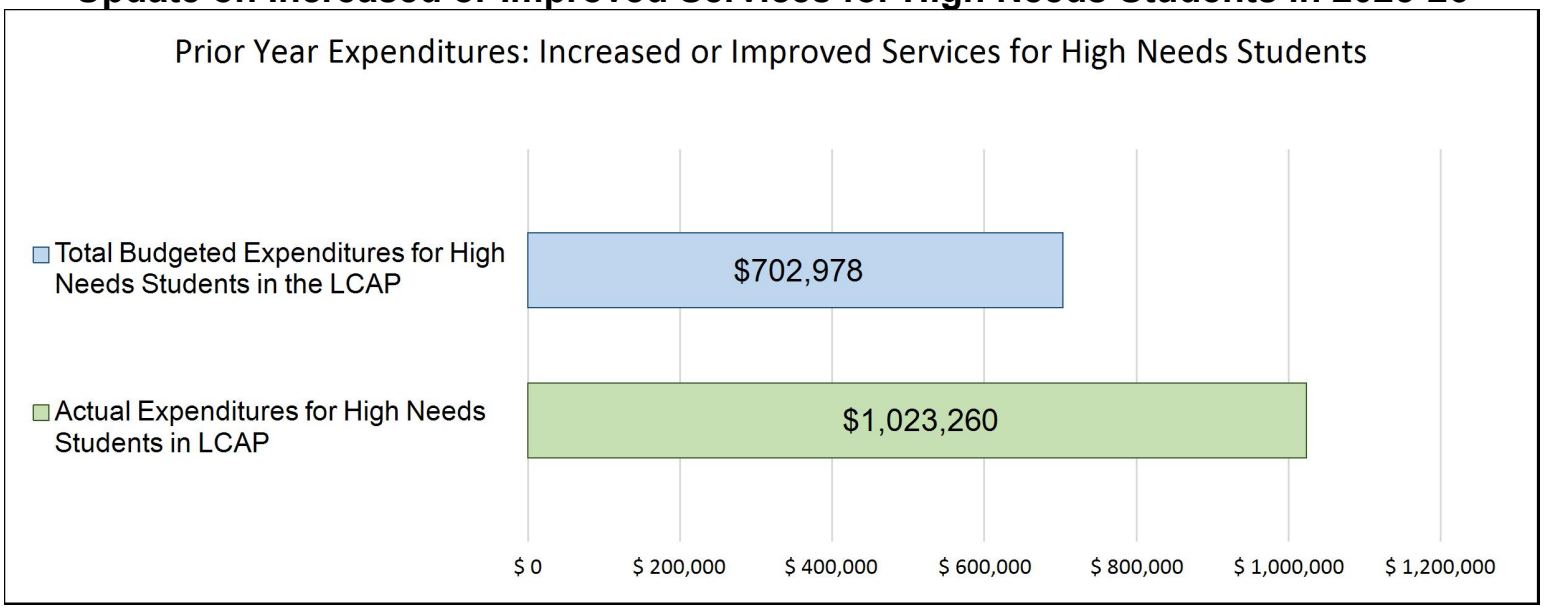
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Magnolia Science Academy-4 is projecting it will receive $402,643 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy-4 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-4 plans to spend $512,968 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Magnolia Science Academy-4 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-4 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy-4's LCAP budgeted $702,978 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-4 actually spent $1,023,260 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-4	Jacob Theis Principal	jtheis@magnoliapublicschools.org (310) 473-2464

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Magnolia Science Academy 4 (MSA-4) is a STEAM-focused state-authorized charter school in Los Angeles, CA, serving students in grades 6-12. MPS opened Magnolia Science Academy 4 (MSA-4) in the fall of 2008. MSA-4 operates as a site based school that is designed to meet the needs of the students within the boundaries of Los Angeles Unified School District (LAUSD), the school has achieved an increasing trend of academic success and demonstrated organizational and financial stability. The Board of MPS consistently strives to ensure that MSA-4 offers a successful educational model with fidelity.

Magnolia Public Schools (MPS) formerly known as the Magnolia Educational & Research Foundation, is a non-profit organization established in 1997. The founders, a group of active community members and educators in Southern California, aspired to improve educational opportunities in underserved communities. The vision of the Foundation was to inspire students to pursue career paths in science, mathematics, and technology.

In 1998, MPS began organizing volunteer tutors for middle and high schools in math, science, and technology through their partnerships with local universities in Southern California. In 1999, it organized and implemented a joint program with the Culver City Unified School District to provide tutoring for students throughout the city and later expanded the program to include the San Fernando Valley. These programs resulted in a collaborative effort with school districts to develop partnerships to support educational initiatives. In the fall of 2002, MPS established its first charter school, Magnolia Science Academy -1 Reseda (MSA 1) in the San Fernando Valley. Since then, MPS has established or acquired eleven successful charter schools throughout California that provide innovative and high-quality STEAM education, predominately serving low-income neighborhoods.

MSA-4 strives to provide its students with a rigorous, Common Core Standards-based educational program within a culture that embraces diversity and innovation. Classroom instruction at MSA-4 is supplemented by tutoring, peer mentoring, after-school programs, and school-to-university connections. MSA-4 has created a supportive and caring environment with small classes with strong student, parent, and teacher communication, improving students' knowledge and skills in core subjects. This approach aims at increasing students' objective and critical thinking skills and their chances of success in higher education settings and beyond. The school provides students with a comprehensive educational program that cultivates multiple opportunities for students to develop into successful contributing members of society, fulfilling the intent of the California Charter Schools Act.

Our Mission
Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college-preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

Our Goals
Our objective through 2027 is to increase students' opportunities and potential for success. It is directly tied to MSA-4's academic and professional development with teachers and strives to empower our students with choice and voice.

By 2027 Magnolia Science Academy-4's graduates will be productive, innovative, and responsible individuals who pursue their passions and educational opportunities and are poised to be change agents within their communities.

In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-4 has established a culture of gathering input from parents, students, teachers, staff, and community members through multiple channels, including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all educational partners are invited to be involved in the school review and improvement process, including the development of our annual LCAP. Informational and input sessions include Parent Task Force (PTF) meetings, Parent Advisory Committee (PAC) meetings, English Language Advisory Committee (ELAC), Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, Admin Team meetings, Staff Meetings, Department Meetings, Grade Level Meetings, and Home Visits. In addition, the school conducts surveys for parents, students, and teachers. Therefore, the LCAP is received by our community as a comprehensive planning tool.

Magnolia Science Academy-4 went through a thorough analysis of the data at hand (SBAC scores, MAP Scores, and teacher feedback based on class data) in an effort to target the areas of need to support growth. The Admin team, staff, and Parent Advisory Committee (PAC) all participate in developing the school-wide areas of the target for this school year. The team devised three goals, and under each goal, all eight state priorities were identified. The three overarching goals are (1) All students will pursue academic excellence and be college/career ready, (2) All students will become independent, innovative scholars, and (3) All students, families, staff, and other educational partners will feel a sense of community and connectedness.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

During the 2025–2026 school year, Magnolia Science Academy 4 demonstrated significant progress in academic achievement, instructional systems, and school culture. The school's most notable accomplishment was being recognized as a 2026 California Distinguished School, a first in the school's history and a reflection of sustained academic growth and organizational improvement.

Academically, MSA 4 continued an upward trajectory in student achievement. CAASPP ELA proficiency increased from 47.45% in 2024 to 56.92% in 2025, representing a gain of nearly 10 percentage points. This growth reflects the effectiveness of the school's literacy initiatives, intervention systems, and instructional coaching efforts.

The school also strengthened instructional coherence through a comprehensive coaching model that included formal observations, goal-setting conferences, biweekly teacher support meetings, PLC collaboration, and curriculum alignment efforts. The implementation of intervention periods, study hour supports, and additional math coursework provided students with increased access to targeted academic assistance.

Student growth data remained a strength. During the previous reporting cycle, students exceeded expected growth rates on MAP assessments, with Reading CGI reaching 1.62 and Math CGI reaching 1.73. These outcomes suggest that instructional systems implemented during 2025–2026 continued to build upon a strong foundation of accelerated student growth.

School culture and climate also improved through the expansion of restorative practices, PBIS initiatives, advisory programming, community circles, and student recognition systems such as Eagle Olympics. These efforts increased student engagement, strengthened relationships, and reinforced schoolwide behavioral expectations.

Family engagement remained a priority through attendance campaigns, regular communication, parent outreach efforts, and community-building events. Despite enrollment challenges affecting many schools across California, MSA 4 maintained a small-school environment with strong family satisfaction and personalized support structures.
While MSA 4 experienced significant successes during 2025–2026, several challenges remained. Chronic absenteeism continued to be an area of concern, with attendance rates remaining below the school's 95% goal. This challenge disproportionately affected English Learners, Students with Disabilities, and other historically underserved student groups.

Mathematics achievement, although improving through intervention efforts and expanded course offerings, remained below desired performance levels. Historical CAASPP data indicate that math proficiency has not yet reached the levels achieved in English Language Arts, suggesting a continued need for intensive Tier I instruction, intervention supports, and data-driven instructional planning.

The school also faced the challenge of sustaining instructional consistency across classrooms. Internal monitoring data previously identified variability in assignment clarity and implementation fidelity, highlighting the need for ongoing coaching, walkthroughs, and accountability systems to ensure a consistently rigorous instructional experience for all students.

Additionally, MSA 4 continued to serve a student population with significant academic and social-emotional needs while operating within the constraints of a small-school model. Supporting English Learners, Students with Disabilities, attendance improvement efforts, and restorative discipline implementation required substantial staff capacity and resource allocation.

Overall, the 2025–2026 school year can be characterized as a year of strong academic progress, recognition, and systems development. The California Distinguished School designation, significant ELA gains, positive student growth outcomes, and strengthened culture initiatives demonstrate meaningful success, while attendance, mathematics achievement, and instructional consistency remain important priorities for future improvement.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	At MSA-4, engaging parents in school decision-making, particularly the LCAP process, remains a top priority. To ensure diverse representation, our Parent Advisory Committee (PAC) includes parents of students with disabilities, English Learners, and socioeconomically disadvantaged students. Throughout the school year, MSA-4 held five PAC meetings where families engaged in data review, goal-setting conversations, and the evaluation of schoolwide programs. These meetings served as critical forums for parent voice and ensured that community needs directly shaped our goals and budgetary decisions. In addition to PAC, parents participated in our English Learner Advisory Committee (ELAC), where they contributed feedback specific to the needs of our English Learner population. ELAC input helped shape our designated ELD course offerings and informed family engagement strategies outlined in Goal 3 of our LCAP. To expand accessibility and build capacity, meetings and communications were offered in English and Spanish. Beyond advisory committees, MSA-4 strengthened its family engagement this year through targeted workshops and schoolwide events. Parents had the opportunity to join monthly workshops from the Los Angeles Department of Mental Health to bolster their understanding of trauma, stress, and other psychological stimuli to better understand the implications they may have on school life,

Educational Partner(s)	Process for Engagement
	parent life, and learning. Parents also had several opportunities to join workshops from Mentors for Change, a community organization that educated families on the college-going process for their high school students. MSA 4 held over 20 parent and community facing events, meetings, and workshops in an effort to create a consistency in opportunities for family to have voice and understanding on schoolwide operations that inform the LCAP.
Students	Student involvement was central to our LCAP development process this year. Students participated as representatives in PAC meetings, providing insight on school climate, academic supports, and the effectiveness of instructional practices from their perspective. This direct involvement ensured that student voices—particularly those of English Learners and students from underserved groups—were integrated into goal setting and progress monitoring. In addition to in-person engagement, MSA-4 gathered feedback from students through KELVIN, a platform used to conduct surveys addressing both academic experience and social-emotional learning (SEL) needs. These surveys were administered multiple times throughout the year, allowing the leadership team to identify areas where students felt disconnected, unsupported, or in need of additional resources. Results were reviewed in LCAP planning sessions and used to refine programs such as advisory curriculum, peer mentoring, and mental health services.
Teachers	Teachers were active contributors to the LCAP process through their involvement in weekly staff meetings, professional development sessions, and instructional leadership team gatherings. These settings provided space for reflection on student data, analysis of instructional practices, and collaborative planning to enhance academic outcomes. Teachers regularly reviewed Dashboard and MAP Growth data, disaggregated by subgroup, and offered recommendations on how to best support struggling learners. As mentioned with regard to the parents and students, Teacher input during PAC meetings was critical in shaping the decisions and actions that the school was working on throughout the year. Each PAC meeting was attended by at least 1 MSA 4 teacher, who would

Educational Partner(s)	Process for Engagement
	provide input on adopted partnerships, expenditures, plans, and data review. Teacher voice was especially important in shaping strategies around inclusive instruction, intervention systems, and English Learner supports. Many teachers also participated in ELAC meetings, sharing classroom-based insights that informed ELD implementation and the development of culturally responsive practices.
School administrators	The school's administrative team played a pivotal role in coordinating all educational partner engagement and guiding the LCAP development process. Administrators led PAC and ELAC meetings, facilitated teacher collaboration, and supported the design and execution of educational partner surveys and focus groups. LCAP planning was a standing item during weekly administrative meetings, allowing the leadership team to monitor implementation, assess progress toward metrics, and plan for continuous improvement.
Other school personnel	Classified staff and other school personnel were included in the engagement process through department meetings and collaborative planning sessions. These team members—ranging from office staff to instructional aides and support personnel—provided vital insight into operational and instructional systems. Their perspectives on safety, student supervision, midday routines, and intervention logistics informed improvements to our campus culture and Tier 2 academic supports.
SELPA	MSA-4 continued to engage in meaningful collaboration with the El Dorado Charter SELPA to ensure that the academic and social-emotional needs of students with disabilities were embedded in our LCAP. SELPA representatives worked closely with our Education Specialist and school leaders to review compliance data, program delivery, and instructional supports. Their input was shared during administrative meetings and staff development days, where they offered expertise on improving inclusive practices and differentiated instruction. This collaboration resulted in targeted LCAP actions related to professional development in Universal Design for Learning (UDL), paraprofessional staffing, and enhanced monitoring of IEP goals.

Educational Partner(s)	Process for Engagement
LACOE CA-ISP	MSA-4 has had an ongoing partnership with the Los Angeles County of Education's support team for the California Integrated Supports program. In the 25-26 school year, a series of 3 professional development days centered around MSA 4's positive behavior intervention supports (PBIS) in which the school site evaluated data as a team to determine the effectiveness of our PBIS systems and to create action steps that would improve it. Partnering with LACOE in the development of these systems has a direct influence on the development of the site's LCAP, which calls for action around safe, supported school environments.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was significantly influenced by feedback gathered from a broad range of educational partners, including parents, students, teachers, classified staff, administrators, and community organizations. Parent engagement was facilitated through five Parent Advisory Committee (PAC) meetings and ongoing participation in the English Learner Advisory Committee (ELAC), where families reviewed student achievement data, evaluated school programs, and provided input on priorities for improvement. Feedback from parents, including families of English Learners, students with disabilities, and socioeconomically disadvantaged students, directly informed LCAP goals and actions related to academic support, family engagement, and student wellness. Input from ELAC specifically helped shape designated English Language Development (ELD) offerings and family outreach strategies. Additionally, feedback gathered through more than 20 parent workshops, meetings, and community events reinforced the importance of strengthening communication, mental health awareness, and college readiness supports for students and families.

Student voice played a critical role in shaping the adopted LCAP. Students participated in PAC meetings and provided direct feedback regarding school climate, academic interventions, instructional practices, and social-emotional supports. The school also utilized the KELVIN survey platform multiple times throughout the year to gather student perspectives on their academic experiences and social-emotional well-being. Survey results highlighted areas where students desired stronger connections, additional academic assistance, and enhanced mental health resources. As a result, the school refined several actions within the LCAP, including improvements to advisory programming, peer mentoring opportunities, and mental health services. Student feedback also reinforced the need for continued investments in creating safe, supportive, and inclusive learning environments for all students.

Teacher, classified staff, administrator, and community partner feedback further influenced the development of the LCAP. Teachers contributed through staff meetings, instructional leadership discussions, PAC participation, and ELAC collaboration, providing recommendations regarding intervention systems, inclusive instructional practices, and English Learner supports. Classified staff offered valuable insight into campus operations, student supervision, safety procedures, and intervention logistics, helping shape actions related to school climate and Tier 2 supports. School leaders regularly reviewed implementation data and educational partner feedback to guide continuous improvement efforts. Collaboration with the El Dorado Charter SELPA informed actions related to Universal Design for Learning (UDL), paraprofessional staffing, and monitoring of IEP goals, while partnership with the Los Angeles County Office of Education through the

California Integrated Supports initiative helped refine Positive Behavioral Interventions and Supports (PBIS) systems. Collectively, this feedback ensured that the adopted LCAP reflects the priorities, needs, and experiences of the school community and supports improved outcomes for all student groups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 93.8%	2022-23: 79.6%	2023-24: 68.2%	2024-25: > 85%	-25.6 percentage points
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25):	2025-26 (As of 5/22/26):	2026-27: 0%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0	2025-26 (As of 5/22/26): 0	2026-27: 0	0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 33%	2024-25: (Fall 2023 to Fall 2024) 70%	2025-26 (Fall 2024 to Fall 2025): 63%	2026-27: (Fall 2025 to Fall 2026) >= 80%	+30 percentage points
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 97.0%	2024-25: (As of 5/31/25) 95.1%	2025-26 (As of 5/15/26): 95.7%	2026-27: >= 95.0%	-1.3 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–26 academic year, Magnolia Science Academy-4 (MSA-4) made progress toward the successful implementation of Goal 1, ensuring that all students and staff had access to the fundamental components of a high-quality learning and working environment. The school remains committed to providing fully credentialed teachers, standards-aligned instructional materials, and safe, well-maintained facilities in alignment with State Priority 1 (Basic Conditions of Learning), while also addressing related priorities around student achievement, engagement, and parental involvement.

Furthermore, MSA-4 continued to work closely with the Magnolia Public Schools (MPS) Home Office to ensure compliance and consistency in operational supports. The MPS Home Office provided ongoing assistance in areas such as human resources, IT, facilities, academics, and accountability, allowing school leaders to monitor key indicators and respond effectively to emerging needs. The collaboration supported the Charter School in maintaining compliance with relevant state regulations while pursuing excellence in day-to-day service delivery.

MSA 4 emphasized instructional coherence and accountability during the 25-26 school year by using the new MPS teacher rubric with fidelity. Improvements in teacher retention in subsequent years also suggest that the school is developing greater organizational stability, which may positively impact instructional consistency moving forward. The data indicates a continued need for strengthened instructional coaching, calibration of assignment expectations across classrooms, more frequent walkthroughs and feedback cycles, and ongoing professional development focused on standards-aligned instruction and effective assignment design. Staff attendance also rose which reflects teacher's growing ownership of their classroom communities.

Instructional materials access remained a key strength at MSA-4. As of May 2026, 0% of students were without their own copies of standards-aligned instructional materials for both classroom and home use. This result met our target and reflected strong inventory systems and timely ordering practices by the school's operations team, ensuring equitable access to resources across all grade levels.

In summary, the actions under Goal 1 were implemented as planned, with no substantive deviations, and they yielded positive outcomes across most metrics. These basic services continue to serve as the essential foundation for high academic performance, positive student engagement, and staff satisfaction. As we move into the next year, we will continue to strengthen staffing systems, invest in instructional quality, and ensure our facilities remain conducive to both teaching and learning.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $12,500.00
Actual: $18,350.00
Explanation. The funds were used as planned to support school safety systems and facility compliance measures, including site inspections, emergency supplies, and wellness resources to ensure a high-quality learning environment.

Goal 1 Action 2
Budgeted: $94,757.13
Actual: $99,322.13
Explanation: The increase in actual expenditures is due to additional facility-related costs incurred under Prop 39. These expenses were not fully anticipated at the time of budgeting but were necessary to fulfill the requirements and final obligations tied to the Prop 39 funding during the 2025–26 school year.

Goal 1 Action 3
Budgeted: $388,280.00
Actual: $490,307.50
Explanation: This action, which supports the cost of providing fully credentialed teachers, experienced a material increase in expenditures due to hiring and salary adjustments required to attract and retain qualified staff. In a competitive labor market, MSA-4 needed to secure credentialed math teachers. Additionally, the school invested in supplemental coaching and onboarding support for new staff, which increased personnel-related costs beyond the initial projection.

Goal 1 Action 4
Budgeted: $3,800.00
Actual: $5,000.00
Explanation: This variance was due to increased investment in the ELD curiculum-two levels were purchased this year.

Goal 1 Action 5
Budgeted: $217,004.00
Actual: $232,084.10
Explanation: The variance in this action is due to changes in staff retention that occurred at the beginning of the year. While the budget had accounted for full staffing for classified support and wellness services, a few positions experienced brief vacancies before being filled (both math positions)

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions implemented under Goal 1 have been largely effective in supporting Magnolia Science Academy-4's commitment to providing a high-quality, safe, and well-resourced learning environment. The school made meaningful progress toward meeting key metrics, with improvements in teacher retention, sustained access to standards-aligned instructional materials, and consistently well-maintained facilities.

Action 1, which supports compliance and school safety systems, was fully implemented and achieved its intended impact. Regular inspections and the alignment of facilities procedures with compliance requirements helped ensure that the campus remained safe, clean, and conducive to learning. No instances were reported where the facilities fell below the "good repair" standard for the second consecutive year, indicating the continued success of this action.

Action 2 showed mixed but generally positive effectiveness. Although expenditures exceeded the original budget due to unanticipated Prop 39-related costs, the school was able to maintain high standards for campus operations and meet reporting obligations. The flexibility to address these facility needs helped prevent disruptions to learning and supported a healthy physical environment, which aligns directly with the goal's intent.

Action 3, which focused on staffing fully credentialed teachers, was highly impactful. The teacher retention rate decreased from 70% to 63%, as we onboarded 2 new positions that are in the process of clearing their credential. However, the overall percentage of teachers with a "clear" assignment outcome is continuing to progress as several returning teachers have been able to clear their credential while working at MSA 4 and at least two others are in process of doing the same.

Action 4, which provided for the acquisition of standards-aligned instructional materials, was fully implemented and effective. With 0% of students lacking access to instructional materials at school or at home, this action successfully ensured that all learners were equipped with the necessary tools for academic success.

Action 5, aimed at staffing support roles and improving wellness and operational systems, also yielded positive results, although slightly under budget. Even with brief staffing vacancies, the school maintained core services and redirected duties as needed to ensure student support was not interrupted. The action contributed to a strong teacher attendance rate of 95.7% and indicates that the staff support infrastructure remains stable and effective.

In conclusion, the specific actions under Goal 1 have been largely effective in advancing MSA-4's commitment to maintaining high-quality basic services. Improvements in staffing, consistent availability of learning materials, and facility upkeep have contributed to a solid foundation for student learning. Continued attention to credentialing, recruitment, and facility funding will be necessary to sustain and build upon these gains in future years.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

As part of its annual cycle of evaluation and continuous improvement, Magnolia Science Academy-4 reviewed the implementation and effectiveness of Goal 1 during the 2025–26 school year to assess progress and identify opportunities to strengthen the delivery of high-quality basic services. This review considered staffing, instructional materials, facilities, and operational systems during a year marked by significant organizational transition due to the planned closure of the school at the conclusion of the academic year.

The school successfully maintained full student access to standards-aligned instructional materials and continued to provide a safe and functional learning environment throughout the year. As a result, the core goal and associated metrics related to instructional materials and facilities remain unchanged. However, the school strengthened internal monitoring processes through more frequent site inspections, inventory reviews, and compliance checks to ensure that resources remained available and facility needs were addressed promptly during the closure transition process.

A key area of focus during the 2025–26 school year was staffing stability and instructional continuity. While teacher retention improved compared to previous years, the school continued to experience challenges related to teacher credentialing and assignment monitoring. To address these challenges, additional support was provided to teachers holding intern or preliminary credentials through coaching, mentoring, professional development opportunities, and ongoing monitoring of credential progress. These efforts helped maintain instructional quality while supporting teachers in meeting credentialing requirements.

Staff wellness and engagement remained a priority throughout the year. School leadership regularly sought staff feedback regarding professional learning, school operations, and workplace supports in an effort to maintain morale and promote a positive working environment during a period of significant change. These efforts contributed to maintaining stability and continuity for students and families during the school's final year.

Overall, the review of Goal 1 implementation during the 2025–26 school year indicates that MSA-4 successfully maintained access to qualified staff, instructional materials, and safe facilities despite the challenges associated with school closure. The refinements made during the year strengthened monitoring systems, supported staff effectiveness, and ensured that students continued to receive high-quality educational services through the conclusion of the school's operation.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	$17,350.00	No
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based	$92,722.13	No

Action #	Title	Description	Total Funds	Contributing
		resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and copier fees. The following expenditures will be funded by federal Title funds: N/A		
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with educational partners and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.),	$458,807.50	No

Action #	Title	Description	Total Funds	Contributing
		insurance costs (workers compensation, CharterSAFE, etc.) , yearbook, and transportation expenses. The following expenditures will be funded by federal Title funds: N/A		
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	$5,000.00	Yes
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.	$162,476.78	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: 100%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 98%	2024-25: (As of 5/29/25) 97%	2025-26 (As of 6/10/26): 76%	2026-27: >= 85%	-22 percentage points
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 74%	2024-25: (First semester) 77%	2025-26 (First semester): 64%	2026-27: (First semester) >= 80%	-10 percentage points
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 44.44% -English Learners: * -Socioeconomically Disadvantaged: 44.44% -Students with Disabilities: * -Asian: * -Hispanic: 43.75% -White: *	2023-24: -All Students: 47.45% -English Learners: 9.09% -Socioeconomically Disadvantaged: 46.29%	2024-25: -All Students: 56.92% -English Learners: 16.67% -Socioeconomically Disadvantaged: 57.89%	2025-26: -All Students: >= 47.00% -English Learners: * -Socioeconomically Disadvantaged: >= 47.00% -Students with	-All Students: +12.48 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: +13.45 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Students with Disabilities: 45.45% -Hispanic: 44.68% -White: *	-Students with Disabilities: 47.06% -Hispanic: 54.72% -White: *	Disabilities: * -Hispanic: >= 47.00% -White: *	-Students with Disabilities: N/A -Asian: N/A -Hispanic: +10.97 percentage points -White: N/A
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 15.4 points below standard -English Learners: * -Socioeconomically Disadvantaged: 15.4 points below standard -Students with Disabilities: * -Asian: * -Hispanic: 15.8 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 0.2 points above standard -English Learners: 59.1 points below standard -Socioeconomically Disadvantaged: 1.8 points below standard -Students with Disabilities: 8.6 points below standard -Hispanic: 3.2 points above standard -White: *	2024-25: (2025 Dashboard) -All Students: 13.9 points above standard -English Learners: 31.5 points below standard -Socioeconomically Disadvantaged: 19.5 points above standard -Students with Disabilities: 1.1 points below standard -Hispanic: 7.2 points above standard -White: *	2025-26: (2026 Dashboard) -All Students: 5.0 points below standard -English Learners: * -Socioeconomically Disadvantaged: 5.0 points below standard -Students with Disabilities: * -Hispanic: 5.0 points below standard -White: *	-All Students: +29.3 points -English Learners: N/A -Socioeconomically Disadvantaged: +34.9 points -Students with Disabilities: N/A -Asian: N/A -Hispanic: +23.0 points -White: N/A
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 80.2% -English Learners: 78.9% -Socioeconomically Disadvantaged: 78.8% -Students with Disabilities: * -Hispanic: 79.5%	2024-25: (Fall to Spring) -All Students: 70.5% -English Learners: 75.0% -Socioeconomically Disadvantaged: 71.4%	2025-26: (Fall to Spring) -All Students: 68.7% -English Learners: 71.4% -Socioeconomically Disadvantaged: 64.7%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50%	-All Students: -11.5 percentage points -English Learners: -7.5 percentage points -Socioeconomically Disadvantaged: -14.1 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: *	-Students with Disabilities: 68.0% -Hispanic: 70.5% -White: 80%	-Students with Disabilities: 81.3% -Hispanic: 68.9% -White: 50.0%	-Students with Disabilities: >= 50% -Hispanic: >= 50% -White: *	-Students with Disabilities: N/A -Hispanic: -10.6 percentage points -White: N/A
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 3.89 (CGP: 100th percentile) -English Learners: CGI: 0.00 (CGP: 79th percentile) -Socioeconomically Disadvantaged: CGI: 3.81 (CGP: 100th percentile) -Students with Disabilities: * -Hispanic: CGI: 3.86 (CGP: 100th percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: 1.62 (CGP: 95th percentile) -English Learners: CGI: 2.34 (CGP: 99th percentile) -Socioeconomically Disadvantaged: CGI: 1.60 (CGP: 95th percentile) -Students with Disabilities: CGI: 1.53 (CGP: 94th percentile) -Hispanic: CGI: 1.66 (CGP: 95th percentile) -White: CGI: 1.64 (CGP: 95th percentile)	2025-26: (Fall to Spring) -All Students: CGI: 1.49 (CGP: 93rd percentile) -English Learners: CGI: 3.21 (CGP: 100th percentile) -Socioeconomically Disadvantaged: CGI: 1.17 (CGP: 88th percentile) -Students with Disabilities: CGI: 1.89 (CGP: 97th percentile) -Hispanic: CGI: 1.60 (CGP: 95th percentile) -White: CGI: 0.32 (CGP: 63rd percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *	-All Students: -2.40 -English Learners: +3.21 -Socioeconomically Disadvantaged: -2.64 -Students with Disabilities: N/A -Hispanic: -2.26 -White: N/A
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 11.11% -English Learners: * -Socioeconomically Disadvantaged: 11.11% -Students with Disabilities: * -Asian: * -Hispanic: 31.5%	2023-24: -All Students: 15.25% -English Learners: 0.00% -Socioeconomically Disadvantaged: 14.81%	2024-25: -All Students: 18.46% -English Learners: 25.00% -Socioeconomically Disadvantaged: 19.30%	2025-26: -All Students: >= 20.00% -English Learners: * -Socioeconomically Disadvantaged: >= 20.00%	-All Students: +7.35 percentage points -English Learners: N/A -Socioeconomically Disadvantaged:

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: *	-Students with Disabilities: 18.18% -Hispanic: 17.03% -White: *	-Students with Disabilities: 23.53% -Hispanic: 47.42% -White: 54.54%	-Students with Disabilities: * -Hispanic: >= 33.00% -White: *	+8.19 percentage points -Students with Disabilities: N/A -Asian: N/A -Hispanic: +15.92 percentage points -White: N/A
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 136.1 points below standard -English Learners: * -Socioeconomically Disadvantaged: 136.1 points below standard -Students with Disabilities: * -Asian: * -Hispanic: 138.4 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 93.6 points below standard -English Learners: 129.5 points below standard -Socioeconomically Disadvantaged: 97.9 points below standard -Students with Disabilities: 90.8 points below standard -Hispanic: 90.8 points below standard -White: *	2024-25 (2025 Dashboard): -All Students: 66.2 points below standard -English Learners: 94.3 points below standard -Socioeconomically Disadvantaged: 67.0 points below standard -Students with Disabilities: 6.0 points below standard -Hispanic: 65.0 points below standard -White: *	2025-26: (2026 Dashboard) -All Students: 95.0 points below standard -English Learners: * -Socioeconomically Disadvantaged: 95.0 points below standard -Students with Disabilities: * -Hispanic: 95.0 points below standard -White: *	-All Students: +69.9 points -English Learners: N/A -Socioeconomically Disadvantaged: +69.1 points -Students with Disabilities: N/A -Hispanic: +73.4 points -White: N/A
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to	2023-24: (Fall to Spring) -All Students: 74.7% -English Learners: 73.7% -Socioeconomically Disadvantaged: 73.3%	2024-25: (Fall to Spring) -All Students: 56.8% -English Learners: 46.2% -Socioeconomically	2025-26: (Fall to Spring) -All Students: 68.1% -English Learners: 75.0% -Socioeconomically	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically	-All Students: -6.6 percentage points -English Learners: +1.3 percentage points -Socioeconomically Disadvantaged: -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	spring (Source: NWEA MAP)	-Students with Disabilities: * -Hispanic: 73.8% -White: *	Disadvantaged: 58.7% -Students with Disabilities: 66.7% -Hispanic: 60.5% -White: 33.3%	Disadvantaged: 71.8% -Students with Disabilities: 72.2% -Hispanic: 70.8% -White: 100.0%	Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: *	1.5 percentage points -Students with Disabilities: N/A -Hispanic: -3.0 percentage points -White: N/A
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 4.58 (CGP: 100th percentile) -English Learners: CGI: 0.00 (CGP: 50th percentile) -Socioeconomically Disadvantaged: CGI: 4.07 (CGP: 100th percentile) -Students with Disabilities: * -Hispanic: CGI: 4.66 (CGP: 100th percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: 1.73 (CGP: 96th percentile) -English Learners: CGI: 1.33 (CGP: 91st percentile) -Socioeconomically Disadvantaged: CGI: 1.74 (CGP: 96th percentile) -Students with Disabilities: CGI: 1.72 (CGP: 96th percentile) -Hispanic: CGI: 2.04 (CGP: 98th percentile) -White: CGI: -2.71 (CGP: 0 percentile)	2025-26: (Fall to Spring) -All Students: CGI: 1.31 (CGP: 90th percentile) -English Learners: CGI: 3.63 (CGP: 100th percentile) -Socioeconomically Disadvantaged: CGI: 1.41 (CGP: 92nd percentile) -Students with Disabilities: CGI: 2.21 (CGP: 99th percentile) -Hispanic: CGI: 1.55 (CGP: 94th percentile) -White: CGI: 0.55 (CGP: 71st percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *	-All Students: -3.27 -English Learners: +3.63 -Socioeconomically Disadvantaged: -2.66 -Students with Disabilities: N/A -Hispanic: -3.11 -White: N/A
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4	2022-23: (2023 Dashboard) 61.1%	2023-24: (2024 Dashboard) 63.6%	2024-25 (2025 Dashboard): -All Students: 50.0%	2025-26: (2026 Dashboard) >= 50.0%	-11.1 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(ELP) between prior and current year (Source: CA School Dashboard)					
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 27.8%	2023-24: (Internal) 26.3%	2024-25 (Internal): 22.7% 2025-26 (As of 6.10.26): 4.3%	2025-26: (CDE DataQuest) >= 10.0%	-5.1 percentage points
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 11.11% -English Learners: * -Socioeconomically Disadvantaged: 11.11% -Students with Disabilities: * -Hispanic: 12.5%	2023-24: -All Students: 28.13% -English Learners: 0.00% -Socioeconomically Disadvantaged: 30.00% -Students with Disabilities: 0.00% -Hispanic: 28.57% -White: *	2024-25: -All Students: 21.05% -English Learners: * -Socioeconomically Disadvantaged: 20.00% -Students with Disabilities: * -Hispanic: 19.45% -White: *	2025-26: -All Students: >= 30.00% -English Learners: * -Socioeconomically Disadvantaged: >= 30.00% -Students with Disabilities: * -Hispanic: >= 30.00% -White: *	-All Students: +9.94 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: +8.89 percentage points -Students with Disabilities: N/A -Hispanic: +6.95 percentage points -White: N/A

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

MSA-4 substantially implemented the actions outlined in Goal 2 to ensure all students had access to a high-quality instructional program and opportunities for academic growth. The school successfully maintained 100% access to all programs and services for students, consistent with prior years, ensuring that English Learners, students with disabilities, and other student groups received the supports and interventions described in the LCAP. Planned actions related to standards-aligned instruction, intervention programs, progress monitoring, English Language Development, and data analysis cycles were implemented throughout the year. However, one substantive difference between planned and actual implementation occurred with classroom observations. While administrators continued conducting formal and informal

observations and providing instructional feedback, observation completion declined from 97% in 2024-25 to 76% in 2025-26 due to competing administrative priorities and operational demands, resulting in the school falling short of its target for this metric.

Several metrics highlighted areas requiring continued improvement. The percentage of students earning a grade of "C" or better declined from 77% to 64%, indicating that classroom performance and course completion outcomes did not improve at the same rate as standardized assessment results. Additionally, while English Learner services were implemented as planned, the English Learner Progress Indicator declined from 63.6% to 50.0%, and the reclassification rate decreased from 22.7% to 4.3%. Growth indicators in both reading and mathematics remained exceptionally strong compared to national norms, but Conditional Growth Index scores declined slightly from the prior year, suggesting an opportunity to further strengthen instructional acceleration efforts. Overall, MSA-4 successfully implemented the majority of Goal 2 actions and experienced notable gains in academic achievement and student growth; however, challenges related to observation completion, course performance, and English Learner outcomes will inform future refinements and continuous improvement efforts during the 2026-27 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $747,640.89
Actual: $839,378.07
Explanation: Budgeted amount was exceeded by ~10% as a result of increased expenditures for substitute personnel.

Goal 2 Action 2
Budgeted: $28,484.00
Actual: $12,631.00
Explanation: The funds were used for instructional software licenses and academic subscriptions that supported standards-based instruction were not as high an expense for site this year.

Goal 2 Action 3
Budgeted: $236,719.80
Actual: $265,540.60
Explanation: The difference in actual versus budgeted spending is minimal, which does not constitute a material variance under LCAP reporting thresholds. Slight underspending was due to efficiencies in instructional supply procurement and reductions in training travel expenses as more sessions were conducted virtually or locally. Since the difference does not exceed 10%, it is not considered material under state reporting criteria.

Goal 2 Action 4
Budgeted: $0.00
Actual: $0.00
Explanation: There were no planned or actual expenditures for this action and no variance occurred.

Goal 2 Action 5
Budgeted: $186,579.06
Actual: $236,231.90
Explanation: The actual expenditures were above the budget amounts due to higher costs for SPED related services and IEP case management.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

During the 2025–26 school year, the actions implemented under Goal 2 were generally effective in supporting student access to rigorous, standards-aligned instruction and maintaining academic progress despite the challenges associated with the school's final year of operation. The actions collectively contributed to sustaining high-quality learning opportunities for all students, including English Learners, socioeconomically disadvantaged students, and students with disabilities, while ensuring continuity of instruction during a period of organizational transition.

Action 1, which supported the core instructional program through staffing, teacher coaching, and classroom observations, played a critical role in maintaining instructional consistency and academic expectations. School leadership conducted regular classroom observations, instructional walkthroughs, and coaching cycles focused on effective instructional practices, differentiation, and student engagement. These efforts helped strengthen instructional quality across grade levels and supported teachers in meeting the diverse academic needs of students.

Action 2, which funded academic enrichment resources and instructional materials, continued to provide students with access to standards-aligned digital programs and supplemental learning tools. Resources such as IXL, benchmark IAB assessments, and literacy supports (Study Sync) were utilized to reinforce classroom instruction and provide targeted practice opportunities. These resources were particularly valuable in supporting intervention efforts and providing students with additional opportunities to engage with grade-level content.

Action 3, which focused on professional learning and instructional development, remained an important component of the school's academic program. Professional development activities emphasized data-driven instruction, differentiation, assessment practices, and strategies to support multilingual learners and students with disabilities. Ongoing coaching and collaborative planning opportunities allowed teachers to refine instructional practices and respond to emerging student needs throughout the year.

Action 4 was not funded during the 2025–26 school year and therefore was not implemented. Existing instructional programs and resources were sufficient to support the school's academic priorities, and the absence of this action did not adversely affect student access to instruction or academic supports.

Action 5, which provided intervention services and supplemental academic support opportunities, continued to serve students requiring additional assistance in meeting grade-level expectations. Study Hour, tutoring opportunities, targeted intervention classes, academic monitoring, and credit recovery supports were utilized to address learning gaps and support student success. While these interventions provided meaningful assistance for many students, achievement data indicate that additional supports will continue to be needed, particularly in mathematics and for historically underperforming student groups.

Overall, the actions associated with Goal 2 were effective in maintaining instructional continuity, supporting student learning, and promoting academic growth during a year of significant transition. Continued strengths included strong instructional monitoring systems, ongoing teacher development, access to standards-aligned instructional resources, and targeted interventions for struggling students. Future efforts should continue to focus on strengthening mathematics achievement, expanding differentiated supports for English Learners and students with disabilities, and utilizing student performance data to refine intervention practices and accelerate learning outcomes.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following a thorough review of academic outcomes, subgroup performance data, implementation evidence, and stakeholder feedback from the 2025–26 school year, Magnolia Science Academy-4 identified several refinements to Goal 2 that will inform future implementation efforts. While the core goal remains unchanged—ensuring equitable access to rigorous, standards-aligned instruction for all students—the school's reflection process highlighted opportunities to strengthen instructional practices, intervention systems, and supports for student groups that continue to experience achievement gaps.

Analysis of student achievement data revealed continued areas of need in mathematics, particularly among English Learners, students with disabilities, and socioeconomically disadvantaged students. Although students benefited from intervention services and supplemental academic supports throughout the year, subgroup performance data indicate that additional targeted supports and differentiated instructional strategies will be necessary to accelerate learning and close persistent achievement gaps. As a result, the school plans to strengthen mathematics intervention structures through increased opportunities for small-group instruction, more intentional progress monitoring, and expanded use of scaffolding strategies within core content areas.

The school will continue utilizing its current academic metrics, including CAASPP performance, IAB data, MAP Growth data, and course completion rates ("Fail List"), as these measures provide a comprehensive picture of both achievement and student growth. However, greater emphasis will be placed on the regular analysis of subgroup growth data to ensure that intervention efforts are effectively supporting students furthest from meeting grade-level standards. Leadership teams and PLCs will continue to review student performance data throughout the year to inform instructional decisions and resource allocation.

Professional development will remain a key component of Goal 2 implementation. Based on feedback from classroom observations and teacher input, future professional learning opportunities will focus on differentiated instruction, academic discourse, vocabulary development, data-driven instruction, and effective strategies for supporting English Learners and students with disabilities. Increased collaboration through coaching cycles, lesson study, and professional learning communities will further support instructional consistency across classrooms.

The school also identified opportunities to strengthen family engagement in academic support programs. While parent communication remained a priority throughout the year, staff recognized the value of providing families with more frequent updates regarding student progress, intervention participation, and academic goals. Increased communication and collaboration with families will help reinforce academic expectations and support student success both at school and at home.

Powered by BoardOnTrack

Finally, reflections from the 2025–26 school year reinforced the importance of student ownership of learning. The school will continue to expand opportunities for students to engage in academic goal-setting, progress monitoring, and self-reflection activities that help students understand their performance data and take an active role in their academic growth.

These reflections and planned refinements are intended to strengthen the impact of existing instructional systems while ensuring that students who require additional support receive timely, targeted interventions. By using implementation data and student outcomes to guide decision-making, Magnolia Science Academy-4 remains committed to advancing academic achievement and promoting equitable outcomes for all students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A	$873,362.42	No
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS,	$11,131.00	Yes

Action #	Title	Description	Total Funds	Contributing
		NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -Prof Developmnt: Title II; Amount: $5,000.00 -Prof Dev-Other: Title II; Amount: $5,131.00		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study	$266,887.48	Yes

Action #	Title	Description	Total Funds	Contributing
		Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Assistant Principal salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, IXL, and myON.) The following expenditures will be funded by federal Title funds: -Educat Software: Title I; Amount: $18.644.00 -TeacherSalaries: Title I; Amount: $43,732.00 -Cert Adminis: Title I; Amount: $5,000.00 -STRS: Title I; Amount: $9,407.81 -OASDI/Medicare: Title I; Amount: $706.61 -Health & Welfare Benefits: Title I; Amount: $2,442.47 -Unemployment Insurance: Title I; Amount: $243.66		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator stipend. The following expenditures will be funded by federal Title funds: N/A		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.	$214,131.86	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: -SpEd Ctrct Inst: IDEA SPED; Amount: $120,000.00		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 13%	2024-25: (As of 6/5/25) 2.0%	2025-26 (As of 5/22/26): 15%	2026-27: >= 10%	+2 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 90%	0 percentage points
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 90%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 80%	+10 percentage points
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 72.0%	2023-24 (2024 Dashboard): 68.8%	2024-25 (2025 Dashboard): 90.6% 2025-26 (As of 5/22/26): 96.2%	2025-26: (2026 Dashboard) >= 55.0%	+18.6 percentage points
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 44.44%	2023-24: 48.39%	2024-25: 62.96% 2025-26 (As of 5/22/26): 65.63%	2025-26: >= 55.00%	+18.52 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 11.11%	2023-24: 16.13%	2024-25: 18.52% 2025-26 (As of 5/22/26): 48.48%	2025-26: >= 35.00%	+7.41 percentage points
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 58.3%	2023-24: 35.7%	2024-25: 57.1%	2025-26: >= 55.0%	-1.2 percentage points
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 16.0%	2023-24: 12.5%	2024-25: 18.8%	2025-26: >= 55.0%	+2.8 percentage points
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 36.0%	2023-24: (2024 Dashboard) 50.0%	2024-25 (2025 Dashboard): 86.2% 2025-26 (As of 5/22/26): 84.6%	2025-26: (2026 Dashboard) >= 35.0%	+50.2 percentage points
3.10	Percentage of cohort graduates who have successfully completed	2022-23 (2023 Dashboard): 96.0%	2023-24 (2024 Dashboard): 93.8%	2024-25 (2025 Dashboard): 100.0%	2025-26: (2026 Dashboard) >= 90.0%	+4.0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 96.2%		
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.0%	2023-24 (2024 Dashboard): 0.0%	2024-25 (2025 Dashboard): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (2026 Dashboard) >= 10.0%	0 percentage points
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.0%	2023-24 (2024 Dashboard): 0.00%	2024-25 (2025 Dashboard): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (2026 Dashboard) >= 10.0%	0 percentage points
3.13	Percentage of cohort graduates who have earned a Seal of	2022-23 (CDE DataQuest): 0.0%	2023-24 (CDE DataQuest): 13.3%	2024-25 (CDE DataQuest): 15.6%	2025-26: (CDE DataQuest) >= 20.0%	+15.6 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy (Source: CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 19.2%		
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 47.8%	2023-24 (CDE DataQuest): 46.7%	2024-25 (CDE DataQuest): 21.9% 2025-26 (As of 5/22/26): 36.4%	2025-26: (CDE DataQuest) >= 30.0%	-25.9 percentage points
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 46.7%	2024-25: (As of 5/23/25) 48.4%	2025-26 (As of 5/22/26): 46.2%	2026-27: >= 50.0%	-0.5 percentage points
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 100%	2024-25: (As of 5/23/25) 97.0%	2025-26 (As of 5/22/26): 96%	2026-27: >= 90%	-4.0 percentage points
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 100%	2024-25: (As of 5/23/25) 68.0%	2025-26 (As of 5/22/26): 64%	2026-27: >= 60%	-36.0 percentage points
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 52.2%	Class of 2022: 73.1%	Class of 2023: 70.8%	Class of 2024: >= 60%	+18.6 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Based on the 2025–26 (Year 3) data, Goal 3 demonstrated strong implementation success in preparing students for college and career readiness while expanding access to advanced coursework and STEAM learning opportunities. Several indicators substantially exceeded their targets and showed notable improvement over prior years.

The strongest area of performance was the College and Career Indicator (CCI), which increased to 96.2% of students earning Prepared status, representing a significant improvement from 90.6% the previous year and far exceeding the goal of 55%. This indicates that nearly all graduates met one or more rigorous college and career readiness measures.

The school also demonstrated substantial growth in college preparedness as measured by the Early Assessment Program (EAP). Grade 11 students meeting or exceeding standards on CAASPP-ELA increased to 65.63%, while CAASPP-Mathematics college readiness increased dramatically to 48.48%, nearly tripling from 18.52% the previous year. These gains suggest that instructional supports and academic programming effectively prepared students for postsecondary expectations.

STEAM implementation remained a clear strength. One hundred percent of students participated in a STEAM-focused project, experiment, model, or demonstration, maintaining the strong performance established in the prior year. Additionally, 100% of graduating students completed a Computer Science, Technology, or blended learning experience, demonstrating sustained access to technology-rich learning opportunities.

College access outcomes remained exceptionally strong. Ninety-six percent of graduates were accepted to a two- or four-year college, while 64% were accepted to a four-year institution, both exceeding established targets. The percentage of graduates completing UC/CSU A-G requirements remained high at 96.2%, demonstrating continued success in maintaining rigorous graduation pathways.

Additional successes included growth in recognition programs. The percentage of graduates earning the Seal of Biliteracy increased to 19.2%, nearly meeting the 20% target, while the percentage earning a Golden State Seal Merit Diploma increased to 36.4%, exceeding the goal of 30%.

Several indicators suggest opportunities for continued growth. Participation in Advanced Math courses or clubs increased to 15%, exceeding the target, but overall participation remains relatively low, indicating that more students could benefit from access to advanced mathematics opportunities earlier in their academic career

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $129,008.78

Actual: $148,795.08
Explanation: There was no material difference between budgeted and actual expenditures for this action. The minor variance was due to routine adjustments in technology procurement and service contract renewals. All planned innovation-related instructional supports and digital tools were implemented as intended.

Goal 3 Action 2
Budgeted: $0.00
Actual: $0.00
Explanation: No expenditures were planned or incurred for this action in 2024–25. As such, no variance or adjustment was necessary.

Goal 3 Action 3
Budgeted: $0.00
Actual: $0.00
Explanation: This action was not activated during the reporting year, and no funds were allocated or expended. No change or variance occurred.

Goal 3 Action 4
Budgeted: $18,980.00
Actual: $30,085.00
Explanation: During the 2025–26 school year, over 30% of students at MSA-4 were identified with IEPs or 504 Plans. To meet service requirements, an additional case manager and substitutes were hired. These costs were not initially budgeted, resulting in a variance. The staffing adjustments ensured all students had equitable access to the school's innovation-focused academic programs.

Goal 3 Action 5
Budgeted: $293,943.04
Actual: $216,274.28
Explanation: The variance between budgeted and actual expenditures is due to lower-than-anticipated costs associated with programs and services under this action. While all planned supports were implemented, actual spending was less than projected, due to adjusted service levels, participation rates, or staffing configurations during the year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 3 during the 2025–26 school year were largely effective in increasing college and career readiness, expanding access to rigorous coursework, and providing students with meaningful STEAM learning experiences. The evidence suggests that the academic supports, and enrichment opportunities contributed positively to student outcomes across multiple indicators.

Actions focused on college readiness and academic rigor were particularly effective. The percentage of students earning a "Prepared" status on the College and Career Indicator (CCI) increased to 96.2%, substantially exceeding the established target and demonstrating that students were successfully completing rigorous academic pathways. Similarly, college preparedness as measured by the Early Assessment Program (EAP) improved in both English Language Arts and Mathematics, with Grade 11 proficiency increasing to 65.63% in ELA and

48.48% in Mathematics. These outcomes indicate that instructional supports, advanced coursework opportunities, and college readiness initiatives successfully prepared students for postsecondary expectations.

STEAM-related actions were also highly effective. One hundred percent of students participated in a STEAM-focused project, experiment, model, or demonstration, and all graduating students completed a technology or blended-learning experience as part of their educational program. These results demonstrate successful implementation of opportunities that promote problem solving, critical thinking, and application of real-world skills.

Actions supporting college access and postsecondary planning produced strong outcomes as well. Ninety-six percent of graduates were accepted to a two- or four-year college, while 64% were accepted to a four-year institution. In addition, 96.2% of graduates completed UC/CSU A-G requirements, reflecting the effectiveness of academic counseling, course planning, and student support systems.

While the overall effectiveness of Goal 3 actions was strong, several areas indicate opportunities for improvement. Participation in Advanced Mathematics coursework increased to 15%, exceeding the target; however, the overall percentage of students participating in advanced mathematics opportunities remains relatively low. Additionally, the percentage of students completing Career Technical Education (CTE) pathways remained at 0%, indicating that actions designed to expand career pathway opportunities were not effective in producing measurable outcomes. The percentage of students completing both A-G and CTE pathways also remained at 0%, highlighting a continued need to strengthen career readiness programming.

Overall, the actions associated with Goal 3 have been effective in advancing college readiness, increasing access to rigorous coursework, and promoting STEAM learning opportunities. The strongest outcomes were observed in college preparedness, college acceptance, and College and Career Indicator performance. Future efforts should focus on expanding CTE opportunities and increasing participation in advanced academic pathways to ensure students are prepared for both college and career options after graduation.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on a review of outcomes and implementation data from the 2025–26 school year, several refinements will be incorporated into Goal 3 to strengthen college and career readiness opportunities for all students. While the overall goal remains unchanged, the school has identified specific areas where additional focus and resources are needed to build upon current successes and address areas of limited growth.

One area of emphasis will be expanding access to advanced academic opportunities. Although participation in Advanced Mathematics courses and clubs increased to 15%, the school recognizes the need to increase participation among a broader group of students. Efforts will focus on identifying students earlier, providing academic supports to ensure readiness for advanced coursework, and increasing awareness of available opportunities.

The school will also prioritize the expansion of Career Technical Education (CTE) opportunities. While college readiness indicators, A-G completion rates, and college acceptance rates remained strong, no students completed an approved CTE pathway during the 2025–26 school year. As a result, the school will explore opportunities to strengthen career pathway programming, increase student awareness of

available options, and provide greater access to career-connected learning experiences that complement existing college-preparatory programs.

Finally, the school will maintain its commitment to providing inclusive access to STEAM, technology, and college-preparatory experiences for all students, including English Learners, students with disabilities, and other student groups requiring additional support. Through continued collaboration among general education teachers, specialized staff, counselors, and intervention personnel, the school will work to ensure that all students can fully participate in innovative learning experiences and rigorous academic pathways.

These refinements are informed by student outcome data and stakeholder feedback and are intended to strengthen the implementation of Goal 3 while preserving its core purpose: preparing all students for success in college, career, and civic life through rigorous, innovative, and equitable educational opportunities.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.	$163,160.84	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: -Certified Pupil Support Salaries: Title IV, Part A ESEA (ESSA); Amount: $11,088.00 -PERS: Title IV, Part A ESEA (ESSA); Amount: $2,972.69		
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A	$0.00	Yes
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A		
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.	$17,105.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A		
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A	$246,509.62	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 8	2024-25: (As of 6/5/25) 8	2025-26 (As of 5/15/26): 5	2026-27: >= 8	-3
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 8	2024-25: (As of 6/5/25) 4	2025-26 (As of 5/15/26): 4	2026-27: >= 4	-4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 22	2024-25: (As of 6/5/25) 30	2025-26 (As of 5/15/26): 33	2026-27: >= 10	+11
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 29.3%	2024-25: (As of 6/5/25) 8.9%	2025-26 (As of 6/9/26): 9.4%	2026-27: >= 15.0%	-19.9 percentage points
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 89.60%	2024-25 P-2 ADA: 91.41%	2025-26 P-2 ADA: 92.19%	2026-27: (P-2 ADA) >= 92.00%	+2.59 percentage points
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) N/A	2023-24: (2024 Dashboard) 38.0%	2024-25 (2025 Dashboard): 30.0% 2025-26 (As of 5/22/26): 34.6%	2025-26: (2026 Dashboard) <= 20.0%	N/A
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: N/A	2024-25: (As of 6/5/25) 0.0%	2025-26 (As of 6/10/26): 0.0%	2026-27: <= 2.0%	N/A
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 4.2%	2023-24: (CDE DataQuest) 6.7%	2024-25 (CDE DataQuest): 0.0% 2025-26 (As of 6/10/26): 3.8%	2025-26: (CDE DataQuest) <= 2.0%	-4.2 percentage points
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 96.0%	2023-24: (2024 Dashboard) 93.8%	2024-25 (2025 Dashboard): 96.9%	2025-26: (2026 Dashboard) >= 95.0%	+0.9 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2025-26 (As of 5/22/26): 100.0%		
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 4.9%	2023-24: (2024 Dashboard) 0.7%	2024-25 (2025 Dashboard): 0.6% 2025-26 (As of 5/22/26): 4.2%	2025-26: (2026 Dashboard) <= 2.5%	-4.3 percentage points
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00%	2024-25 (2025 Dashboard): 0.00% 2025-26 (As of 5/22/26): 0.00%	2025-26: (CDE DataQuest) <= 0.50%	0 percentage points
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 100.0% -Families: 100.0% -Staff: 100.0%	2024-25: -Students: 100.0% -Families: 94.1% -Staff: 94.1%	2025-26: -Students: 100.0% -Families: 74.5% -Staff: 75.0%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	-Students: 0.0 percentage points -Families: -25.5 percentage points -Staff: -25.0 percentage points
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline,	2023-24: -Students: 70.0% -Families: 96.0% -Staff: 94.0%	2024-25: -Students: 70% -Families: 98% -Staff: 84%	2025-26: -Students: 65% -Families: 91% -Staff: 77%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	-Students: -5 percentage points -Families: -5 percentage points -Staff: -17 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 75% -Families: 95% -Staff: 100%	2024-25: -Students: 82% -Families: 97% -Staff: 81%	2025-26: -Students: 66% -Families: 76% -Staff: 69%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	-Students: -9 percentage points -Families: -19 percentage points -Staff: -31 percentage points
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 89.16%	2024-25: (Spring 2024 to Fall 2024) 89%	2025-26 (Spring 2025 to Fall 2025): 88%	2026-27: (Spring 2026 to Fall 2026) >= 85%	-1.16 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The strongest area of performance during Year 3 was student completion and graduation outcomes. The school achieved a 100% graduation rate, exceeding the target of 95% and representing the highest performance level in the reporting period. Additionally, the expulsion rate remained at 0%, demonstrating the school's continued commitment to maintaining safe learning environments while utilizing alternatives to exclusionary discipline practices.

Attendance outcomes also showed positive progress. Average Daily Attendance (ADA) increased to 92.19%, surpassing the school's target of 92% and continuing an upward trend from previous years. Parent engagement activities remained a significant strength, with the school hosting 33 parent engagement events, the highest number in the three-year period and well above the established target. The school also

maintained required parent advisory structures by conducting five PAC meetings and four ELAC meetings, ensuring opportunities for stakeholder participation in school decision-making.

Student retention remained stable at 88%, exceeding the target of 85%, while student survey participation remained strong at 100%, indicating continued student engagement in providing school climate feedback.

Several indicators suggest areas requiring targeted attention. The most significant concern is the increase in student disengagement measures. The high school dropout was 3.8%, substantially above the target of 2%, indicating a need for stronger student retention and intervention systems. Although graduation outcomes remained strong for students who persisted to completion, these dropout data suggest that some students may require earlier identification and support.

Attendance remains another area for continued improvement. While ADA improved, the chronic absenteeism rate increased to 34.6%, reversing gains made in the previous year and remaining significantly above the target of 20%. This indicates that a subset of students continues to miss substantial amounts of instructional time despite overall attendance gains.

School climate indicators also warrant attention. The student suspension rate increased to 4.2%, exceeding the target of 2.5% and representing a notable increase from the prior year. Additionally, stakeholder perception data declined across several measures. Overall satisfaction rates fell to 66% for students, 76% for families, and 69% for staff, while approval ratings related to school climate, safety, belonging, and support also declined for all stakeholder groups. Family and staff survey participation rates decreased as well, suggesting an opportunity to strengthen stakeholder engagement and communication efforts.

Home visitation efforts remained limited, with only 9.4% of students receiving a home visit, falling below the target of 15%. Given the increases in absenteeism, dropout rates, and declining satisfaction measures, expanding personalized outreach strategies may help strengthen school-family partnerships and improve student engagement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $275.00
Actual: $0.00
Explanation: Anticipated expenditures did not take place.The full scope of activities was implemented as planned.

Goal 4 Action 2
Budgeted: $130,556.27
Actual: $85,227.96
Explanation: Actual expenditures were slightly lower than budgeted due to minor cost savings in materials, services, or scheduling efficiency. The full scope of activities was implemented as planned.

Goal 4 Action 3

Budgeted: $153,332.71
Actual: $150,004.14
Explanation: Actual expenditures were slightly lower than budgeted due to minor cost savings in materials, services, or scheduling efficiency. The full scope of activities was implemented as planned.

Goal 4 Action 4
Budgeted: $500.00
Actual: $500.00
Explanation: Spending met the original allocation with no variance.

Goal 4 Action 5
Budgeted: $113,237.32
Actual: $109,202.45
Explanation: Actual expenditures were slightly lower than budgeted due to minor cost savings in materials, services, or scheduling efficiency. The full scope of activities was implemented as planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 4 during the 2025–26 school year demonstrated mixed effectiveness in promoting student engagement, family involvement, school connectedness, and positive school culture. While several actions resulted in strong outcomes related to parent engagement, graduation, attendance, and student retention, other indicators suggest that additional efforts are needed to improve school climate, reduce absenteeism, and strengthen stakeholder satisfaction.

Actions designed to increase family engagement were generally effective. The school hosted 33 parent engagement activities during the year, exceeding both prior-year performance and the established target. Parent advisory structures remained active, with five Parent Advisory Committee (PAC) meetings and four English Learner Advisory Committee (ELAC) meetings conducted throughout the year. These efforts provided families with opportunities to participate in school decision-making and remain informed about school programs and student supports.

Attendance-focused actions demonstrated partial effectiveness. Average Daily Attendance (ADA) increased to 92.19%, surpassing the school's target and continuing a positive trend from previous years. However, chronic absenteeism remained a significant challenge, increasing to 34.6% and remaining substantially above the target of 20%. While attendance initiatives successfully improved overall attendance rates, additional interventions are needed to address the needs of students experiencing persistent absenteeism.

Actions intended to support student success and school completion were effective for students who remained enrolled. The school achieved a 100% graduation rate, exceeding the established goal and reflecting successful academic counseling, credit monitoring, and graduation support systems. Student retention also remained strong at 88%, exceeding the target of 85%. However, an increase in high school dropout rates indicates that additional strategies are needed to identify and support students at risk of disengagement before they leave school.

School climate and behavior support actions demonstrated mixed results. The school maintained a 0% expulsion rate, reflecting successful use of restorative practices and alternative disciplinary approaches. However, the suspension rate increased to 4.2%, exceeding the target and indicating a need for additional proactive behavior supports and interventions. Survey results also suggest that stakeholder perceptions of school climate declined during the year. Student, family, and staff satisfaction rates all decreased compared to prior years, and approval ratings related to safety, belonging, academic support, and school culture showed similar declines.

Home visitation and personalized outreach efforts showed limited effectiveness. Only 9.4% of students received a home visit during the year, falling below the established target. Expanding individualized outreach strategies may help strengthen family partnerships, improve attendance, and increase student engagement.

Overall, the actions associated with Goal 4 were effective in promoting family involvement, supporting graduation outcomes, maintaining student retention, and increasing overall attendance. However, the increases in chronic absenteeism, dropout rates, suspension rates, and declines in stakeholder satisfaction indicate that additional attention is needed to strengthen school connectedness, improve school climate, and ensure students remain engaged and supported throughout their educational experience.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on a review of implementation outcomes and stakeholder feedback from the 2025–26 school year, several refinements will be made to Goal 4 to strengthen student engagement, improve school climate, and increase family participation. While the overall goal remains unchanged, the school has identified specific areas requiring additional focus to address persistent challenges related to absenteeism, student connectedness, and stakeholder satisfaction.

One significant area of focus will be attendance improvement. Although Average Daily Attendance exceeded the school's target, chronic absenteeism remained elevated. As a result, the school will strengthen attendance monitoring systems, increase individualized outreach to families of chronically absent students, and expand interventions designed to improve student attendance and engagement. Greater emphasis will be placed on early identification of attendance concerns and timely implementation of support strategies.

The school will also refine efforts to improve student retention and reduce dropout rates. Given the increase in both middle school and high school dropout rates during the 2025–26 school year, school staff will implement more proactive monitoring of at-risk students, strengthen academic and social-emotional supports, and increase communication with families when early warning indicators are identified. These efforts are intended to improve student persistence and ensure students remain connected to school.

Additionally, stakeholder survey results indicate a need to strengthen school climate and community engagement efforts. Future actions will focus on increasing opportunities for meaningful student voice, enhancing communication with families and staff, and expanding activities that promote school connectedness and belonging. The school will also continue to evaluate feedback from students, families, and staff to inform decision-making and improve the overall educational experience.

Family engagement remains a priority, and the school will continue to provide Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), and parent education opportunities while expanding outreach efforts to increase participation among families who may

be less connected to the school community. Increased emphasis will also be placed on personalized outreach strategies, including conferences, home visits, and targeted family engagement activities.

Finally, the school will continue implementing restorative practices and positive behavior supports to strengthen school culture and reduce disciplinary incidents. Additional professional development and student support systems will be utilized to address behavioral concerns proactively and promote positive relationships among students, staff, and families.

These refinements are informed by implementation data, student outcomes, and stakeholder feedback and are intended to strengthen the effectiveness of Goal 4 while maintaining the school's commitment to fostering a safe, supportive, and engaging learning environment for all students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In		Yes

Action #	Title	Description	Total Funds	Contributing
		addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A		
4.2	Building relationships and partnerships with families for student outcomes	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.	$143,191.05	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -TeacherSalaries: Title I; Amount: $3,500 -STRS: Title I; Amount: $668.50 -OASDI/Medicare: Title I; Amount: $50.75 -Unemployment Insurance: Title I; Amount: $17.50		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and	$82,765.27	Yes

Action #	Title	Description	Total Funds	Contributing
		support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $1,145.00		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: N/A		Yes
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school.	$84,830.14	Yes

Action #	Title	Description	Total Funds	Contributing
		School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$402,643	$28,435

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.252%	0.000%	$0.00	22.252%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials,	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers	Goal 2: For all students, but particularly for the EL and LTEL student groups: • Percentage of students who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students.	have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP	Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3.	years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• College-Going Rate (Source: CDE DataQuest)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. **Scope:** LEA-wide	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning.	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. **Scope:**	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy,	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:** LEA-wide	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math,	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning;

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. **Scope:** LEA-wide	Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision	Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates"

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout	teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source:

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			"Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental,	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased	• High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:** It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP,	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school	Goal 4: • School experience survey "participation rates" by students, families, and staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	(Source: Local Indicator Priority 6, Panorama Education) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of seniors who have

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-4 will utilize the concentration grant add-on funds ($28,435) in the following manner:

MSA-4 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,809,478	402,643	22.252%	0.000%	22.252%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,073,307.29	$532,631.64	$0.00	$233,492.16	$2,839,431.09	$1,719,041.68	$1,120,389.41

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$17,350.00	$17,350.00				$17,350.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$0.00	$92,722.13	$85,722.13	$7,000.00			$92,722.13	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$16,129.00	$442,678.50	$458,807.50				$458,807.50	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$0.00	$162,476.78	$162,476.78				$162,476.78	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$768,572.42	$104,790.00	$835,982.85	$37,379.57			$873,362.42	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$11,131.00	$1,000.00			$10,131.00	$11,131.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$248,243.48	$18,644.00	$161,390.43	$25,420.50		$80,076.55	$266,887.48	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$64,131.86	$150,000.00		$94,131.86		$120,000.00	$214,131.86	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$149,160.84	$14,000.00	$48,313.82	$96,944.16		$17,902.86	$163,160.84	
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$12,105.00	$5,000.00	$17,105.00				$17,105.00	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$194,509.62	$52,000.00	$102,939.88	$143,569.74			$246,509.62	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$130,991.05	$12,200.00	$138,954.30			$4,236.75	$143,191.05	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$69,368.27	$13,397.00	$19,264.60	$62,355.67		$1,145.00	$82,765.27	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$65,830.14	$19,000.00	$19,000.00	$65,830.14			$84,830.14	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,809,478	402,643	22.252%	0.000%	22.252%	$512,968.03	0.000%	28.349 %	**Total:**	$512,968.03
								LEA-wide Total:	$512,968.03
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$5,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$161,390.43	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	$0.00	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,313.82	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$17,105.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$102,939.88	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$138,954.30	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,264.60	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,755,598.00	$2,938,934.21

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$12,500.00	$18,350.00
1	**1.2**	Instructional materials and technology	No	$94,757.13	$99,322.13
1	**1.3**	Clean and safe facilities that support learning	No	$388,280.00	$490,307.50
1	**1.4**	Healthy and nutritious meals	Yes	$3,800.00	$5,000.00
1	**1.5**	Well-orchestrated Home Office support services	No	$217,004.00	$232,084.10
2	**2.1**	Broad course of study and standards based curriculum	No	$747,640.89	$839,378.07
2	**2.2**	Professional development for high-quality instruction	Yes	$28,484.00	$12,631.00
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$236,719.80	$265,540.60
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$0.00	
2	**2.5**	Support for students with disabilities	No	$186,579.06	$236,231.90
3	**3.1**	College/Career readiness programs and activities	Yes	$129,008.78	$148,795.08

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$0.00	
3	3.3	Digital literacy and citizenship programs	Yes	$0.00	
3	3.4	Physical education, activity, and fitness	Yes	$18,980.00	$30,085.00
3	3.5	Additional programs and activities that support well-rounded education	Yes	$293,943.04	$216,274.28
4	4.1	Seeking family input for decision-making	Yes	$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$130,556.27	$85,227.96
4	4.3	MTSS - PBIS and SEL support	Yes	$153,332.71	$150,004.14
4	4.4	Annual educational partner surveys	Yes	$500.00	$500.00
4	4.5	Community outreach and partnerships	Yes	$113,237.32	$109,202.45

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
493,051	$702,978.80	$1,023,260.51	($320,281.71)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$3,800.00	$5,000.00		
2	2.2	Professional development for high-quality instruction	Yes	$2,000.00	$12,631.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$157,872.32	$265,540.60		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	$0.00			
3	3.1	College/Career readiness programs and activities	Yes	$113,631.07	$148,795.08		
3	3.2	STEM and GATE programs	Yes	$0.00			
3	3.3	Digital literacy and citizenship programs	Yes	$0.00			
3	3.4	Physical education, activity, and fitness	Yes	$18,980.00	$30,085.00		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$181,760.89	$216,274.28		
4	4.1	Seeking family input for decision-making	Yes	$275.00			
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$122,099.52	$85,227.96		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$88,560.00	$150,004.14		
4	4.4	Annual educational partner surveys	Yes		$500.00		
4	4.5	Community outreach and partnerships	Yes	$14,000.00	$109,202.45		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,839,169	493,051	0.0%	26.808%	$1,023,260.51	0.000%	55.637%	$0.00	0.000%

Powered by BoardOnTrack

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

Powered by BoardOnTrack

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

Powered by BoardOnTrack

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

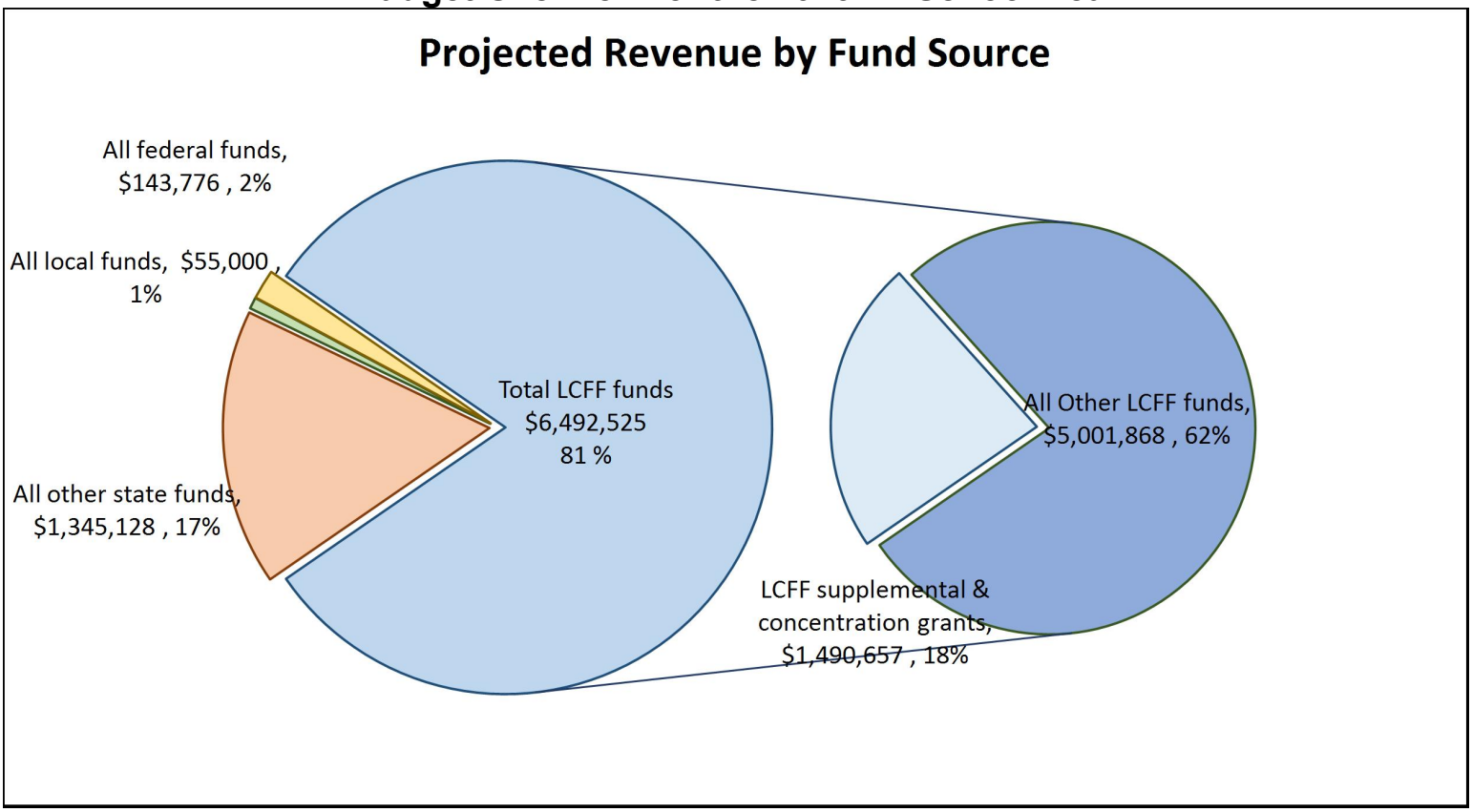
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 5
CDS Code: 19-10199-0137679
School Year: 2026-27
LEA contact information:
Ali Kaplan
Principal
akaplan@magnoliapublicschools.org
(818) 705-5676

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

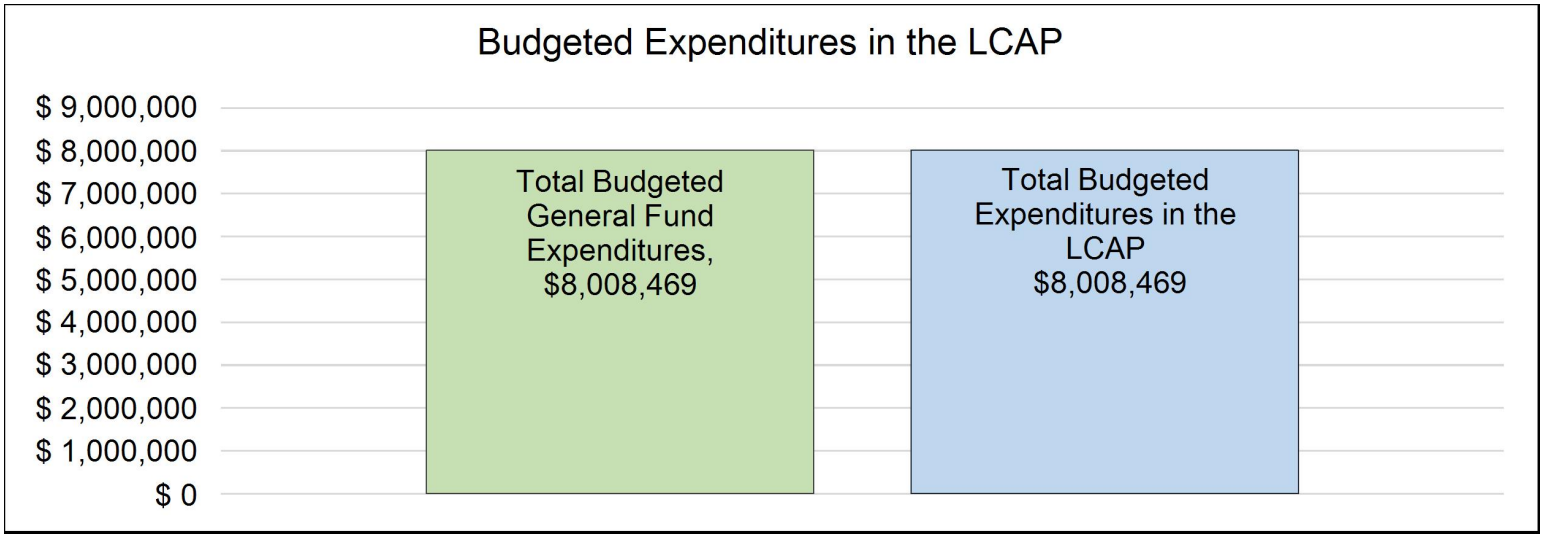


This chart shows the total general purpose revenue Magnolia Science Academy 5 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 5 is $8,036,429, of which $6,492,525 is Local Control Funding Formula (LCFF), $1,345,128 is other state funds, $55,000 is local funds, and $143,776 is federal funds. Of the $6,492,525 in LCFF Funds, $1,490,657 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy 5 plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy 5 plans to spend $8,008,469 for the 2026-27 school year. Of that amount, $8,008,469 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

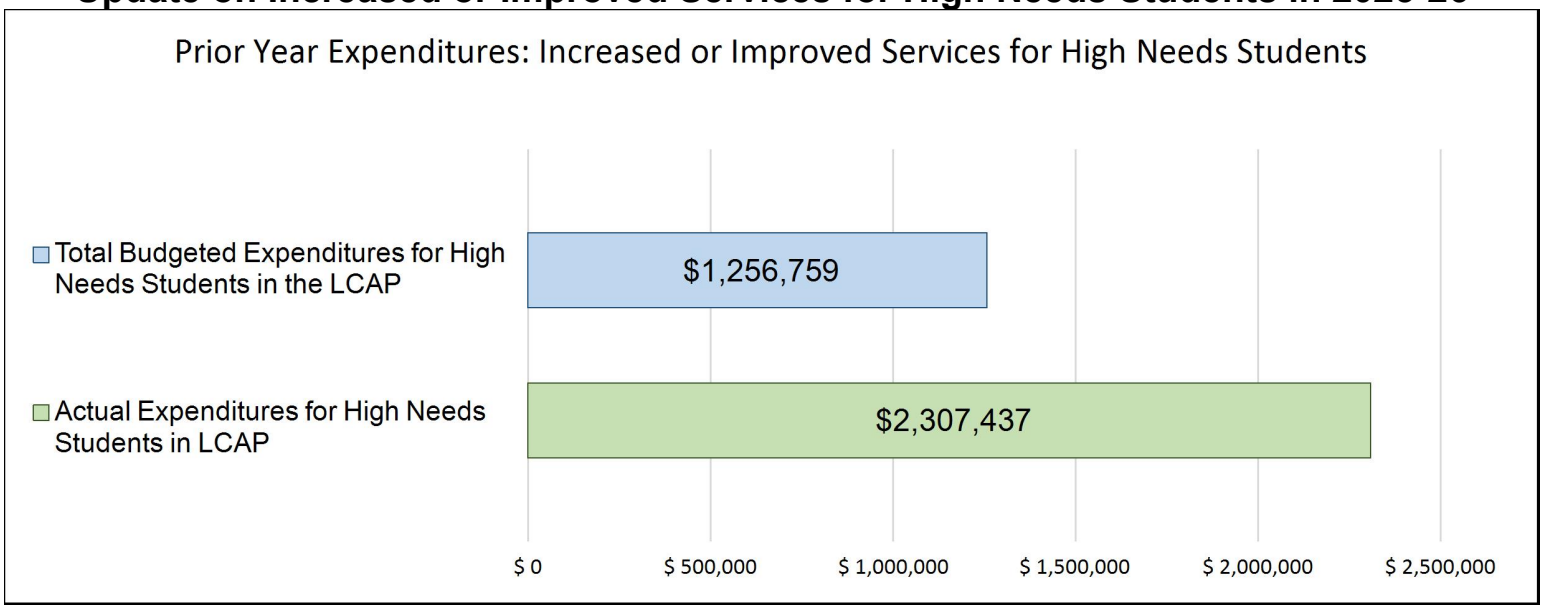
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Magnolia Science Academy 5 is projecting it will receive $1,490,657 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy 5 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy 5 plans to spend $1,520,559 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Magnolia Science Academy 5 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy 5 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy 5's LCAP budgeted $1,256,759 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 5 actually spent $2,307,437 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy 5	Ali Kaplan Principal	akaplan@magnoliapublicschools.org (818) 705-5676

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Magnolia Science Academy-5 (MSA-5) is a CA Distinguished School award-winning, tuition-free public charter school serving students in grades 6–12 since 2008. A Los Angeles County–authorized school and proud member of the Magnolia Public Schools network, MSA-5 was honored in 2024 with the California Charter Schools Association's Hart Vision Equity & Innovation Award. Families choose MSA-5 the Lobos for its safe, college-preparatory STEAM program, small class sizes, and hands-on learning that builds real skills; students enjoy leadership opportunities, frequent local and overnight field trips, and targeted supports that drive strong academic outcomes, including recognition from U.S. News & World Report.

The Lobos consistently demonstrated strong SBAC results in both math and language arts outperforming many San Fernando Valley schools while our campus culture has earned California PBIS Gold recognition for exemplary school-wide behavior systems.

As a true community school, MSA-5 offers extensive family resources, shared decision-making with families and staff, and many community partnerships and events that support student success. Thanks to state Charter School Facilities Program (CSFP) funding, we will open a new state-of-the-art campus at 7111 Winnetka Ave, Winnetka, CA 91306 in Summer 2026 and welcome students for the 2026–27 school year; bringing expanded instructional space, science labs, arts studios, and more opportunities for our students and families.

If you're looking for a welcoming, rigorous school that prepares young people for college, careers, and civic life, MSA-5 is ready to partner with your family.

Magnolia Science Academy 5 (2025-26)
Address: 18238 Sherman Way, Reseda, CA, 91335
Phone: 818-705-5676
Email: akaplan@magnoliapublicschools.org

Our Mission
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Magnolia Science Academy 5 serves students in grades 6–12. The 2025 California School Dashboard and local indicator data show that the school made strong academic progress, especially in English Language Arts, Mathematics growth, and English Learner progress. At the same time, the data identify important areas for continued improvement, especially chronic absenteeism, student sense of belonging, staff climate, suspension trends, and subgroup outcomes for students with disabilities, English learners, and socioeconomically disadvantaged students.

Magnolia Science Academy 5 enrolled 218 students. Based on a review of the California School Dashboard and local data, Magnolia Science Academy 5 demonstrated strong academic progress during the most recent reporting year while also identifying clear areas for continued improvement. The school serves 218 students in grades 6–12, including a high percentage of socioeconomically disadvantaged students at 83.0% and English learners at 28.4%. This context is important because the school's results reflect both academic growth and the ongoing need for targeted supports for students with greater needs.

Overall academic performance was a strength. In English Language Arts, the school earned a Green performance level, with students performing 9.7 points above standard and improving by 37.6 points from the prior year. This reflects significant progress in literacy and indicates that instructional efforts, standards-aligned curriculum, and academic supports are having a positive impact. ELA growth was also strong, with 88.6% of students improving their score from the prior year. However, the data also show that English learners and students with disabilities continue to need additional support, as English learners performed 12.6 points below standard and students with disabilities performed 33.1 points below standard in ELA.

Mathematics also showed major improvement. The school earned a Green performance level in Mathematics, with students improving by 70.9 points from the prior year. Although students remained 8.6 points below standard overall, the size of the improvement shows meaningful academic recovery and growth. Mathematics growth data further supports this positive trend, with 82.3% of students improving their score from the prior year. At the same time, math remains an area for continued focus, especially for students with disabilities, who were 43.2 points below standard, socioeconomically disadvantaged students, who were 19.3 points below standard, and English learners, who were 14.6 points below standard.

English Learner progress was one of the strongest areas in the Dashboard results. The school earned a Blue performance level, with 79.6% of English learners making progress toward English language proficiency. This was an increase of 26.6 percentage points from the prior year. ELPAC data also show that 67.3% of English learners progressed at least one ELPI level, 12.2% maintained ELPI Level 4, and 0.0% decreased at least one ELPI level. These results show that English learners are making strong language development progress. The next step is to ensure that this language growth leads to stronger academic outcomes in ELA, Mathematics, and Science.

High school outcomes were also strong. The graduation rate was 94.7%, which remains high despite a small decline from the prior year. The school's college and career readiness data were especially positive, with 89.5% of graduates identified as Prepared. This represents continued improvement from 80.8% in 2024 and 60.5% in 2023. These results suggest that the school's college-preparatory program, counseling supports, dual enrollment opportunities, AP coursework, four-year academic planning, and graduation monitoring are supporting students effectively as they prepare for postsecondary options.

Chronic absenteeism remains a significant area for improvement. The school's chronic absenteeism rate was 24.5%, placing the school in Orange. While this was an improvement from 26.1% in 2024 and 30.8% in 2023, the rate remains much higher than the 2019 rate of 7.4%. Subgroup data show that students with disabilities had the highest chronic absenteeism rate at 34.6%, followed by English learners at 27.8%, socioeconomically disadvantaged students at 26.7%, and Hispanic students at 25.6%. These data show the need for continued family outreach, early attendance interventions, case management, student engagement strategies, and supports that address barriers to regular attendance.

The suspension rate also requires continued attention. The school's suspension rate was 2.4%, placing the school in Yellow and reflecting an increase of 1.2 percentage points from the prior year. Students with disabilities had the highest suspension rate at 6.1%, followed by Hispanic students at 3.0% and socioeconomically disadvantaged students at 2.9%. These results suggest the need to strengthen restorative practices, behavior intervention systems, classroom management supports, and proactive social-emotional learning. Reducing suspensions, especially for students with disabilities, should remain a priority.

Science performance was generally positive but still identified as an area for improvement. Students scored 54.0 points above standard in Science, which was slightly above the statewide result of 52.6 points above standard. However, the school's Science indicator was Yellow, and subgroup data show the need to continue strengthening NGSS-aligned instruction, hands-on learning, academic vocabulary, and supports for English learners and socioeconomically disadvantaged students.

Local indicator data show that the school met the standards for implementation of academic standards, parent and family engagement, local climate survey, access to a broad course of study, and basics such as instructional materials and facilities. The school reported that students have access to a broad course of study that includes core academic classes, intervention supports, ELD instruction, electives, AP courses, dual enrollment opportunities with Los Angeles Pierce College, advisory, counseling, four-year academic plans, and graduation tracking. These are important strengths that support both academic achievement and college/career readiness.

At the same time, local data identify several challenges. The school operates on a shared campus, which creates facility constraints and limits the expansion of electives, lab-based courses, and career technical education opportunities. Career Technical Education was reported at the initial implementation level, showing that this is an area for future growth. Teacher assignment data also show a need for continued staffing attention, with 61.8% of teaching FTE reported as clear, below the statewide average of 82.5%. Strengthening staffing stability and instructional capacity will be important for sustaining academic gains.

The local climate survey provides important insight into the experiences of students, families, and staff. Participation was strong, with 96.4% student participation, 79.8% family participation, and 75.0% staff participation. Families reported very high levels of satisfaction, with favorable ratings of 99% for climate of support, 86% for safety, 96% for discipline, rules, and norms, and 99% for sense of belonging. Student responses were more mixed, with 82% favorable for academic support, 65% for safety, 76% for discipline, and 78% for sense of belonging. Staff responses also showed concern, with 92% favorable for academic support, 77% for safety, 87% for discipline, and 79% for sense of belonging. These results show that while families feel highly connected to the school, student and staff belonging must be strengthened.

In summary, Magnolia Science Academy 5 is showing strong academic growth and positive high school outcomes. The school made significant gains in ELA and Mathematics, achieved exceptional growth results, demonstrated strong English Learner progress, maintained a high graduation rate, and showed strong college and career readiness. These results reflect the school's commitment to standards-based instruction, intervention, English learner support, college preparation, and family engagement.

The major areas for continued improvement are chronic absenteeism, suspension rates, student and staff sense of belonging, mathematics proficiency, subgroup gaps, staffing stability, and expansion of career and enrichment opportunities. Moving forward, the school will continue to use Dashboard and local data to strengthen instruction, improve attendance, support English learners and students with disabilities, expand restorative and social-emotional supports, increase student connectedness, and ensure that all students are prepared for graduation, college, career, and lifelong success.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	MSA-5 actively involves parents in the development of the LCAP through multiple engagement channels. These include Parent Task Force (PTF) meetings, Parent Advisory Committee (PAC) meetings, and Coffee with the Principal meetings. Parents provide valuable feedback during these sessions, which helps shape the LCAP. Additionally, parent surveys are conducted to gather their perspectives on school improvement and ensure their voices are considered in decision-making processes. Regular updates and information sessions are held to keep parents informed and engaged in the school's planning and improvement efforts .
Students	Students are engaged through surveys and participation in school committees. Their feedback on school culture, safety, and academic programs is crucial for developing a student-centered LCAP. Student input is gathered through regular meetings and surveys, ensuring their needs and preferences are reflected in the LCAP goals and actions. This engagement helps in creating a supportive and inclusive learning environment .
Teachers	Teachers are consulted through staff meetings and professional development sessions. Their insights on instructional practices, curriculum, and student needs are integral to the LCAP development process. Teachers participate in regular meetings, providing feedback on existing programs and suggesting improvements. This collaboration ensures that the LCAP includes effective strategies for enhancing teaching and learning outcomes .

Educational Partner(s)	Process for Engagement
School administrators	School administrators play a key role in the LCAP development by coordinating the engagement process and integrating feedback from all educational partners. They facilitate meetings, analyze data, and ensure that the LCAP aligns with both state priorities and local needs. Administrators work closely with the Parent Advisory Committee, English Learner Advisory Committee (ELAC), and other school committees to incorporate diverse perspectives into the LCAP .
Other school personnel	Other school personnel, including support staff and paraprofessionals, are involved in the LCAP development through regular staff meetings and surveys. Their feedback on operational and support aspects of the school environment is essential for addressing the holistic needs of students. These personnel contribute to discussions on improving school safety, student support services, and extracurricular activities .
SELPA	SELPA representatives are engaged to ensure the needs of students with disabilities are adequately addressed in the LCAP. Regular consultations and feedback sessions are held to discuss the effectiveness of special education programs and identify areas for improvement. This collaboration helps in developing targeted actions to support students with disabilities, ensuring they receive equitable and effective education . By actively seeking input from these educational partners, MSA-5 ensures that the LCAP is a comprehensive plan that reflects the community's needs and priorities. This collaborative approach not only enhances the quality of the LCAP but also fosters a sense of ownership and commitment among all stakeholders.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Magnolia Science Academy 5’s adopted LCAP was directly influenced by feedback gathered from educational partners, including students, families, staff, school leadership, advisory committees, and community partners. Throughout the year, MSA-5 used multiple opportunities to gather input, including Parent Advisory Committee meetings, English Learner Advisory Committee meetings, Parent Task Force meetings, Community Engagement Initiative Sessions, Coffee with the Principal sessions, schoolwide events, family workshops, home visits, staff meetings, student forums, and school climate surveys. These engagement opportunities allowed educational partners to review school data, discuss student needs, identify barriers, and recommend priorities for the upcoming year.

Feedback from educational partners confirmed that families continue to value MSA-5’s academic program, college-going culture, communication efforts, and student support systems. Family survey results were especially strong, with families reporting high levels of

satisfaction in school support, safety, discipline, and sense of belonging. This feedback influenced the LCAP by continuing investments in family communication, parent workshops, advisory committees, home-school partnerships, and the Family Success Coordinator role. The LCAP also continues to support multilingual outreach, parent portal access, and flexible opportunities for families to participate in decision-making.

Student and staff feedback also had a significant impact on the adopted LCAP. Local climate survey data showed that while students recognized academic support at the school, student sense of belonging remained an area of need, with only 53% favorable responses. Staff feedback also showed concerns related to sense of belonging, communication, workload, morale, and school culture, with staff sense of belonging at 51% favorable. As a result, the LCAP was influenced to include stronger actions related to student connectedness, social-emotional learning, restorative practices, staff collaboration, staff wellness, recognition, and improved communication systems. These actions are intended to create a more positive, inclusive, and supportive school climate for both students and adults.

Educational partner feedback also aligned with Dashboard data showing that chronic absenteeism and suspension rates remain areas for improvement. The school's chronic absenteeism rate was 24.5%, with higher rates among students with disabilities, English learners, Hispanic students, and socioeconomically disadvantaged students. The suspension rate increased to 2.4%, with students with disabilities experiencing the highest suspension rate. In response, the adopted LCAP prioritizes attendance intervention, early outreach to families, case management, positive behavior supports, restorative practices, and targeted supports for student groups with the greatest needs. These actions reflect feedback from families and staff about the need for stronger engagement, safety, belonging, and consistent behavior systems.

Academic feedback also influenced the LCAP. Dashboard results showed strong growth in English Language Arts and Mathematics, with ELA performance at 9.7 points above standard and Mathematics improving by 70.9 points from the prior year. However, educational partners also reviewed data showing continued academic gaps for English learners, current English learners, students with disabilities, and socioeconomically disadvantaged students. Based on this feedback, the LCAP continues to emphasize data-driven instruction, targeted intervention, English learner support, math acceleration, special education support, professional development, and progress monitoring. The LCAP also maintains a focus on standards-aligned curriculum, PLC collaboration, formative assessment practices, and differentiated instruction to ensure that academic growth continues and that subgroup gaps are reduced.

Feedback from students, families, and staff also influenced actions related to college and career readiness. Educational partners expressed the importance of maintaining a strong college-preparatory program while expanding opportunities for real-world learning, electives, career exploration, AP courses, and dual enrollment. This was supported by Dashboard data showing that 89.5% of graduates were prepared on the College/Career Indicator and that the graduation rate remained high at 94.7%. As a result, the adopted LCAP continues support for four-year academic planning, counseling, dual enrollment with Los Angeles Pierce College, AP access, college and career advising, and expanded enrichment opportunities. The plan also reflects the need to further develop career technical education and experiential learning opportunities.

Educational partner feedback regarding facilities and course access also shaped the LCAP. Stakeholders identified that the shared-campus setting limits the school's ability to expand electives, lab-based science opportunities, career technical education, visual and performing arts, and other enrichment programs. In response, the LCAP includes continued planning for expanded course access, creative scheduling, community partnerships, and long-term facility solutions. These actions are intended to ensure that all students, including English learners, socioeconomically disadvantaged students, and students with disabilities, continue to have access to a broad course of study.

Overall, the adopted LCAP reflects the priorities identified through educational partner engagement and data review. Feedback from families reinforced the importance of strong communication, parent involvement, and college readiness. Feedback from students elevated the need to improve belonging, safety, and student voice. Feedback from staff highlighted the need for stronger collaboration, morale, consistency, and support. Dashboard and local data confirmed the need to address chronic absenteeism, suspension rates, subgroup achievement gaps, math proficiency, English learner academic progress, and school climate. As a result, the adopted LCAP was shaped to focus on academic achievement, equitable student supports, attendance improvement, positive school climate, family engagement, staff capacity, and expanded college and career opportunities for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 62.7%	2022-23: 59.3%	2023-24: 61.8%	2024-25: > 85%	-0.9 percentage points
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25):	2025-26 (As of 5/22/26):	2026-27: 0%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0	2025-26 (As of 5/22/26): 0	2026-27: 0	0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 60%	2024-25: (Fall 2023 to Fall 2024) 71%	2025-26 (Fall 2024 to Fall 2025): 86%	2026-27: (Fall 2025 to Fall 2026) >= 80%	+26 percentage points
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 93.1%	2024-25: (As of 5/31/25) 95.4%	2025-26 (As of 5/15/26): 95.6%	2026-27: >= 95.0%	+2.5 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Implementation Overview

Goal 1 focused on ensuring access to a safe, secure, and high-quality learning environment with essential services such as credentialed teachers, aligned instructional materials, and well-maintained facilities. The implementation largely adhered to the original plan, with all five designated actions (credential verification, instructional materials and technology, facilities maintenance, school meal programs, and Home Office support) being carried out. We are able to coordinate the physical relocation to the new campus facility at 7111 Winnetka Ave, including moving logistics, procurement of classroom/office furniture, and the setup of essential technology infrastructure (Wi-Fi, smartboards, security systems) to ensure the site is fully operational and safe for the first day of school

Substantive Differences and Challenges

There were minimal deviations from planned actions. The expenditures across most actions closely mirrored budgeted amounts, indicating accurate forecasting and consistent execution. A few minor discrepancies in spending (e.g., Action 2 was slightly over budget, while Action 5 was under) were not explained in the document, suggesting they were not materially significant.

The primary challenge noted was the improvement of teacher assignment accuracy, which still fell below the 85% target in 2024-25, although it did improve compared to the prior year.

Successes: The school saw significant successes in staff stability and basic conditions. Teacher attendance rose to 95.6% (surpassing the 95% target), and teacher retention improved significantly to 86% (surpassing the 80% target). Additionally, 100% of students had access to standards-aligned instructional materials, and no deficiencies were identified in facilities inspections.
Challenges: The primary challenge continues to be teacher assignment accuracy. The percentage of teaching assignments with a "clear" monitoring outcome was 61.8%, which falls short of the target of >85%

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $18,439.00
Actual: $21,927.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 2
Budgeted: $179,499.72
Actual: $166,127.72
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 3
Budgeted: $365,848.08
Actual: $360,089.08
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 4
Budgeted: $24,096.00
Actual: $27,000.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 5
Budgeted: $261,113.00
Actual: $536,546.99
Explanation: The actual expenditures significantly exceeded the budget by over 100%. This material difference is primarily driven by an unbudgeted interest expense of $250,000 related to a $17M bond for the new site construction. Additionally, there were minor unbudgeted costs for professional services (Adaptive Insights, Data Works), legal fees (YMC), and Audit & CPA fees, while standard CMO and oversight fees remained relatively close to their initial projections.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effective Actions: Action 1.2 (Instructional Materials & Technology) and Action 1.3 (Facilities) were highly effective, resulting in 100% material access and consistently "good repair" standard facilities. The actions aimed at teacher support were also effective in boosting morale and stability, evidenced by the 86% teacher retention rate and 95.6% attendance rate. For 2025-26 SY, we are working on conducting facility preparation, deep cleaning, safety compliance inspections, and aesthetic branding/signage installation to create an inviting, high-quality learning environment that meets all state 'good repair' standards for the new school site.

Mixed Results: Action 1.1 (Teacher assignments and credentials) has shown mixed results. While retention improved, the percentage of appropriately credentialed teacher assignments is at 61.8%, indicating that the action was less effective than intended in reaching the >85% target outcome.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The broad objectives, metrics, and targets for Goal 1 will remain consistent for the coming year, as maintaining basic services and high standards for facilities and materials continues to be a priority. However, based on the persistent challenge of reaching our target for "clear" teacher assignment monitoring outcomes, we will place a heavier emphasis on refining the implementation of Action 1.1. This will include tighter verification processes and increased credentialing support for current staff to ensure we close the gap toward our 85% target. All other actions will continue as planned.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are	$21,927.00	No

Action #	Title	Description	Total Funds	Contributing
		properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A		
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology	$2,259,034.00	No

Action #	Title	Description	Total Funds	Contributing
		equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A		
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A	$558,751.39	No
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious	$27,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A		
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: -Clerical & Tech: Federal CSP; Amount: $25,431.21 -STRS: Federal CSP; Amount: $4,859.04 -OASDI/Medicare: Federal CSP; Amount: $368.88	$397,485.21	No

Action #	Title	Description	Total Funds	Contributing
		-Health & Welfare Benefits: Federal CSP; Amount: $4,652.63 -Unemployment Insurance: Federal CSP; Amount: $127.20		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: 100%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 88%	2024-25: (As of 5/29/25) 108%	2025-26 (As of 6/10/26): 98%	2026-27: >= 85%	+10 percentage points
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 62%	2024-25: (First semester) 71%	2025-26 (First semester): 73%	2026-27: (First semester) >= 80%	+11 percentage points
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 45.04% -English Learners: 12.0% -Socioeconomically Disadvantaged: 42.86% -Students with Disabilities: 23.53% -Asian: * -Hispanic: 43.36%	2023-24: -All Students: 37.98% -English Learners: 2.70% -Socioeconomically Disadvantaged: 38.60%	2024-25: -All Students: 53.39% -English Learners: 20.83% -Socioeconomically Disadvantaged: 51.51%	2025-26: -All Students: >= 40.00% -English Learners: >= 10.00% -Socioeconomically Disadvantaged: >= 40.00% -Students with	-All Students: +8.35 percentage points -English Learners: +8.83 percentage points -Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: *	-Students with Disabilities: 39.13% -Hispanic: 34.51% -White: *	-Students with Disabilities: 28.00% -Hispanic: 52.58% -White: 63.64%	Disabilities: >= 20.00% -Hispanic: >= 40.00% -White: *	+8.65 percentage points -Students with Disabilities: +4.47 percentage points -Asian: N/A -Hispanic: +9.22 percentage points -White: N/A
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 0.5 points above standard -English Learners: 54.2 points below standard -Socioeconomically Disadvantaged: 3.4 points below standard -Students with Disabilities: 35.9 points below standard -Asian: * -Hispanic: 2.7 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 27.9 points below standard -English Learners: 66.0 points below standard -Socioeconomically Disadvantaged: 28.3 points below standard -Students with Disabilities: 46.8 points below standard -Hispanic: 31.2 points below standard -White: *	2024-25: (2025 Dashboard) -All Students: 9.7 points above standard -English Learners: 12.6 points below standard -Socioeconomically Disadvantaged: 7.5 points above standard -Students with Disabilities: 33.1 points below standard -Hispanic: 9.9 points above standard -White: *	2025-26: (2026 Dashboard) -All Students: 4.0 points above standard -English Learners: 45.0 points below standard -Socioeconomically Disadvantaged: 1.0 points above standard -Students with Disabilities: 26.0 points below standard -Hispanic: 1.0 points above standard -White: *	-All Students: +9.2 points -English Learners: +41.6 points -Socioeconomically Disadvantaged: +10.9 points -Students with Disabilities: +2.8 points -Asian: N/A -Hispanic: +12.6 points -White: N/A
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment	2023-24: (Fall to Spring) -All Students: 85.5% -English Learners: 86.0% -Socioeconomically Disadvantaged: 79.3%	2024-25: (Fall to Spring) -All Students: 71.4% -English Learners: 78.4%	2025-26 (Fall to Spring): -All Students: 73.1% -English Learners: 71.9%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -	-All Students: -14.1 percentage points -English Learners: -7.6 percentage points -Socioeconomically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	from fall to spring (Source: NWEA MAP)	-Students with Disabilities: 93.1% -Hispanic: 85.3% -White: *	- Socioeconomically Disadvantaged: 72.7% -Students with Disabilities: 69.7% -Hispanic: 72.4% -White: 70.0%	- Socioeconomically Disadvantaged: 74.3% -Students with Disabilities: 68.2% -Hispanic: 71.2% -White: 81.8%	Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%	Disadvantaged: -6.6 percentage points -Students with Disabilities: -23.4 percentage points -Hispanic: -12.9 percentage points -White: N/A
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 4.41 (CGP: 100th percentile) -English Learners: CGI: 5.60 (CGP: 100th percentile) -Socioeconomically Disadvantaged: CGI: 4.63 (CGP: 100th percentile) -Students with Disabilities: * -Hispanic: CGI: 4.33 (CGP: 100th percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: 2.34 (CGP: 99th percentile) -English Learners: CGI: 3.99 (CGP: 100th percentile) -Socioeconomically Disadvantaged: CGI: 2.61 (CGP: 100th percentile) -Students with Disabilities: CGI: 1.17 (CGP: 88th percentile) -Hispanic: CGI: 2.30 (CGP: 99th percentile) -White: CGI: 2.57 (CGP: 99th percentile)	2025-26 (Fall to Spring): -All Students: CGI: 1.02 (CGP: 85th percentile) -English Learners: CGI: 0.97 (CGP: 83rd percentile) -Socioeconomically Disadvantaged: CGI: 0.98 (CGP: 84th percentile) -Students with Disabilities: CGI: 0.81 (CGP: 79th percentile) -Hispanic: CGI: 1.53 (CGP: 94th percentile) -White: CGI: 0.93 (CGP: 83rd percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)	-All Students: -2.07 -English Learners: -1.61 -Socioeconomically Disadvantaged: -2.02 -Students with Disabilities: N/A -Hispanic: -2.03 -White: N/A
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics	2022-23: -All Students: 34.29% -English Learners: 26.47%	2023-24: -All Students: 22.83% -English Learners: 5.56%	2024-25: -All Students: 49.15% -English Learners: 33.34%	2025-26: -All Students: >= 28.00% -English Learners: >= 25.00%	-All Students: +14.86 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessments (Source: CDE DataQuest)	-Socioeconomically Disadvantaged: 35.20% -Students with Disabilities: 23.53% -Asian: * -Hispanic: 34.17% -White: *	-Socioeconomically Disadvantaged: 23.43% -Students with Disabilities: 22.32% -Hispanic: 20.29% -White: *	-Socioeconomically Disadvantaged: 44.44% -Students with Disabilities: 28.00% -Hispanic: 47.42% -White: 54.54%	-Socioeconomically Disadvantaged: >= 28.00% -Students with Disabilities: >= 25.00% -Hispanic: >= 28.00% -White: *	-English Learners: +6.87 percentage points -Socioeconomically Disadvantaged: +9.24 percentage points -Students with Disabilities: +4.47 percentage points -Asian: N/A -Hispanic: +13.25 percentage points -White: N/A
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 49.4 points below standard -English Learners: 52.1 points below standard -Socioeconomically Disadvantaged: 49.4 points below standard -Students with Disabilities: 69.8 points below standard -Asian: * -Hispanic: 53.3 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 79.6 points below standard -English Learners: 92.4 points below standard -Socioeconomically Disadvantaged: 81.6 points below standard -Students with Disabilities: 97.7 points below standard -Hispanic: 82.6 points below standard -White: *	2024-25: (2025 Dashboard) -All Students: 8.6 points below standard -English Learners: 14.6 points below standard -Socioeconomically Disadvantaged: 19.3 points below standard -Students with Disabilities: 43.2 points below standard -Hispanic: 12.6 points below standard -White: *	2025-26: (2026 Dashboard) -All Students: 40.0 points below standard -English Learners: 43.0 points below standard -Socioeconomically Disadvantaged: 40.0 points below standard -Students with Disabilities: 60.0 points below standard -Hispanic: 44.0 points below standard -White: *	-All Students: +40.8 points -English Learners: +37.5 points -Socioeconomically Disadvantaged: +30.1 points -Students with Disabilities: +26.6 points -Asian: N/A -Hispanic: +40.7 points -White: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 86.6% -English Learners: 86.2% -Socioeconomically Disadvantaged: 87.4% -Students with Disabilities: 82.8% -Hispanic: 85.3% -White: *	2024-25: (Fall to Spring) -All Students: 73.9% -English Learners: 84.2% -Socioeconomically Disadvantaged: 76.9% -Students with Disabilities: 59.4% -Hispanic: 72.9% -White: 70.0%	2025-26 (Fall to Spring): -All Students: 77.1% -English Learners: 83.9% -Socioeconomically Disadvantaged: 74.5% -Students with Disabilities: 77.3% -Hispanic: 79.0% -White: 90.9%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%	-All Students: -12.7 percentage points -English Learners: -2.0 percentage points -Socioeconomically Disadvantaged: -10.5 percentage points -Students with Disabilities: -23.4 percentage points -Hispanic: -12.4 percentage points -White: N/A
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 5.72 (CGP: 100th percentile) -English Learners: CGI: 6.81 (CGP: 100th percentile) -Socioeconomically Disadvantaged: CGI: 6.08 (CGP: 100th percentile) -Students with Disabilities: * -Hispanic: CGI: 5.48 (CGP: 100th percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: 2.40 (CGP: 99th percentile) -English Learners: CGI: 4.71 (CGP: 100th percentile) -Socioeconomically Disadvantaged: CGI: 2.73 (CGP: 100th percentile) -Students with Disabilities: CGI: 1.59 (CGP: 94th percentile) -Hispanic: CGI: 2.26 (CGP: 99th percentile)	2025-26 (Fall to Spring): -All Students: CGI: 1.36 (CGP: 91st percentile) -English Learners: CGI: 1.21 (CGP: 89th percentile) -Socioeconomically Disadvantaged: CGI: 1.17 (CGP: 88th percentile) -Students with Disabilities: CGI: 1.06 (CGP: 86th percentile) -Hispanic: CGI: 1.43 (CGP: 92nd percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0	-All Students: -3.32 -English Learners: -5.60 -Socioeconomically Disadvantaged: -3.35 -Students with Disabilities: N/A -Hispanic: -3.22 -White: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-White: CGI: 2.62 (CGP: 100th percentile)	-White: CGI: 2.12 (CGP: 98th percentile)	(CGP >= 50th percentile)	
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 63.2%	2023-24: (2024 Dashboard) 53.0%	2024-25 (2025 Dashboard): 79.6%	2025-26: (2026 Dashboard) >= 50.0%	+16.4 percentage points
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 21.5%	2023-24: (Internal) 20.3%	2024-25 (Internal): 25.8% 2025-26 (As of 6.10.26): 30.4%	2025-26: (CDE DataQuest) >= 10.0%	+4.3 percentage points
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 13.73% -English Learners: * -Socioeconomically Disadvantaged: 11.63% -Students with Disabilities: * -Hispanic: 13.33%	2023-24: -All Students: 30.88% -English Learners: 16.67% -Socioeconomically Disadvantaged: 31.67% -Students with Disabilities: * -Hispanic: 30.35% -White: *	2024-25: -All Students: 27.50% -English Learners: * -Socioeconomically Disadvantaged: 27.77% -Students with Disabilities: * -Hispanic: 25.71% -White: *	2025-26: -All Students: >= 25.00% -English Learners: * -Socioeconomically Disadvantaged: >= 25.00% -Students with Disabilities: * -Hispanic: >= 25.00% -White: *	-All Students: +13.77 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: +16.14 percentage points -Students with Disabilities: N/A -Hispanic: +12.38 percentage points -White: N/A

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 2 showed significant progress in student academic achievement based on CAASPP results from the 2023–24 to 2024–25 school year. The California School Dashboard data indicate that Magnolia Science Academy 5 made strong gains in both English Language Arts and Mathematics, demonstrating that the school's instructional focus, intervention systems, data-driven planning, and standards-aligned supports had a positive impact on student outcomes.

In English Language Arts, students improved from 27.9 points below standard in 2023–24 to 9.7 points above standard in 2024–25. This represents an increase of 37.6 points and moved the school's ELA performance to the Green level on the Dashboard. This improvement reflects meaningful growth in literacy and suggests that the school's focus on standards-based instruction, academic intervention, progress monitoring, and support for reading and writing skills contributed to stronger student performance. ELA growth data also showed that 88.6% of students improved their score from the prior year, which was rated as Exceptional.

Mathematics showed even greater year-to-year improvement. Students improved from 79.6 points below standard in 2023–24 to 8.6 points below standard in 2024–25, an increase of 70.9 points. This moved Mathematics performance to the Green level on the Dashboard. Although students remain slightly below standard overall in Mathematics, the level of growth demonstrates substantial academic recovery and progress. Math growth data further confirms this progress, with 82.3% of students improving their score from the prior year, also rated as Exceptional.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $1,029,876.73
Actual: $986,198.68
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 2
Budgeted: $32,976.00
Actual: $43,525.00
Explanation: Expanded staff participation in external standard-alignment workshops and unexpected induction program costs

Goal 2 Action 3
Budgeted: $441,352.89
Actual: $424,727.34

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 4
Budgeted: $90,197.48
Actual: $91,424.19
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 5
Budgeted: $418,701.10
Actual: $537,541.76
Explanation: Unbudgeted contractual Special Education staffing costs or expanded legal/CPA oversight associated with program delivery

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The specific actions implemented under Goal 2 have been effective in making progress toward improving student academic achievement. Current CAASPP data show strong growth from 2023–24 to 2024–25 in both English Language Arts and Mathematics. In ELA, the percentage of students who met or exceeded standard increased from 37.98% to 53.39%, exceeding the 2024–25 target of 39%. ELA Distance from Standard also improved from 27.9 points below standard to 9.7 points above standard, exceeding the Year 2 desired outcome.

Mathematics also showed significant improvement. The percentage of students who met or exceeded standard increased from 22.83% to 49.15%, exceeding the 2024–25 target of 26.5%. Math Distance from Standard improved from 79.6 points below standard to 8.6 points below standard. Although students remain slightly below standard overall in Mathematics, the growth shows that intervention, data-driven instruction, teacher collaboration, and differentiated supports are having a positive impact.

Science results were mixed. The percentage of students meeting or exceeding standard was 27.5%, which exceeded the 2024–25 target of 20%; however, this was a decrease from 30.88% in 2023–24. This indicates that Science will need additional focus through stronger NGSS-aligned instruction, hands-on learning, and targeted academic support.

Overall, Goal 2 actions have been effective, especially in ELA and Mathematics. Moving forward, MSA-5 will continue the strategies that led to growth while strengthening supports in Mathematics, Science, and targeted intervention for students with the greatest academic needs.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections on prior practice and current Goal 2 data, MSA-5 will keep the planned goal and core metrics in place because they continue to align with the school’s focus on academic excellence, standards-based instruction, and equitable student access to a high-quality instructional program. Current results show that the existing goal remains appropriate, as students made strong progress in both English Language Arts and Mathematics.

No major changes will be made to the overall goal or metrics for the coming year. However, planned actions will be refined based on current outcomes. Since ELA performance exceeded the target and improved substantially, MSA-5 will continue the instructional strategies that supported this growth, including standards-aligned instruction, data-driven planning, differentiated support, academic intervention, and progress monitoring.

Mathematics will remain a priority area for continued action. Although Math performance improved significantly and exceeded the proficiency target, students are still slightly below standard overall based on Distance from Standard data. As a result, MSA-5 will strengthen math actions by increasing targeted intervention, small-group instruction, conceptual understanding, problem-solving practice, academic vocabulary support, and regular review of assessment data.

Science actions will also be strengthened for the coming year. Although the school met the Science target, the percentage of students meeting or exceeding standard declined from the prior year. In response, MSA-5 will increase focus on NGSS-aligned instruction, hands-on and lab-based learning, science vocabulary development, and targeted support for students who need additional help applying scientific concepts.

In addition, MSA-5 will continue to refine supports for English learners, socioeconomically disadvantaged students, and students with disabilities to address remaining achievement gaps. Actions will include targeted intervention, teacher collaboration, progress monitoring, and professional development focused on differentiated instruction and access to grade-level standards.

Overall, the goal, metrics, and target outcomes will remain consistent, while actions will be adjusted to sustain strong ELA growth, continue accelerating Math achievement, improve Science outcomes, and provide more targeted academic support for student groups with the greatest needs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and	$1,540,889.38	No

Action #	Title	Description	Total Funds	Contributing
		career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal funds: -Prof Developmnt: Federal CSP; Amount: $13,000.00 -Prof Dev-Other: Federal CSP; Amount: $9,000.00	$35,386.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal funds: -Educat Software: Title I; Amount: $14,571.00 -TeacherSalaries: Title I; Amount: $52,998.00 -STRS: Title I; Amount: $10,122.62 -OASDI/Medicare: Title I; Amount: $768.47 -Health & Welfare Benefits: Title I; Amount: $12,232.84 -Unemployment Insurance: Title I; Amount: $264.99	$399,016.91	Yes

Action #	Title	Description	Total Funds	Contributing
		-Educat Software: Title IV, Part A ESEA (ESSA); Amount: $17.674.05		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees. The following expenditures will be funded by federal Title funds: N/A	$184,750.83	Yes
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement	$898,379.93	No

Action #	Title	Description	Total Funds	Contributing
		gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: -SpEd Ctrct Inst: IDEA SPED; Amount: $170,000.00		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 11%	2024-25: (As of 6/5/25) 7.0%	2025-26 (As of 5/22/26): 20%	2026-27: >= 10%	+9 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 90%	0 percentage points
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 97%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 80%	+3 percentage points
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 60.5%	2023-24 (2024 Dashboard): 80.8%	2024-25 (2025 Dashboard): 89.5% 2025-26 (As of 5/22/26): 73.1%	2025-26: (2026 Dashboard) >= 55.0%	+29.0 percentage points
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 73.08%	2023-24: 59.09%	2024-25: 62.50% 2025-26 (As of 5/22/26): 66.25%	2025-26: >= 55.00%	-10.58 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 62.96%	2023-24: 18.18%	2024-25: 20.83% 2025-26 (As of 5/22/26): 76.88%	2025-26: >= 35.00%	-42.13 percentage points
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 35.6%	2023-24: 52.0%	2024-25: 58.8%	2025-26: >= 55.0%	+23.2 percentage points
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 11.1%	2023-24: 36.0%	2024-25: 33.3%	2025-26: >= 55.0%	+22.2 percentage points
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 26.3%	2023-24: (2024 Dashboard) 61.5%	2024-25 (2005 Dashboard): 64.7% 2025-26 (As of 5/22/26): 39.1%	2025-26: (2026 Dashboard) >= 35.0%	+38.4 percentage points
3.10	Percentage of cohort graduates who have successfully completed	2022-23 (2023 Dashboard): 87.2%	2023-24 (2024 Dashboard): 96.2%	2024-25 (2005 Dashboard): 100.0%	2025-26: (2026 Dashboard) >= 90.0%	+12.8 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 95.7%		
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2023-24 (2024 Dashboard): 0.00%	2024-25 (2005 Dashboard): 0.0% 2025-26 (As of 5/22/26): 0.00%	2025-26: (2026 Dashboard) >= 10.0%	0 percentage points
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2023-24 (2024 Dashboard): 0.00%	2024-25 (2005 Dashboard): 0.0% 2025-26 (As of 5/22/26): 0.00%	2025-26: (2026 Dashboard) >= 10.0%	0 percentage points
3.13	Percentage of cohort graduates who have earned a Seal of	2022-23 (CDE DataQuest): 28.6%	2023-24 (CDE DataQuest): 68.0%	2024-25 (CDE DataQuest): 15.8%	2025-26: (CDE DataQuest) >= 20.0%	-12.8 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy (Source: CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 21.7%		
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 48.6%	2023-24 (CDE DataQuest): 40.0%	2024-25 (CDE DataQuest): 26.3% 2025-26 (As of 6/12/26): 30.4%	2025-26: (CDE DataQuest) >= 30.0%	-22.3 percentage points
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 56.0%	2024-25: (As of 5/23/25) 25.0%	2025-26 (As of 5/22/26): 26.1%	2026-27: >= 50.0%	-29.9 percentage points
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 100%	2024-25: (As of 5/23/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 90%	0 percentage points
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 100%	2024-25: (As of 5/23/25) 89.0%	2025-26 (As of 5/22/26): 83%	2026-27: >= 60%	-17.0 percentage points
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 34.8%	Class of 2022: 48.1%	Class of 2023: 50.0%	Class of 2024: >= 60%	+15.2 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 3 focused on providing a well-rounded, 21st-century education with a heavy emphasis on innovation, STEAM integration, and college/career readiness. The implementation spanned five distinct core areas: College/Career Readiness Programs (3.1), STEM and GATE Programs (3.2), Digital Literacy and Citizenship (3.3), Physical Education and Fitness (3.4), and Additional Well-Rounded Enrichment Programs (3.5).

Successes: The 2025-26 school year saw massive rebounds in academic rigor and college preparedness. Enrollment in Accelerated/Advanced Math courses surged to 20% (surpassing the 10% target). Furthermore, 11th-grade EAP CAASPP performance saw extraordinary growth, with Math proficiency skyrocketing from 18.1% to 76.8%, and ELA improving to 66.2%. The AP pass rate also increased to 58.8%, and A-G completion remained exceptionally strong at 95.7%. 100% of students continued to participate in STEAM and technology-focused courses.

Challenges: Despite academic successes, there were sharp declines in specific alternative college-readiness markers. Dual enrollment completion dropped significantly from 61.5% to 39.1%. Additionally, the attainment of state diploma seals fell drastically: the Golden State Seal Merit Diploma dropped to 0%, and the Seal of Biliteracy dropped to 21.7%. CTE pathway completion remains an ongoing systemic challenge, stagnating at 0%.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $141,646.16
Actual: $124,976.21
Explanation: Lower than anticipated costs for field trips.

Goal 3 Action 2
Budgeted: $1.00
Actual: $0.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 3
Budgeted: $153,201.90
Actual: $124,976.21
Explanation: Cost savings from consolidated educational software licenses.

Goal 3 Action 4
Budgeted: $152,147.86
Actual: $136,356.48
Explanation: Unused physical education equipment budgets due to lower enrollment and long term staffing vacancies.

Goal 3 Action 5
Budgeted: $232,980.86
Actual: $229,351.75
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effective Actions: Action 3.2 (STEM & GATE Programs) proved highly effective this year, directly correlating with the massive spike in EAP Math proficiency (76.8%) and the successful recruitment of students into Accelerated Math (20%). Action 3.1 (College/Career Readiness) was highly effective in supporting core academic indicators, resulting in high AP exam pass rates (58.8%) and sustained A-G completion (95.7%).

Ineffective Actions / Areas of Concern: Certain elements of Action 3.1 require reevaluation. The mechanisms supporting Dual Enrollment and State Diploma Seals (Golden State Seal and Seal of Biliteracy) were ineffective this year, resulting in sharp participation and attainment drop-offs. Furthermore, the CTE exploration aspect of Action 3.1 continues to be ineffective at producing measurable pathway completions.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The core metrics and overarching goals will remain intact, but specific operational pivots will be made for the coming year based on our data:

Revitalizing Dual Enrollment and Diploma Seals: We will restructure the counseling and advisory components of Action 3.1 to aggressively track and promote dual enrollment opportunities earlier in the semester. We will also audit our transcript evaluation process to ensure students are being properly identified and supported to earn the Golden State Seal and Seal of Biliteracy.

CTE Strategy: Recognizing the ongoing limitations of establishing full standalone CTE pathways for our student demographic, we will shift our focus toward integrating career-technical elements into our successful STEAM/PLTW courses (Action 3.2).

Sustaining Math Growth: Given the massive success in EAP Math and Advanced Math enrollment, we will maintain and protect our current funding and instructional models for Action 3.2 to ensure these gains are permanent.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal funds: -Clerical & Tech: Federal CSP; Amount: $33,145.28 -STRS: Federal CSP; Amount: $6,335.09 -OASDI/Medicare: Federal CSP; Amount: $480.94 -Health & Welfare Benefits: Federal CSP; Amount: $2,686.71 -Unemployment Insurance: Federal CSP; Amount: $165.84	$196,075.59	Yes
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design,	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A		
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.	$143,301.65	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: -Educat Software: Title IV, Part A ESEA (ESSA); Amount: $5,000.00		
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal title funds: -PE Supplies: Title IV, Part A ESEA (ESSA); Amount: $25,000.00	$165,154.80	Yes
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential	$244,951.84	Yes

Action #	Title	Description	Total Funds	Contributing
		learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: -ProfessServices: Title IV, Part A ESEA (ESSA); Amount: $15,900.00		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 6	2024-25: (As of 6/5/25) 7	2025-26 (As of 5/15/26): 8	2026-27: >= 8	+2
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 3	2024-25: (As of 6/5/25) 4	2025-26 (As of 5/15/26): 4	2026-27: >= 4	+1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 18	2024-25: (As of 6/5/25) 18	2025-26 (As of 5/15/26): 41	2026-27: >= 10	+23
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 29.2%	2024-25: (As of 6/5/25) 47.0%	2025-26 (As of 6/9/26): 20.8%	2026-27: >= 15.0%	-8.4 percentage points
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 91.93%	2024-25 P-2 ADA: 92.01%	2025-26 P-2 ADA: 93.91%	2026-27: (P-2 ADA) >= 92.00%	+1.98 percentage points
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 30.8%	2023-24: (2024 Dashboard) 30.1%	2024-25 (2025 Dashboard): 24.5% 2025-26 (As of 5/22/26): 20.7%	2025-26: (2026 Dashboard) <= 20.0%	-6.3 percentage points
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 5.1%	2024-25: (As of 6/5/25) 4.2%	2025-26 (As of 6/10/26): 0.0%	2026-27: <= 2.0%	-5.1 percentage points
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 7.9%	2023-24: (CDE DataQuest) 4.0%	2024-25 (CDE DataQuest): 0.0% 2025-26 (As of 6/10/26): 0.0%	2025-26: (CDE DataQuest) <= 2.0%	-7.9 percentage points
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 92.3%	2023-24: (2024 Dashboard) 96.2%	2024-25 (2025 Dashboard): 96.1%	2025-26: (2026 Dashboard) >= 95.0%	+3.8 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2025-26 (As of 5/22/26): 88.5%		
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 2.3%	2023-24: (2024 Dashboard) 1.3%	2024-25 (2025 Dashboard): 2.4% 2025-26 (As of 5/22/26): 1.8%	2025-26: (2026 Dashboard) <= 2.5%	+0.1 percentage points
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00%	2024-25 (CDE DataQuest): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (CDE DataQuest) <= 0.50%	0 percentage points
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 99.0% -Families: 88.4% -Staff: 96.3%	2024-25: -Students: 99.5% -Families: 76.3% -Staff: 93.8%	2025-26: -Students: 96.4% -Families: 79.8% -Staff: 75%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	-Students: -2.6 percentage points -Families: -8.6 percentage points -Staff: -21.3 percentage points
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline,	2023-24: -Students: 67.0% -Families: 96.0% -Staff: 80.0%	2024-25: -Students: 65% -Families: 96% -Staff: 61%	2025-26: -Students: 73% -Families: 96% -Staff: 78%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	-Students: +6 percentage points -Families: 0 percentage points -Staff: -2 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 78% -Families: 96% -Staff: 75%	2024-25: -Students: 76% -Families: 95% -Staff: 53%	2025-26: -Students: 76% -Families: 94% -Staff: 82%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	-Students: -2 percentage points -Families: -2 percentage points -Staff: +7 percentage points
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 83.25%	2024-25: (Spring 2024 to Fall 2024) 84%	2025-26 (Spring 2025 to Fall 2025): 85%	2026-27: (Spring 2026 to Fall 2026) >= 85%	+1.75 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 4 focused on cultivating a strong sense of connection among students, families, staff, and community partners. The goal was carried out through five major actions: Seeking Family Input (4.1), Building Relationships (4.2), MTSS/PBIS and SEL Support (4.3), Educational Partner Surveys (4.4), and Community Outreach (4.5). All actions were implemented to foster effective communication and a nurturing, safe school environment.

Successes: The 2025-26 school year saw massive improvements in school climate and family engagement. The number of parent engagement events surged to 41 (shattering the target of 10). Furthermore, targeted MTSS and attendance interventions were highly successful: Average Daily Attendance (ADA) increased to 93.91%, Chronic Absenteeism plummeted to 20.7% (nearly hitting the 20% target), and the student suspension rate fell to just 1.8%. Student retention also successfully met the 85% target.

Challenges: Despite a stronger overall campus climate, high school completion metrics suffered. The graduation rate dropped significantly from 96.1% to 88.5%, missing our targets, though the high school dropout rate remained steady at 0.0%. Additionally, staff survey participation dropped to 75% (missing the 95% target), indicating a need to improve staff engagement. Lastly, while home visits (20.8%) remained above the 15% target, this was a sharp decline from the prior year's 47% rate.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $275.00
Actual: $275.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 2
Budgeted: $223,525.27
Actual: $202,338.49
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 3
Budgeted: $355,768.90
Actual: $389,710.49
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 4
Budgeted: $1,233.84
Actual: $1,233.84
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5
Budgeted: $523,423.72
Actual: $440,158.05
Explanation: Delayed hiring of community liaisons, open staff vacancies, or lower-than-expected costs for community outreach materials

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effective Actions: Action 4.1 (Family Input) and Action 4.2 (Building Relationships) were highly effective at mobilizing our community, resulting in an unprecedented 41 parent engagement events and sustained PAC/ELAC participation. Action 4.3 (MTSS/PBIS) was incredibly effective at stabilizing school climate, serving as the primary driver for our drops in chronic absenteeism (20.7%) and suspensions (1.8%), while boosting ADA (93.91%).

Ineffective Actions / Areas of Concern: The supports implemented under Action 4.3 and 4.5 for older students were ineffective at curbing high school dropout rates and maintaining graduation rates, as both metrics slipped heavily this year. Furthermore, internal communication and relationship-building strategies (Action 4.2) were ineffective regarding staff engagement, as reflected by the drop in staff survey participation and satisfaction.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The broad objectives and metrics for Goal 4 will remain in place, but we will make targeted operational changes to address the gaps revealed in this year's data:

High School Retention Focus: We will refocus elements of our MTSS/PBIS framework (Action 4.3) and Community Outreach (Action 4.5) to specifically target at-risk high school seniors. This will include targeted mentorship and wraparound services to reverse the decline in the graduation rate.

Staff Engagement Initiatives: To address the decline in staff survey participation and morale, we will utilize components of Action 4.2 to establish more robust internal feedback loops and collaborative decision-making opportunities for teachers and classified staff.
To execute a targeted student recruitment and marketing campaign for the new school site at 7111 Winnetka Ave. This includes local neighborhood outreach, distributing multi-lingual informational flyers, digital marketing, and hosting community information sessions to boost enrollment.

Revitalizing Home Visits: We will re-evaluate our home-visit scheduling and teacher compensation structures to boost the home visit rate back toward the 40%+ range we achieved in Year 1.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making.		Yes

Action #	Title	Description	Total Funds	Contributing
		Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A		
4.2	Building relationships and partnerships with families for student outcomes	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to	$196,417.51	Yes

Action #	Title	Description	Total Funds	Contributing
		support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -TeacherSalaries: Title I; Amount: $12,000.00 -STRS: Title I; Amount: $2,292.00 -OASDI/Medicare: Title I; Amount: $174.00 -Unemployment Insurance: Title I; Amount: $60.00		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our	$490,371.15	Yes

Action #	Title	Description	Total Funds	Contributing
		supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $4,134.00 -Non-Instructional Student Support: Title III - Immigrant Education; Amount: $4,317.38 -Teacher Salaries: Title I; Amount: $6710.00 -STRS: Title I; Amount: $1,281.61 -OASDI/Medicare: Title I; Amount: $97.30		

Action #	Title	Description	Total Funds	Contributing
		-Unemployment Insurance: Title I; Amount: $33.55		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Kelvin survey fees. The following expenditures will be funded by federal Title funds: N/A		Yes
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.	$244,576.19	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal funds: -Clerical & Tech: Federal CSP; Amount: $21,755.28 -OASDI/Medicare: Federal CSP; Amount: $1,665.25 -Health & Welfare Benefits: Federal CSP; Amount: $1,628.31 -Other Benefits: Federal CSP; Amount: $2,176.80		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,490,657	$107,875

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.960%	0.000%	$0.00	22.960%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials,	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers	Goal 2: For all students, but particularly for the EL and LTEL student groups: • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students.	have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP	Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3.	years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• College-Going Rate (Source: CDE DataQuest)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. **Scope:** LEA-wide	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning.	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. **Scope:**	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy,	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:** LEA-wide	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math,	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning;

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. **Scope:** LEA-wide	Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision	Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates"

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout	teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			"Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental,	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased	• High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:** It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP,	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school	Goal 4: • School experience survey "participation rates" by students, families, and staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	(Source: Local Indicator Priority 6, Panorama Education) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of seniors who have

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-5 will utilize the concentration grant add-on funds ($107,875) in the following manner:

MSA-5 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,492,525	1,490,657	22.960%	0.000%	22.960%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,058,982.09	$1,500,833.98	$982.00	$447,671.31	$8,008,469.38	$4,267,641.70	$3,740,827.68

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$21,927.00	$21,927.00				$21,927.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$0.00	$2,259,034.00	$2,179,034.00	$80,000.00			$2,259,034.00	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$203,791.39	$354,960.00	$555,751.39	$3,000.00			$558,751.39	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$27,000.00	$27,000.00				$27,000.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$35,438.96	$362,046.25	$397,485.21				$397,485.21	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$1,387,199.38	$153,690.00	$1,200,405.74	$340,483.64			$1,540,889.38	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$35,386.00	$13,386.00			$22,000.00	$35,386.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$366,771.86	$32,245.05	$173,147.24	$117,237.70		$108,631.97	$399,016.91	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$184,750.83	$0.00	$184,750.83				$184,750.83	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$728,379.93	$170,000.00	$183,820.19	$544,559.74		$170,000.00	$898,379.93	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$196,075.59	$0.00	$63,854.63	$89,407.10		$42,813.86	$196,075.59	
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$138,301.65	$5,000.00	$96,809.64	$41,492.01		$5,000.00	$143,301.65	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$115,914.80	$49,240.00	$140,154.80			$25,000.00	$165,154.80	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$132,502.84	$112,449.00	$188,666.84	$40,385.00		$15,900.00	$244,951.84	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$188,667.51	$7,750.00	$181,891.51			$14,526.00	$196,417.51	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$440,270.77	$50,100.38	$350,897.07	$121,918.24	$982.00	$16,573.84	$490,371.15	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$149,576.19	$95,000.00	$95,000.00	$122,350.55		$27,225.64	$244,576.19	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,492,525	1,490,657	22.960%	0.000%	22.960%	$1,520,558.56	0.000%	23.420 %	**Total:**	$1,520,558.56
								LEA-wide Total:	$1,520,558.56
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$27,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,386.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$173,147.24	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	$184,750.83	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,854.63	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,809.64	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$140,154.80	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$188,666.84	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$181,891.51	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$350,897.07	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,646,303.51	$4,915,867.84

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$18,439.00	$21,927.00
1	**1.2**	Instructional materials and technology	No	$179,499.72	$166,127.72
1	**1.3**	Clean and safe facilities that support learning	No	$365,848.08	$360,089.08
1	**1.4**	Healthy and nutritious meals	Yes	$24,096.00	$27,000.00
1	**1.5**	Well-orchestrated Home Office support services	No	$261,113.00	$536,546.99
2	**2.1**	Broad course of study and standards based curriculum	No	$1,029,876.73	$986,198.68
2	**2.2**	Professional development for high-quality instruction	Yes	$32,976.00	$43,525.00
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$441,352.89	$424,727.34
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$90,197.48	$91,424.19
2	**2.5**	Support for students with disabilities	No	$418,701.10	$537,541.76
3	**3.1**	College/Career readiness programs and activities	Yes	$141,646.16	$196,359.77

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$0.00	
3	3.3	Digital literacy and citizenship programs	Yes	$153,201.90	$124,976.21
3	3.4	Physical education, activity, and fitness	Yes	$152,147.86	$136,356.48
3	3.5	Additional programs and activities that support well-rounded education	Yes	$232,980.86	$229,351.75
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$223,525.27	$202,338.49
4	4.3	MTSS - PBIS and SEL support	Yes	$355,768.90	$389,710.49
4	4.4	Annual educational partner surveys	Yes	$1,233.84	$1,233.84
4	4.5	Community outreach and partnerships	Yes	$523,423.72	$440,158.05

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
755,229	$1,256,759.17	$2,307,436.61	($1,050,677.44)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$24,096.00	$27,000.00		
2	2.2	Professional development for high-quality instruction	Yes	$14,976.00	$43,525.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$182,000.44	$424,727.34		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	$90,197.48	$91,424.19		
3	3.1	College/Career readiness programs and activities	Yes	$58,861.00	$196,359.77		
3	3.2	STEM and GATE programs	Yes	$1.00	$0.00		
3	3.3	Digital literacy and citizenship programs	Yes	$43,085.86	$124,976.21		
3	3.4	Physical education, activity, and fitness	Yes	$109,224.86	$136,356.48		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$133,272.50	$229,351.75		
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$200,146.27	$202,338.49		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$251,135.40	$389,710.49		
4	4.4	Annual educational partner surveys	Yes		$1,233.84		
4	4.5	Community outreach and partnerships	Yes	$149,487.36	$440,158.05		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,823,868	755,229	0.000%	26.744%	$2,307,436.61	0.000%	81.712%	$0.00	0.000%

Powered by BoardOnTrack

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

Powered by BoardOnTrack

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

Powered by BoardOnTrack

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Powered by BoardOnTrack

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

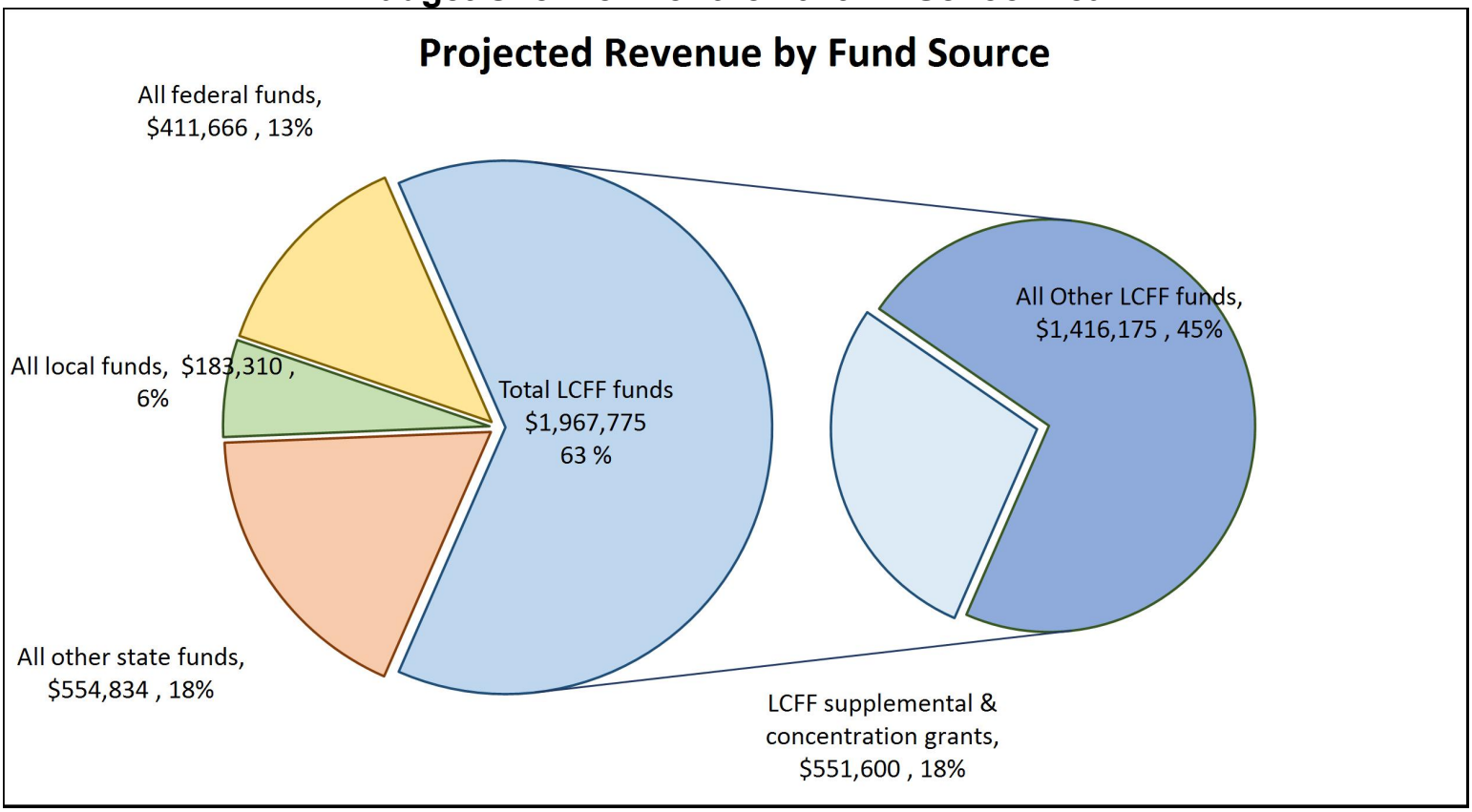
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 6
CDS Code: 19-64733-0117648
School Year: 2026-27
LEA contact information:
James Choe
Principal
jchoe@magnoliapublicschools.org
(310) 842-8555

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

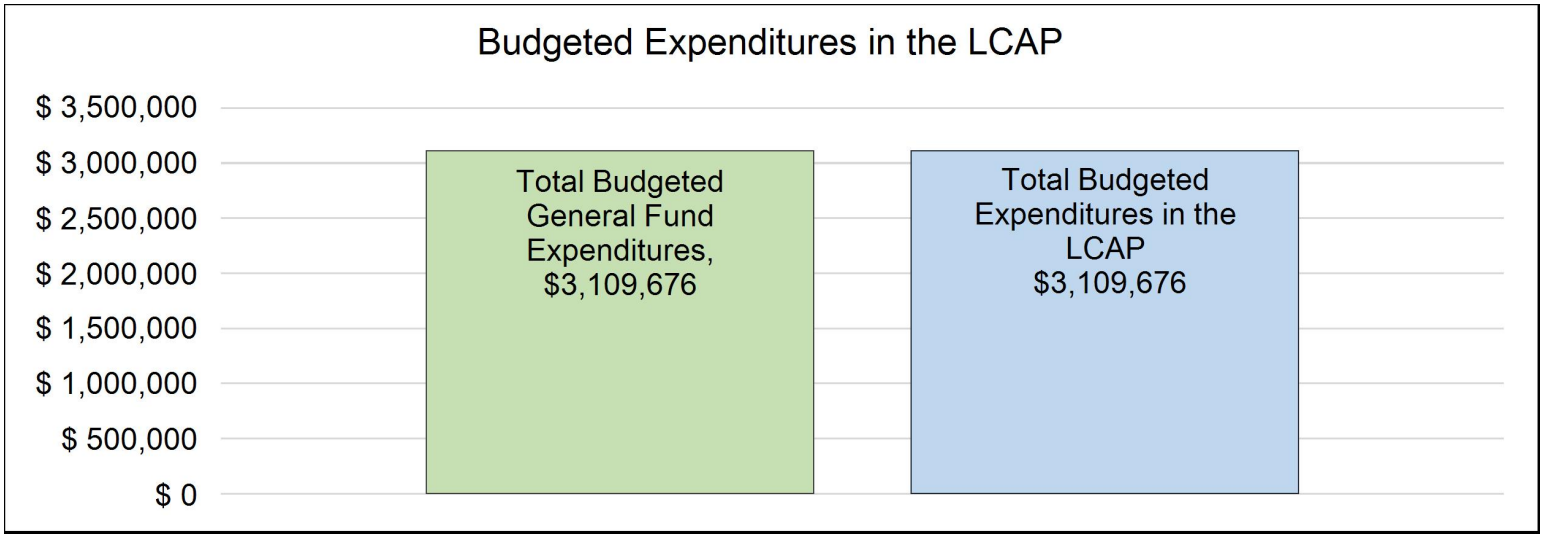


This chart shows the total general purpose revenue Magnolia Science Academy 6 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 6 is $3,117,585, of which $1,967,775 is Local Control Funding Formula (LCFF), $554,834 is other state funds, $183,310 is local funds, and $411,666 is federal funds. Of the $1,967,775 in LCFF Funds, $551,600 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy 6 plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy 6 plans to spend $3,109,676 for the 2026-27 school year. Of that amount, $3,109,676 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

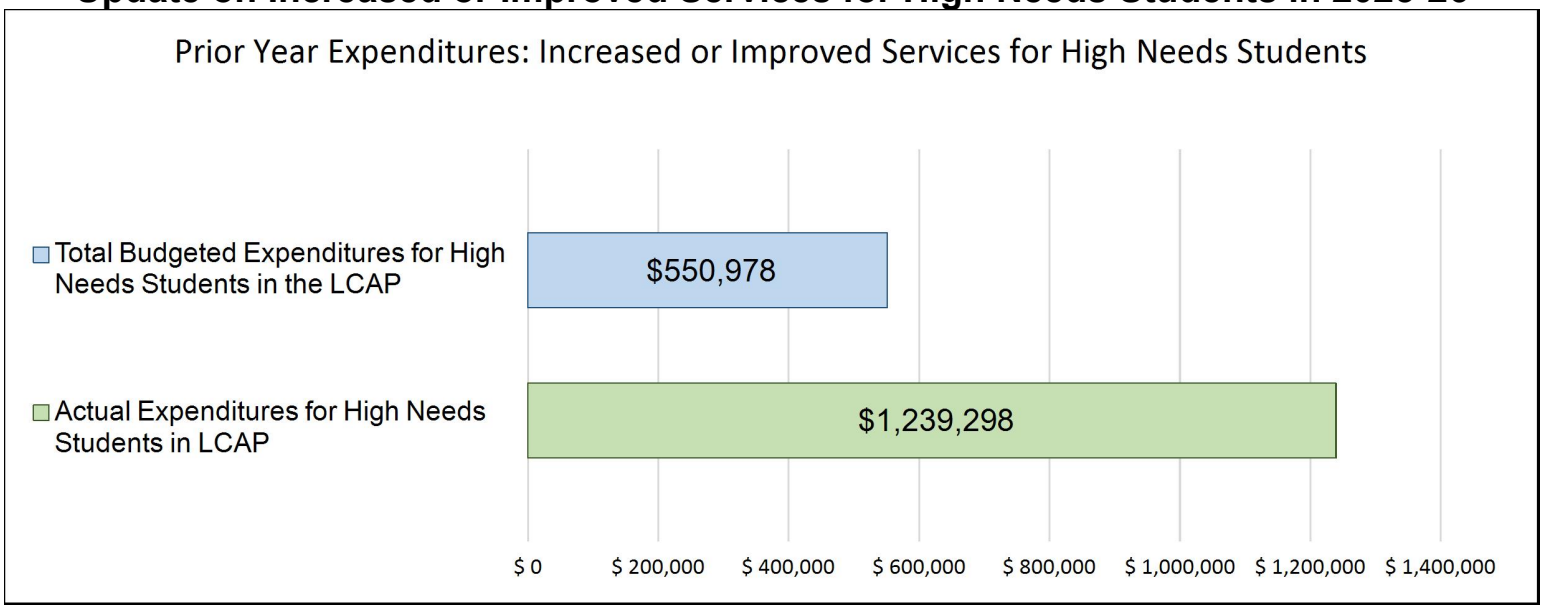
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Magnolia Science Academy 6 is projecting it will receive $551,600 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy 6 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy 6 plans to spend $558,003 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Magnolia Science Academy 6 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy 6 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy 6's LCAP budgeted $550,978 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 6 actually spent $1,239,298 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy 6	James Choe Principal	jchoe@magnoliapublicschools.org (310) 842-8555

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Magnolia Science Academy (MSA-6 or Charter School), is a classroom-based charter school serving grades 6-8 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2009, MSA-6's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-6 currently has 160 students in grades 6-8, and mainly draws enrollment from Palms, Koreatown, and Mid-city, CA and its neighboring communities. The neighborhoods that MSA-6 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-6 serves faces economic challenges. MSA-6 has a diverse enrollment, including around 86% Hispanic/Latino, around 9% African American, and around 5% White. We are around 92% Socioeconomically Disadvantaged, 20% Special Education, and 20% English Learner population.

MSA-6 strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-6 is supplemented by its clubs and after-school programs and with its ASES program with Think Together that runs until 6 pm.

Magnolia Science Academy 6
Address: 4049 W. 8th St., Los Angeles, CA, 90005

Phone: 310-842-8555
Email: jchoe@magnoliapublicschools.org

Our Mission
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

Magnolia Science Academy 6 demonstrated strong overall performance on the 2025 California School Dashboard and continued to make progress in several key areas connected to academic achievement, student engagement, school climate, and local indicators.

A major success was academic performance. The school earned a Green performance level in both English Language Arts and Mathematics. In English Language Arts, all students performed 16.2 points above standard and increased by 11.6 points from the prior year. In Mathematics, all students performed 17.0 points below standard but increased by 31.5 points, showing significant growth from the prior year. Student growth data were also very strong. English Language Arts Growth was rated Exceptional, with 80.0% of students improving

their score from the prior year. Mathematics Growth was also rated Exceptional, with 78.8% of students improving their score from the prior year.

Science performance was another area of strength. The school earned a Blue performance level in Science, with all students performing 60.3 points above standard and increasing by 7.5 points. Socioeconomically disadvantaged students also earned a Blue performance level in Science, performing 59.2 points above standard.

The school also showed positive progress in English Learner Progress. Although the Dashboard did not assign a color performance level for this indicator, 57.1% of English Learners made progress toward English language proficiency, which was higher than the statewide rate of 46.4%. In addition, 52.4% of English Learners progressed at least one ELPI level on the Summative ELPAC.

Attendance and school climate also showed improvement. Chronic absenteeism declined to 15.9%, a decrease of 4.6 percentage points from the prior year. The suspension rate declined to 3.7%, a decrease of 1.3 percentage points, and the school earned a Green performance level for Suspension Rate. Socioeconomically disadvantaged students had a suspension rate of 2.4%, which was also Green and declined by 2.9 percentage points. Students with disabilities had a 0.0% suspension rate, reflecting positive progress in behavior support and school climate.

All local indicators were marked Standard Met, including Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; and Access to a Broad Course of Study. The school reported 89.5% clear teaching assignments, 0% of students without access to standards-aligned instructional materials, and 0 instances where facilities did not meet the good repair standard.

These results reflect the school’s continued use of data-driven instruction, intervention, MAP data, ICA/IAB data, afterschool tutoring, Saturday school, PBIS supports, teacher collaboration, and communication between general education and special education staff to support student progress.

CHALLENGES

While the school demonstrated many areas of strength, the Dashboard and local data also identify areas needing continued focus.

The lowest schoolwide performance level on state indicators was Yellow for Chronic Absenteeism. Although chronic absenteeism improved from the prior year, 15.9% of students were still chronically absent. Student groups with Yellow performance in Chronic Absenteeism included Hispanic students at 16.1% and socioeconomically disadvantaged students at 16.1%. Students with disabilities had a chronic absenteeism rate of 26.3%, but the Dashboard displayed this student group as Gray due to student group size or reporting rules. Because attendance directly affects academic achievement, student engagement, and connection to school, chronic absenteeism will remain a major area for continued monitoring and support.

English Learners also require targeted academic support. English Learners were Yellow in English Language Arts, performing 33.2 points below standard, and Yellow in Mathematics, performing 57.9 points below standard. Although English Learners improved in both ELA and

Math, they continue to perform below standard and need continued support in designated ELD, integrated ELD, academic vocabulary, reading comprehension, writing, and access to grade-level content.

Long-Term English Learners also require close attention. Long-Term English Learners performed 88.7 points below standard in ELA and 112.2 points below standard in Mathematics. Although the Dashboard displayed this group as Gray rather than assigning a performance color, the data show that LTELs need targeted intervention, language development, and academic supports.

Students with disabilities also remain an area for improvement. Students with disabilities performed 47.8 points below standard in ELA and 92.5 points below standard in Mathematics. Although this student group showed growth from the prior year and had a 0.0% suspension rate, academic performance data indicate the need for continued targeted instruction, accommodations, modifications, progress monitoring, and collaboration between general education and special education staff.

Mathematics remains an area for continued focus even though the school earned a Green performance level and made strong growth. All students were still 17.0 points below standard in Mathematics, and several student groups remained below standard, including English Learners, socioeconomically disadvantaged students, Hispanic students, Long-Term English Learners, and students with disabilities. The school will continue strengthening math instruction, intervention, data analysis, academic vocabulary, and foundational skills support.

Local climate survey data also indicate areas for growth. Students reported lower approval in sense of belonging and discipline, rules, and norms. The school will continue strengthening PBIS implementation, classroom expectations, restorative practices, student voice, and communication around behavior systems so students experience school discipline as fair, clear, and consistent.

As part of this reflection, Magnolia Science Academy 6 reviewed whether the school or any student group received the lowest performance level on one or more state indicators. No schoolwide state indicator was Red or Orange on the 2025 Dashboard. The lowest schoolwide color was Yellow for Chronic Absenteeism. No student group shown with a color performance level was Red or Orange. Student groups receiving Yellow performance levels included English Learners in English Language Arts and Mathematics, and Hispanic and socioeconomically disadvantaged students in Chronic Absenteeism. These areas will remain priorities in the LCAP through targeted academic intervention, English Learner supports, attendance monitoring, family outreach, PBIS/SEL supports, and progress monitoring.

Moving forward, Magnolia Science Academy 6 will continue to use Dashboard data, MAP data, ICA/IAB results, ELPAC data, course grades, attendance data, suspension data, survey results, and teacher input to identify student needs and refine supports. The school will continue strengthening early identification of students who are struggling academically, providing intervention before the end of the semester, expanding academic supports such as tutoring and Saturday school, improving attendance outreach, supporting English Learners and students with disabilities, and using PBIS and SEL strategies to improve school climate and belonging.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	Magnolia Science Academy 6 engaged parents and families throughout the year through multiple opportunities for input, including Parent Advisory Committee meetings, Coffee with the Principal/Cafecito with the Admin, Parent Task Force meetings, ELAC meetings, Title I meetings, parent workshops, Parent College Program sessions, school events, surveys, home visits, and direct communication through ParentSquare, ClassDojo, Infinite Campus, phone calls, emails, and the school website. These engagement opportunities were offered in accessible formats, including virtual and in-person options, and translation support was provided as needed. During parent meetings, school leaders reviewed academic, attendance, school climate, and Dashboard data in a format intended to be understandable and accessible to families. Topics included progress in English Language Arts, Mathematics, Science, English Learner progress, chronic absenteeism, suspension rate, local indicators, school climate survey results, and LCAP goals and actions. Families were invited to ask questions, provide feedback, identify needs, and share priorities related to student learning, attendance, school climate, family communication, enrichment opportunities, and student support. Parent feedback helped the school identify continued priorities, including strengthening academic intervention, improving attendance outreach, supporting English Learners and students with disabilities,

Educational Partner(s)	Process for Engagement
	expanding family engagement opportunities, improving communication, strengthening PBIS and discipline consistency, and increasing students' sense of belonging. Families also provided input on school programs, parent engagement activities, community resources, and ways to make meetings and events more accessible for underrepresented families.
Students	Magnolia Science Academy 6 engaged students through school experience surveys, classroom discussions, student participation in PAC-related discussions when appropriate, advisory activities, informal feedback opportunities, and student input connected to school climate, academic support, extracurricular activities, safety, discipline, and sense of belonging. Student feedback was especially important in reviewing the school climate survey results and identifying areas of strength and areas for improvement. Students provided feedback on academic learning support, discipline rules and norms, safety, and sense of belonging. Student survey data showed strengths in academic support and safety, while also identifying areas for improvement in discipline fairness, belonging, student life, outdoor spaces, lunch options, clubs, and access to academic tools and supports. Students also expressed interest in expanded extracurricular opportunities such as sports, running, gaming, skateboarding, and other clubs. Student feedback was used to inform school priorities related to PBIS implementation, discipline consistency, student belonging, enrichment opportunities, school climate, academic intervention, and facilities/student life improvements. The school will continue to use student voice to guide continuous improvement and ensure that the LCAP reflects student needs and experiences.
Teachers	Teachers were engaged in the LCAP development process through staff meetings, professional development sessions, grade-level and department collaboration, data analysis meetings, instructional planning, MTSS conversations, IEP collaboration, and feedback opportunities related to LCAP goals, actions, and metrics. Teachers reviewed student achievement data, MAP data, ICA/IAB results, CAASPP/Dashboard outcomes, attendance patterns, course grade

Educational Partner(s)	Process for Engagement
	data, English Learner needs, and outcomes for students with disabilities. Teacher input helped the school identify academic and instructional priorities, including the need for earlier identification of students at risk of failing, stronger intervention systems, improved foundational skills support for incoming students, continued use of data-driven instruction, vocabulary and language supports for English Learners, cross-curricular academic strategies, and ongoing collaboration between general education and special education staff. Teachers also provided feedback on professional development, classroom observation and feedback systems, PBIS practices, school climate, academic interventions, tutoring, Saturday school, and strategies to strengthen student engagement. Their input influenced continued LCAP actions related to standards-aligned instruction, MTSS, professional development, English Learner supports, supports for students with disabilities, PBIS/SEL, and academic intervention.
School administrators	School administrators engaged in ongoing review and development of the LCAP through leadership meetings, data reviews, reflection on Dashboard and local data, budget review, staffing discussions, implementation monitoring, and collaboration with the MPS Home Office. Administrators reviewed academic performance, ELA and math growth, Science results, English Learner progress, chronic absenteeism, suspension data, local indicators, family engagement data, survey results, staffing needs, and progress toward LCAP goals. The administrative team analyzed areas of success, including Green performance in ELA and Mathematics, Blue performance in Science, Exceptional growth in ELA and Mathematics, improved chronic absenteeism, decreased suspension rates, and all local indicators marked Standard Met. Administrators also identified areas requiring continued attention, including chronic absenteeism, English Learner achievement, Long-Term English Learner outcomes, students with disabilities, math performance, staff and student belonging, and discipline consistency.

Educational Partner(s)	Process for Engagement
	Administrator input helped determine which LCAP actions should continue, which areas needed refinement, and how resources should be aligned to student needs. The administrative team also considered feedback from families, students, teachers, other staff, SELPA partners, surveys, and school performance data before finalizing priorities for the LCAP.
SELPA Partners	Magnolia Science Academy 6 engaged SELPA partners and special education support providers to ensure that the needs of students with disabilities were considered in the development of the LCAP. Consultation and collaboration occurred through special education program review, IEP-related discussions, service delivery planning, compliance monitoring, and conversations about how to improve academic access, accommodations, modifications, and support for students with disabilities. SELPA-related feedback helped the school review the effectiveness of supports for students with disabilities, including access to grade-level instruction, collaboration between general education and special education staff, progress monitoring, academic intervention, behavioral supports, and appropriate implementation of IEP services. Dashboard and local data showed that students with disabilities continue to need targeted academic support in ELA and Mathematics, even as suspension outcomes improved. This input informed continued LCAP actions related to services for students with disabilities, MTSS, academic intervention, PBIS/SEL supports, staff collaboration, progress monitoring, and ensuring that students with disabilities receive equitable access to programs and services.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was influenced by feedback from parents, students, teachers, school administrators, other school personnel, SELPA partners, school surveys, Dashboard data, and local performance data. Educational partner input confirmed that Magnolia Science Academy 6 should continue actions that are showing positive results while refining areas that need additional support.

Feedback and data supported continuing the school's focus on basic services, safe and well-maintained facilities, access to standards-aligned instructional materials, appropriately assigned teachers, and Home Office support. Educational partners also supported continued

emphasis on academic excellence, including data-driven instruction, MTSS, intervention, tutoring, Saturday school, English Learner supports, and supports for students with disabilities.

Educational partner feedback also influenced the school's focus on improving chronic absenteeism, increasing family engagement, strengthening home visits, improving student belonging, clarifying discipline expectations, expanding PBIS and SEL supports, and providing more enrichment and extracurricular opportunities. Families and students identified the importance of communication, school climate, safety, belonging, and access to academic and social-emotional support. Teachers and staff emphasized the need for earlier identification of struggling students, stronger intervention systems, and continued collaboration across general education, special education, and support staff.

As a result, the LCAP continues and refines actions related to instructional quality, academic intervention, ELD, special education supports, family engagement, attendance outreach, PBIS/SEL, school climate, student voice, community partnerships, and well-rounded learning opportunities. The final LCAP reflects both the school's performance data and the priorities shared by educational partners throughout the engagement process.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 100.0%	2022-23: 87.0%	2023-24: 89.5%	2024-25: > 85%	-10.5 percentage points
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25):	2025-26 (As of 5/22/26):	2026-27: 0%	1.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0	2025-26 (As of 5/22/26): 0	2026-27: 0	0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 75%	2024-25: (Fall 2023 to Fall 2024) 86%	2025-26 (Fall 2024 to Fall 2025): 75%	2026-27: (Fall 2025 to Fall 2026) >= 80%	0 percentage points
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 95.6%	2024-25: (As of 5/31/25) 94.2%	2025-26 (As of 5/15/26): 95.2%	2026-27: >= 95.0%	-0.4 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, Goal 1 was implemented with fidelity during the 2025–26 school year. Magnolia Science Academy 6 continued to provide students and staff with access to the basic services necessary for a safe, secure, healthy, and high-quality learning and working environment. The school maintained standards-aligned instructional materials for all students, monitored facility conditions, supported teacher credentialing and assignment monitoring, provided access to healthy meals, and received ongoing operational and compliance support from the MPS Home Office.

Implementation of the planned actions was largely consistent with the LCAP. Students continued to have access to their own copies of standards-aligned instructional materials for use at school and at home, with 0% of students lacking access. Facilities were maintained in good repair, with 0 identified instances of deficiencies or extreme deficiencies. Teacher attendance remained strong at 95.2%, meeting the annual target of at least 95.0%.

Teacher retention was an area of continued focus. The 2025–26 teacher retention rate was 75%, which was below the 2024–25 outcome of 86% and below the 2026–27 target of at least 80%. This indicates a need to continue strengthening staff support, onboarding, professional development, and retention strategies. Assignment monitoring and credential compliance also remain important areas for continued oversight to ensure all teachers are appropriately assigned and properly credentialed.

Key successes included full access to standards-aligned instructional materials, facilities maintained in good repair, and strong teacher attendance. Key challenges included improving teacher retention and continuing proactive systems for credential monitoring, assignment monitoring, and staffing stability.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $12,569.00
Estimated Actual: $18,730.00
Explanation: Estimated actual expenditures were higher than budgeted due to increased costs related to teacher assignments, credentialing, recruitment, and human resources support. The difference did not substantially change implementation of the action.

Goal 1 Action 2
Budgeted: $110,772.43
Estimated Actual: $161,539.46
Explanation: Estimated actual expenditures exceeded the budgeted amount due to additional spending on instructional materials, textbooks, technology, and related resources needed to support student access to standards-aligned instructional materials and technology-based learning resources.

Goal 1 Action 3
Budgeted: $401,070.00
Estimated Actual: $367,974.00
Explanation: Estimated actual expenditures were lower than budgeted. The difference did not substantially affect implementation, as the school continued to maintain clean, safe, and well-maintained facilities with 0 identified instances of facilities not meeting the good repair standard.

Goal 1 Action 4
Budgeted: $4,240.00
Estimated Actual: $6,800.00
Explanation: Estimated actual expenditures were higher than budgeted due to increased costs associated with providing healthy and nutritious meals, water, refreshments, and related student wellness supports. The difference did not substantially change implementation of the action.

Goal 1 Action 5

Budgeted: $232,137.36
Estimated Actual: $236,475.53
Explanation: Estimated actual expenditures were slightly higher than budgeted due to increased Home Office support and back-office service costs. The difference did not substantially change implementation of the action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 1 were generally effective in supporting progress toward a safe, well-maintained, and high-quality learning environment.

Action 1.1, Teacher assignments and credentials, was partially effective. The school continued to work with the MPS Human Resources team to review credentials, background clearances, TB clearances, teacher assignments, and HRIS documentation. These systems supported compliance and appropriate staffing. However, teacher retention declined to 75%, indicating that additional attention is needed to strengthen staff retention and support systems.

Action 1.2, Instructional materials and technology, was effective. The school maintained 0% of students without access to standards-aligned instructional materials for use at school and at home. Additional expenditures for instructional materials, textbooks, technology, and related resources supported implementation and helped ensure students had the tools needed to access instruction.

Action 1.3, Clean and safe facilities that support learning, was effective. The school maintained facilities in good repair, with 0 identified instances of deficiencies or extreme deficiencies. Ongoing inspections, maintenance, cleaning, safety planning, and repairs supported a safe and functional learning environment for students and staff.

Action 1.4, Healthy and nutritious meals, was effective. The school continued to provide access to healthy and nutritious meals, particularly in support of low-income students. This action helped address student wellness, readiness to learn, attendance, and overall engagement.

Action 1.5, Well-orchestrated Home Office support services, was effective. MPS Home Office services supported the school in areas such as academics, accountability, operations, IT, facilities, finance, human resources, external relations, and compliance. These services helped reduce administrative burden and supported the school’s ability to maintain basic services and meet charter and LCAP expectations.

Overall, the actions were effective in maintaining instructional materials, facilities, teacher attendance, meals, and operational support. Teacher retention remains the primary area requiring continued refinement and targeted support.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflection on 2025–26 implementation and outcomes, the school will continue the planned Goal 1 actions with targeted refinements rather than major changes. The overall goal remains appropriate because students and staff continue to need access to basic services, safe facilities, high-quality instructional materials, appropriately assigned and credentialed teachers, healthy meals, and coordinated Home Office support.

For teacher assignments and credentials, the school will continue earlier and more frequent credential reviews, master schedule checks, and coordination with MPS Human Resources. The school will also continue supporting teachers with credentialing requirements and maintaining timely documentation.

For teacher retention, the school will strengthen onboarding, mentorship, professional development, staff recognition, and administrator support in order to improve retention toward the target of at least 80%. Retention will be monitored closely throughout the year so that support can be provided earlier when concerns arise.

For teacher attendance, the school will continue current practices because the 2025–26 outcome of 95.2% met the target of at least 95.0%. The school will continue monitoring attendance and promoting staff wellness to sustain this progress.

No major changes are needed for instructional materials or facilities because the school met expectations in both areas, with 0% of students lacking access to standards-aligned materials and 0 identified facility deficiencies. These areas will continue to be monitored to ensure sustained compliance.

The healthy meals action will continue because it supports student wellness, readiness to learn, and access for low-income students. The school will continue implementing the MPS Wellness Policy and encouraging participation in school meal programs.

The Home Office support action will also continue because it provides essential operational, compliance, fiscal, human resources, facilities, IT, academic, accountability, and external relations support that helps the school maintain effective systems and meet LCAP and charter goals.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Magnolia Science Academy 6 (Charter School) and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Magnolia Science Academy 6 will support our teachers' credentialing needs. Magnolia Science Academy 6 will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Magnolia Science Academy 6 uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides	$14,108.00	No

Action #	Title	Description	Total Funds	Contributing
		administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A		
1.2	Instructional materials and technology	Magnolia Science Academy 6 will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Magnolia Science Academy 6 will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Magnolia Science Academy 6 will annually review budgets and plans to ensure adequate budget for instructional materials. Magnolia Science Academy 6 will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Magnolia Science Academy 6 will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A	$138,053.22	No

Action #	Title	Description	Total Funds	Contributing
1.3	Clean and safe facilities that support learning	Magnolia Science Academy 6 will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Magnolia Science Academy 6will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Magnolia Science Academy 6 will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Magnolia Science Academy 6custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Magnolia Science Academy 6 will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Magnolia Science Academy 6 will procure and maintain necessary safety/emergency supplies, equipment and items. Magnolia Science Academy 6 will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A	$356,616.00	No
1.4	Healthy and nutritious meals	Magnolia Science Academy 6will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Magnolia Science Academy 6will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the	$5,240.00	Yes

Action #	Title	Description	Total Funds	Contributing
		development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Magnolia Science Academy 6 will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A		
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Magnolia Science Academy 6, supports and holds accountable the Magnolia Science Academy 6 for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Magnolia Science Academy 6's administration and enables the Magnolia Science Academy 6 to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: -Clerical & Tech: Federal CSP; Amount: $25,431.21 -STRS: Federal CSP; Amount: $4,859.04 -OASDI/Medicare: Federal CSP; Amount: $368.88 -Health & Welfare Benefits: Federal CSP; Amount: $4,652.63 -Unemployment Insurance: Federal CSP; Amount: $127.20	$328,785.07	No

Powered by BoardOnTrack

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Magnolia Science Academy 6 desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Magnolia Science Academy 6 will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Magnolia Science Academy 6 will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Magnolia Science Academy 6 will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: 100%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 100%	2024-25: (As of 5/29/25) 88%	2025-26 (As of 6/10/26): 60%	2026-27: >= 85%	-40 percentage points
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 90%	2024-25: (First semester) 94%	2025-26 (First semester): 70%	2026-27: (First semester) >= 80%	-20 percentage points
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 60.22% -English Learners: 7.69% -Socioeconomically Disadvantaged: 61.37% -Students with Disabilities: 25.00% -Asian: * -Hispanic: 59.77%	2023-24: -All Students: 55.35% -English Learners: 0.00% -Socioeconomically Disadvantaged: 56.08%	2024-25: -All Students: 53.17% -English Learners: 0.00% -Socioeconomically Disadvantaged: 53.88%	2025-26: -All Students: >= 55.00% -English Learners: >= 10.00% -Socioeconomically Disadvantaged: >= 55.00% -Students with	-All Students: -7.05 percentage points -English Learners: -7.69 percentage points -Socioeconomically Disadvantaged: -7.49 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: *	-Students with Disabilities: 22.23% -Hispanic: 54.26% -White: *	-Students with Disabilities: 25.00% -Hispanic: 50.00% -White: *	Disabilities: >= 25.00% -Hispanic: >= 55.00% -White: *	-Students with Disabilities: 0.00 percentage points -Asian: N/A -Hispanic: -9.77 percentage points -White: N/A
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 29.3 points above standard -English Learners: 22.2 points below standard -Socioeconomically Disadvantaged: 31.1 points above standard -Students with Disabilities: 29.8 points below standard -Asian: * -Hispanic: 30.2 points above standard -White: *	2023-24: (2024 Dashboard) -All Students: 4.5 points above standard -English Learners: 40.3 points below standard -Socioeconomically Disadvantaged: 4.5 points above standard -Students with Disabilities: 83.6 points below standard -Hispanic: 1.1 points below standard -White: *	2024-25: (2025 Dashboard) -All Students: 16.2 points above standard -English Learners: 33.2 points below standard -Socioeconomically Disadvantaged: 15.9 points above standard -Students with Disabilities: 47.8 points below standard -Hispanic: 9.4 points above standard -White: *	2025-26: (2026 Dashboard) -All Students: 30.0 points above standard -English Learners: 13.0 points below standard -Socioeconomically Disadvantaged: 32.0 points above standard -Students with Disabilities: 20.0 points below standard -Hispanic: *	-All Students: -13.1 points -English Learners: -11.0 points -Socioeconomically Disadvantaged: -15.2 points -Students with Disabilities: -18.0 points -Asian: N/A -Hispanic: -20.8 points -White: N/A
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 57.0% -English Learners: 17.6% -Socioeconomically Disadvantaged: 56.9% -Students with Disabilities: 42.1%	2024-25: (Fall to Spring) -All Students: 64.4% -English Learners: 63.2% -Socioeconomically	2025-26 (Fall to Spring): -All Students: 64.9% -English Learners: 59.1% -Socioeconomically	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >=	-All Students: +7.9 percentage points -English Learners: +41.5 percentage points -Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Hispanic: 56.5% -White: *	Disadvantaged: 65.2% -Students with Disabilities: 50.0% -Hispanic: 62.5% -White: *	Disadvantaged: 64.7% -Students with Disabilities: 60.0% -Hispanic: 63.5% -White: 100.0%	50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: *	+7.8 percentage points -Students with Disabilities: +17.9 percentage points -Hispanic: +7.0 percentage points -White: N/A
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 0.11 (CGP: 55th percentile) -English Learners: CGI: 0.00 (CGP: 50th percentile) -Socioeconomically Disadvantaged: CGI: 0.19 (CGP: 57th percentile) -Students with Disabilities: * -Hispanic: CGI: 0.07 (CGP: 53rd percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: 0.75 (CGP: 77th percentile) -English Learners: CGI: 1.82 (CGP: 97th percentile) -Socioeconomically Disadvantaged: CGI: 0.78 (CGP: 78th percentile) -Students with Disabilities: CGI: 0.35 (CGP: 64th percentile) -Hispanic: CGI: 0.65 (CGP: 74th percentile) -White: *	2025-26 (Fall to Spring): -All Students: CGI: 0.95 (CGP: 83rd percentile) -English Learners: CGI: 1.25 (CGP: 89th percentile) -Socioeconomically Disadvantaged: CGI: 0.99 (CGP: 84th percentile) -Students with Disabilities: CGI: 0.67 (CGP: 75th percentile) -Hispanic: CGI: 0.90 (CGP: 82nd percentile) -White: CGI: 4.63 (CGP: 100th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *	-All Students: +0.84 -English Learners: +1.25 -Socioeconomically Disadvantaged: +0.80 -Students with Disabilities: N/A -Hispanic: +0.83 -White: N/A
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics	2022-23: -All Students: 35.87% -English Learners: 0.00% -Socioeconomically Disadvantaged: 35.63%	2023-24: -All Students: 31.30% -English Learners: 13.64%	2024-25: -All Students: 42.40% -English Learners: 26.32%	2025-26: -All Students: >= 37.00% -English Learners: >= 10.00% -	-All Students: +6.53 percentage points -English Learners: +26.32 percentage points

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessments (Source: CDE DataQuest)	-Students with Disabilities: 25.0% -Asian: * -Hispanic: 34.89% -White: *	-Socioeconomically Disadvantaged: 31.19% -Students with Disabilities: 11.11% -Hispanic: 28.12% -White: *	-Socioeconomically Disadvantaged: 42.24% -Students with Disabilities: 18.75% -Hispanic: 39.64% -White: *	Socioeconomically Disadvantaged: >= 37.00% -Students with Disabilities: >= 25.00% -Hispanic: >= 37.00% -White: *	-Socioeconomically Disadvantaged: +6.61 percentage points -Students with Disabilities: -6.25 percentage points -Asian: N/A -Hispanic: +4.75 percentage points -White: N/A
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 15.3 points below standard -English Learners: 81.6 points below standard -Socioeconomically Disadvantaged: 13.2 points below standard -Students with Disabilities: 56.4 points below standard -Asian: * -Hispanic: 15.8 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 48.5 points below standard -English Learners: 76.0 points below standard -Socioeconomically Disadvantaged: 46.3 points below standard -Students with Disabilities: 128.7 points below standard -Hispanic: 51.1 points below standard -White: *	2024-25 (2025 Dashboard): -All Students: 17.0 points below standard -English Learners: 57.9 points below standard -Socioeconomically Disadvantaged: 18.9 points below standard -Students with Disabilities: 92.5 points below standard -Hispanic: 21.8 points below standard -White: *	2025-26: (2026 Dashboard) -All Students: 13.0 points below standard -English Learners: 72.0 points below standard -Socioeconomically Disadvantaged: 11.0 points below standard -Students with Disabilities: 47.0 points below standard -Hispanic: 13.0 points below standard -White: *	-All Students: +1.7 points -English Learners: +23.7 points -Socioeconomically Disadvantaged: -5.7 points -Students with Disabilities: -36.1 points -Asian: N/A -Hispanic: -6.0 points -White: N/A
2.10	Percentage of students who have met their growth targets on the Measures of Academic	2023-24: (Fall to Spring) -All Students: 57.9%	2024-25: (Fall to Spring) -All Students: 71.2%	2025-26 (Fall to Spring): -All Students: 55.7%	2026-27: (Fall to Spring) -All Students: >= 50%	-All Students: -2.2 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	-English Learners: 58.8% -Socioeconomically Disadvantaged: 56.9% -Students with Disabilities: * -Hispanic: 58.7% -White: *	-English Learners: 57.9% -Socioeconomically Disadvantaged: 71.4% -Students with Disabilities: 62.5% -Hispanic: 69.2% -White: *	-English Learners: 59.1% -Socioeconomically Disadvantaged: 56.9% -Students with Disabilities: 64.0% -Asian: * -Hispanic: 52.0% -White: 100.0%	-English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: *	-English Learners: +0.3 percentage points -Socioeconomically Disadvantaged: 0.0 percentage points -Students with Disabilities: N/A -Hispanic: -6.7 percentage points -White: N/A
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 0.03 (CGP: 62nd percentile) -English Learners: CGI: 0.00 (CGP: 50th percentile) -Socioeconomically Disadvantaged: CGI: 0.18 (CGP: 57th percentile) -Students with Disabilities: * -Hispanic: CGI: 0.41 (CGP: 66th percentile) -White: *	2024-25: (Fall to Spring)y -All Students: CGI: 1.70 (CGP: 96th percentile) -English Learners: CGI: 1.57 (CGP: 94th percentile) -Socioeconomically Disadvantaged: CGI: 1.75 (CGP: 96th percentile) -Students with Disabilities: CGI: 1.52 (CGP: 94th percentile) -Hispanic: CGI: 1.27 (CGP: 90th percentile) -White: *	2025-26 (Fall to Spring): -All Students: CGI: 0.48 (CGP: 68th percentile) -English Learners: CGI:1.31 (CGP: 90th percentile) -Socioeconomically Disadvantaged: CGI: 0.47 (CGP: 68th percentile) -Students with Disabilities: CGI: 0.96 (CGP: 83rd percentile) -Hispanic: CGI: 0.21 (CGP: 58th percentile) -White: CGI: 5.48 (CGP: 100th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *	-All Students: +0.45 -English Learners: +1.31 -Socioeconomically Disadvantaged: +0.29 -Students with Disabilities: N/A -Hispanic: -0.20 -White: N/A

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 50.0%	2023-24: (2024 Dashboard) 52.6%	2024-25 (2025 Dashboard): 57.1%	2025-26: (2026 Dashboard) >= 50.0%	+7.1 percentage points
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 17.6%	2023-24: (Internal) 7.1%	2024-25 (Internal): 9.5% 2025-26 (As of 6.10.26): 7.4%	2025-26: (CDE DataQuest) >= 10.0%	-8.1 percentage points
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 33.33% -English Learners: * -Socioeconomically Disadvantaged: 32.35% -Students with Disabilities: * -Hispanic: 34.28%	2023-24: -All Students: 23.53% -English Learners: * -Socioeconomically Disadvantaged: 21.88% -Students with Disabilities: *% -Hispanic: 19.23 -White: *	2024-25: -All Students: 44.74% -English Learners:* -Socioeconomically Disadvantaged: 42.86% -Students with Disabilities: 3.57% -Hispanic: 44.45%	2025-26: -All Students: >= 30.00% -English Learners: * -Socioeconomically Disadvantaged: >= 30.00% -Students with Disabilities: * -Hispanic: >= 30.00% -White: *	-All Students: +11.41 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: +10.51 percentage points -Students with Disabilities: N/A -Hispanic: +10.17 percentage points -White: N/A

Powered by BoardOnTrack

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, Goal 2 was implemented with a continued focus on academic excellence, equitable access to a broad course of study, standards-aligned instruction, professional development, MTSS academic supports, English Learner services, and supports for students with disabilities. Magnolia Science Academy 6 continued to provide students with access to a high-quality core curricular and instructional program aligned to California content standards and the school's Graduate Profile competencies, including literacy, a learner's mindset, and critical thinking.

The school maintained strong implementation in access-related areas. The percentage of students with sufficient access to all programs and services, including services for unduplicated students and students with exceptional needs, remained at 100%. This indicates that the school continued to provide equitable access to the academic program and related supports.

Several academic and instructional implementation indicators show areas of strength and areas needing improvement. Classroom observation completion was 60%, below the 2026–27 target of at least 85%. This indicates a need to strengthen systems for completing formal and informal classroom observations and ensuring that teachers receive timely instructional feedback. The percentage of students earning a grade of "C" or better in core subjects and electives was 70%, below the target of at least 80%, indicating a need for earlier academic monitoring and intervention for students at risk of earning D or F grades.

ELA outcomes were mixed. The percentage of all students meeting or exceeding standards in ELA/Literacy was 53.17%, which was slightly below the target of at least 55.00%. English Learners remained at 0.00% meeting or exceeding standard in ELA, indicating a continued need for targeted language development, literacy intervention, designated ELD, and integrated ELD supports. At the same time, ELA Distance from Standard improved for all students to 16.2 points above standard and improved for several student groups. English Learners improved but remained 33.2 points below standard, and students with disabilities improved but remained 47.8 points below standard.

Mathematics outcomes showed stronger progress. The percentage of all students meeting or exceeding standards in Mathematics increased to 42.40%, exceeding the target of at least 37.00%. English Learners also exceeded the target in Mathematics, with 26.32% meeting or exceeding standards. Mathematics Distance from Standard improved for all students to 17.0 points below standard, reflecting significant progress from the prior year, though continued support is needed because all students and several student groups remain below standard.

MAP Reading results showed positive growth from fall to spring. Across grades 6–8, 96 of 148 students met their MAP Reading growth projection, or approximately 64.9%. Grade 6 had 67% of students meet growth, Grade 7 had 53%, and Grade 8 had 75%. Student group results also showed progress: English Learners had approximately 59.1% meet Reading growth, socioeconomically disadvantaged students had approximately 64.7%, students with disabilities had 60.0%, Hispanic students had approximately 63.5%, and Asian students had approximately 71.4%. Reading Conditional Growth results were also strong, with the overall weighted CGI above 0 and the weighted CGP above the 50th percentile.

MAP Mathematics results also showed positive growth, though results varied by grade and subgroup. Across grades 6–8, 83 of 149 students met their MAP Mathematics growth projection, or approximately 55.7%. Grade 6 had 63% of students meet growth, Grade 7 had 40%, and Grade 8 had 65%. Student group results included approximately 59.1% of English Learners meeting Mathematics growth, approximately 56.9% of socioeconomically disadvantaged students, 64.0% of students with disabilities, approximately 52.0% of Hispanic students, and approximately 85.7% of Asian students. The overall Mathematics weighted CGI was above 0 and the weighted CGP was above the 50th percentile, indicating growth above national growth norms overall.

Key successes included maintaining 100% access to academic programs and services, improving Mathematics achievement and Distance from Standard, demonstrating positive MAP Reading and Mathematics growth overall, and showing strong MAP Reading and Mathematics growth in several student groups. Key challenges included classroom observation completion, course grade performance, ELA proficiency for English Learners, continued Mathematics performance below standard for several groups, and ensuring that academic interventions are targeted early enough to improve course grades and standards-based outcomes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $705,694.24
Estimated Actual: $747,208.41
Explanation: This increase was primarily due to final staffing and instructional costs coming in higher than originally projected. The action was implemented as planned to support standards-aligned instruction, core academic programming, curriculum, instructional materials, and related staffing. The higher estimated actual expenditures did not change the purpose of the action and continued to support improved student academic outcomes.

Goal 2 Action 2
Budgeted: $25,696.00
Estimated Actual: $37,914.00
Explanation: This increase was due to greater-than-budgeted costs associated with professional development, training, coaching, and staff learning opportunities. The additional expenditures supported continued implementation of professional learning aligned to instructional improvement, student achievement, and effective classroom practices.

Goal 2 Action 3
Budgeted: $222,090.17
Estimated Actual: $191,005.27
Explanation: This decrease was primarily due to final costs for MTSS, academic intervention, academic enrichment, and student support services coming in below the original projection. The action was still implemented to support students through targeted academic supports, intervention, enrichment opportunities, and monitoring of student progress. The lower estimated actual expenditure did not prevent implementation of the planned supports.

Goal 2 Action 4

Budgeted: $116,507.62
Estimated Actual: $82,233.26
Explanation: This decrease was related to final costs for designated and integrated ELD supports coming in lower than originally projected. The action continued to support English Learners through ELD instruction, language development supports, instructional strategies, and related services. The lower estimated actual expenditure did not significantly change the implementation of the action.

Goal 2 Action 5
Budgeted: $287,112.62
Estimated Actual: $394,319.28
Explanation: This increase was due to higher-than-budgeted costs associated with supports and services for students with disabilities, including specialized staffing, services, accommodations, and related student support needs. The increased expenditures supported the school's ability to provide required and appropriate services to students with disabilities and maintain access to academic programs and supports.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 2 were partially effective in making progress toward academic excellence. The school maintained strong access to programs and services and continued to provide core academic instruction, professional development, academic interventions, English Learner supports, and services for students with disabilities. MAP Reading and Mathematics growth results show that many students made measurable academic growth from fall to spring, while course grades, classroom observation completion, and CAASPP ELA outcomes indicate that several actions still need refinement.

Action 2.1, Broad course of study and standards, was generally effective in maintaining equitable access. The school maintained 100% student access to applicable programs and services, including services for unduplicated students and students with exceptional needs. This action supported access to a broad, standards-aligned instructional program. However, the percentage of students earning C or better in core subjects and electives was 70%, below the target of at least 80%, indicating a need to strengthen academic progress monitoring and course-based interventions.

Action 2.2, Professional development for high-quality instruction, was partially effective. Professional development continued to support standards-aligned instruction, differentiation, and instructional improvement. However, classroom observation completion was 60%, below the target of at least 85%. This suggests that the instructional coaching and observation cycle should be strengthened so teachers receive more consistent feedback and support throughout the year. Continued professional development should also focus on using MAP, CAASPP, course grade, and classroom assessment data to adjust instruction and provide targeted support.

Action 2.3, MTSS academic enrichment and intervention, was partially effective. MAP data show that MTSS and intervention supports contributed to academic growth for many students. Approximately 64.9% of students met MAP Reading growth projections, and approximately 55.7% met MAP Mathematics growth projections. English Learners, socioeconomically disadvantaged students, students with disabilities, and Hispanic students also showed measurable MAP growth in both Reading and Mathematics. However, course grade outcomes and CAASPP ELA proficiency results indicate that MTSS should be refined to identify students earlier, provide targeted interventions more consistently, monitor response to intervention, and adjust supports when progress is limited.

Action 2.4, Designated and integrated ELD, was partially effective but remains an area of significant need. English Learners demonstrated positive MAP growth, with approximately 59.1% meeting MAP Reading growth projections and approximately 59.1% meeting MAP Mathematics growth projections. English Learners also showed a positive Reading CGI and Mathematics CGI. However, English Learners remained at 0.00% meeting or exceeding standard on CAASPP ELA/Literacy and continued to perform below standard on both ELA and Mathematics Distance from Standard. This indicates that designated and integrated ELD should continue and be strengthened, with an emphasis on academic vocabulary, language production, reading comprehension, writing, and access to grade-level content.

Action 2.5, Support for students with disabilities, was partially effective. Students with disabilities demonstrated MAP growth, with 60.0% meeting MAP Reading growth projections and 64.0% meeting MAP Mathematics growth projections. However, students with disabilities continued to perform below standard on CAASPP ELA and Mathematics Distance from Standard. This indicates a continued need for targeted academic support, progress monitoring, collaboration between general education and special education staff, accommodations, modifications, and interventions aligned to IEP goals.

Overall, Goal 2 actions supported continued access and academic growth, particularly as reflected in MAP Reading and Mathematics growth data. Additional refinement is needed to improve classroom observation completion, course pass rates, ELA achievement, English Learner outcomes, Mathematics performance for students below standard, and outcomes for students with disabilities.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

For action 2.1, the school will continue providing a broad course of study and standards-aligned instruction for all students. The school will strengthen academic monitoring systems to improve the percentage of students earning a C or better in core subjects and electives. Staff will identify students at risk of earning D or F grades earlier in the semester and provide targeted support through tutoring, intervention, teacher communication, family outreach, and progress monitoring.

For Action 2.2, the school will strengthen the classroom observation and feedback cycle. Since observation completion was 60%, administrators will use a clearer observation calendar, monitor completion regularly, and ensure that formal and informal observations are completed throughout the year. Feedback from observations will be connected to professional development, coaching, instructional priorities, and student performance data, including MAP Reading and Mathematics results.

For Action 2.3, the school will refine MTSS implementation to provide earlier and more targeted academic support. MAP data show that students made growth overall, but results varied by grade level and student group. The school will continue using MAP Reading, MAP Mathematics, CAASPP, course grade, classroom assessment, and teacher referral data to identify students for intervention. Greater attention will be placed on monitoring whether students respond to interventions and adjusting supports when progress is limited.

For Action 2.4, the school will strengthen designated and integrated ELD. English Learners showed positive MAP growth, but CAASPP ELA proficiency and Distance from Standard results indicate the need for continued focus on language development, academic vocabulary, reading comprehension, writing, and structured academic discourse. Teachers will continue to receive support in integrating language

objectives and scaffolds into core instruction, while English Learners will receive targeted support based on proficiency level and assessment data.

For Action 2.5, the school will continue providing services and supports for students with disabilities in alignment with IEPs. Students with disabilities showed positive MAP growth in both Reading and Mathematics, but continued below-standard CAASPP performance indicates the need for ongoing targeted support. The school will strengthen collaboration between special education and general education staff, monitor progress toward IEP goals, and use student performance data to adjust supports. Additional attention will be given to improving access to grade-level instruction while providing accommodations, modifications, and interventions as needed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A	$796,295.84	No
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS,	$25,791.00	Yes

Action #	Title	Description	Total Funds	Contributing
		NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -Professional Development: Title II; Amount: $16,000.00 -Prof Dev-Other: Title II; Amount: $6,000.00		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study	$207,379.58	Yes

Action #	Title	Description	Total Funds	Contributing
		Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Abre data visualization software fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Grammarly, Flocabulary, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $12,195.80 -Educational Software: Title IV, Part A ESEA (ESSA); Amount: $4,554.38 -Teacher Salaries: Title I; Amount: $34,552.00 -STRS: Title I; Amount: $4,689.43 -OASDI/Medicare: Title I; Amount: $356.00 -Health & Wellness Benefits: Title I; Amount: $1,953.97 -Unemployment Insurance: Title I; Amount: $122.76		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable	$82,163.56	Yes

Powered by BoardOnTrack

Action #	Title	Description	Total Funds	Contributing
		students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees. The following expenditures will be funded by federal Title funds: N/A		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries	$280,030.92	No

Powered by BoardOnTrack

Action #	Title	Description	Total Funds	Contributing
		and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: -SpEd Ctrct Inst: IDEA SPED; Amount: $71,000.00		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 2.0%	2024-25: (As of 6/5/25) 4.0%	2025-26 (As of 5/22/26):3%	2026-27: >= 10%	+1 percentage point

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 90%	0 percentage points
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 92.0%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 98%	2026-27: >= 80%	+6 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, Goal 3 was implemented with a continued focus on innovation, college and career readiness, STEAM learning, digital literacy, physical education, and well-rounded enrichment opportunities. Magnolia Science Academy 6 continued to provide students with access to learning experiences that support creativity, adaptability, technology use, critical thinking, and readiness for college, careers, and the global world.

Implementation was strongest in technology integration and STEAM participation. The percentage of students in the current graduating class who took a Computer/Technology course and/or experienced blended learning remained at 100%, exceeding the 2026–27 target of at least 90%. This indicates that technology and blended learning opportunities continue to be embedded effectively in the instructional program.

STEAM project participation also remained strong. In 2025–26, 98% of students created or demonstrated a STEAM-focused project, experiment, model, or demo. Although this was slightly lower than the 2024–25 outcome of 100%, it remained well above the 2026–27 target of at least 80% and demonstrates continued schoolwide emphasis on STEAM learning, project-based learning, and student demonstration of learning.

The primary area for improvement is participation in Accelerated and/or Advanced Math courses or clubs. In 2025–26, 3% of students were enrolled in an Accelerated/Advanced Math course and/or Advanced Math club. This was slightly lower than the 2024–25 outcome of 4% and remains below the 2026–27 target of at least 10%. This indicates the need to strengthen recruitment, scheduling, student identification, and academic preparation pathways so that more students can access advanced math opportunities.

Key successes included sustained universal access to technology or blended learning experiences and continued high participation in STEAM projects. Key challenges included increasing student participation in advanced math opportunities and ensuring that enrichment programs are accessible, visible, and supported across grade levels.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $0.00
Estimated Actual: $0.00
Explanation: There were no substantial differences between budgeted and estimated actual expenditures.

Goal 3 Action 2
Budgeted: $1,590.00
Estimated Actual: $1,590.00
Explanation: There were no substantial differences between budgeted and estimated actual expenditures.

Goal 3 Action 3
Budgeted: $318.00
Estimated Actual: $318.00
Explanation: There were no substantial differences between budgeted and estimated actual expenditures.

Goal 3 Action 4
Budgeted: $107,539.65
Estimated Actual: $104,244.91
Explanation: Estimated actual expenditures were slightly lower than budgeted. The difference did not substantially change implementation of the action, and the school continued to provide physical education, activity, and fitness opportunities for students.

Goal 3 Action 5
Budgeted: $99,210.06
Estimated Actual: $120,764.37
Explanation: Estimated actual expenditures were higher than budgeted due to additional costs associated with well-rounded educational programs and activities, including enrichment opportunities, supplemental materials, field trips, clubs, afterschool programming, and related supports. The difference helped enhance implementation of the action. Inflation has been a contributing factor when it comes to all of the programs that we use to help keep a well-rounded school.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 3 were generally effective in supporting innovation, STEAM engagement, technology integration, physical education, and well-rounded student learning opportunities. However, actions related to expanding accelerated and advanced math participation were only partially effective and require additional attention.

Action 3.1, College/Career readiness programs and activities, was generally effective in supporting a college-going culture and exposing students to college and career pathways. While this action does not have a separate stand-alone metric in Goal 3, it supports broader student engagement, academic motivation, and readiness for future opportunities, particularly for unduplicated students who may need additional guidance and exposure to college and career options. That said, we run a few events that help encourage college/career readiness with things like High School fairs, Career fairs, and alumni days.

Action 3.2, STEAM and GATE programs, was partially effective. The action was effective in supporting STEAM project participation, with 98% of students creating or demonstrating a STEAM-focused project, experiment, model, or demo. This indicates strong schoolwide engagement in STEAM activities. However, the advanced math participation rate was 3%, which remains below the target of at least 10%. This suggests that the school should strengthen early identification of students, outreach to families, scheduling options, and academic supports that prepare students to participate in advanced math courses or clubs.

Action 3.3, Digital literacy and citizenship programs, was effective. The school maintained 100% participation among students in the current graduating class who took a Computer/Technology course and/or experienced blended learning. This demonstrates that digital literacy, technology access, and blended learning opportunities are well integrated into the student experience. Continued attention to digital citizenship, responsible technology use, Artificial Intelligence, online safety, privacy, and digital communication will further strengthen this action.

Action 3.4, Physical education, activity, and fitness, was effective in supporting the school’s goal of providing a well-rounded education and promoting healthy, active lifestyles. While the metrics in Goal 3 focus primarily on STEAM, advanced math, and technology, this action remains an important part of the broader innovation goal by supporting student wellness, physical activity, and readiness to learn.

Action 3.5, Additional programs and activities that support well-rounded education, was generally effective in expanding student access to enrichment opportunities beyond the core academic program. Dance, arts, music, clubs, field trips, afterschool programs, and ELO-P enrichment opportunities support creativity, adaptability, student engagement, and the development of well-rounded learners. Continued monitoring of participation and access will help ensure these opportunities benefit all student groups.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflection on 2025–26 implementation and outcomes, Magnolia Science Academy 6 will continue the Goal 3 actions with targeted refinements rather than major changes to the overall goal. The goal remains appropriate because students continue to need access to innovative, well-rounded, STEAM-focused, technology-rich learning experiences that prepare them for college, careers, and the global world.

For Action 3.1, the school will continue promoting a college-going culture through college and career activities, materials, and opportunities for exploration. The school will continue to prioritize access for unduplicated students and students who may be the first in their families to pursue college.

For Action 3.2, the school will strengthen efforts to increase participation in Accelerated and/or Advanced Math courses and clubs. Since the 2025–26 outcome was 3%, below the target of at least 10%, the school will focus on early identification of eligible students, targeted outreach to students and families, expanded promotion of math clubs, and academic supports that help students feel prepared for advanced math opportunities. The school will also review scheduling and staffing barriers that may limit participation.

For Action 3.3, the school will continue digital literacy and citizenship programming because technology and blended learning participation remained at 100%. The school will continue to provide students with opportunities to use technology for research, communication, presentation, problem-solving, data analysis, digital creation, and responsible use of Artificial Intelligence and other emerging technologies.

For Action 3.4, the school will continue providing physical education, physical activity, and fitness opportunities to support student wellness and a well-rounded educational experience. The school will continue aligning physical education with state standards and supporting healthy habits that contribute to readiness to learn.

For Action 3.5, the school will continue offering additional programs and activities such as electives, arts, music, civics, languages other than English, clubs, field trips, afterschool programs, and summer enrichment opportunities. These programs will continue to support creativity, adaptability, student engagement, experiential learning, and the development of well-rounded learners.

No major changes are recommended to the Goal 3 metrics at this time. However, the school should continue monitoring whether the advanced math participation target is realistic based on staffing, student readiness, and scheduling, while still maintaining high expectations for expanding access. The school should also continue sustaining strong technology and STEAM participation outcomes while ensuring equitable access for all student groups.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities. Expenditures associated with this action include the following: college/career-related materials and activities. The following expenditures will be funded by federal Title funds: N/A	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A	$1,590.00	Yes
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital	$318.00	Yes

Action #	Title	Description	Total Funds	Contributing
		rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: Educational Software: Title IV, Part A ESEA (ESSA); Amount: $318.00		
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: PE supplies: Title IV, Part A ESEA (ESSA); Amount: $1,153.00	$120,018.28	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: -Arts & Music Supplies: Title IV, Part A ESEA (ESSA); Amount: $7,615.00	$116,615.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7	2024-25: (As of 6/5/25) 9	2025-26 (As of 5/15/26): 9	2026-27: >= 8	+2
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 2	2024-25: (As of 6/5/25) 4	2025-26 (As of 5/15/26): 3	2026-27: >= 4	+1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 22	2024-25: (As of 6/5/25) 40	2025-26 (As of 5/15/26): 21	2026-27: >= 10	-1
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 26.5%	2024-25: (As of 6/5/25) 16.7%	2025-26 (As of 6/9/26): 13.1%	2026-27: >= 15.0%	-13.4 percentage points
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 92.80%	2024-25 P-2 ADA: 94.67%	2025-26 P-2 ADA: 95.10%	2026-27: (P-2 ADA) >= 92.00%	+2.30 percentage points
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 32.0%	2023-24: (2024 Dashboard) 19.7%	2024-25 (2025 Dashboard): 15.9% 2025-26 (As of 5/22/26): 16.5%	2025-26: (2026 Dashboard) <= 20.0%	-16.1 percentage points
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%	2024-25: (As of 6/5/25) 5.0%	2025-26 (As of 6/10/26): 0.0%	2026-27: <= 2.0%	0 percentage points
4.8	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 3.1%	2023-24: (2024 Dashboard) 5.0%	2024-25 (2025 Dashboard): 3.7% 2025-26 (As of 5/22/26): 2.4%	2025-26: (2026 Dashboard) <= 2.5%	+0.6 percentage points
4.9	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.0%	2024-25 (CDE DataQuest): 0.0%	2025-26: (CDE DataQuest) <= 0.50%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2025-26 (As of 5/22/26): 0.0%		
4.10	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 99.1.0% -Families: 94.2% -Staff: 100.0%	2024-25: -Students: 100.0% -Families: 94.9% -Staff: 68.8%	2025-26: -Students: 100% -Families: 77.1% -Staff: 88.2%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	-Students: +0.9 percentage points -Families: -17.1 percentage points -Staff: -11.8 percentage points
4.11	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 77.0% -Families: 98.0% -Staff: 93.0%	2024-25: -Students: 74% -Families: 99% -Staff: 80%	2025-26: -Students: 73% -Families: 96% -Staff: 69%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	-Students: -4 percentage points -Families: -2 percentage points -Staff: -24 percentage points
4.12	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other	2023-24: -Students: 85% -Families: 99% -Staff: 87%	2024-25: -Students: 82% -Families: 99% -Staff: 64%	2025-26: -Students: 82% -Families: 95% -Staff: 47%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	-Students: -3 percentage points -Families: -4 percentage points -Staff: -40 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)					
4.13	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 91.39%	2024-25: (Spring 2024 to Fall 2024) 90%	2025-26 (Spring 2025 to Fall 2025): 90%	2026-27: (Spring 2026 to Fall 2026) >= 85%	-1.39 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, Goal 4 was implemented with a continued focus on connection, family engagement, attendance, school climate, student support, educational partner feedback, and community partnerships. Magnolia Science Academy 6 continued to provide opportunities for students, families, staff, and other educational partners to feel connected to the school community through advisory meetings, parent engagement events, surveys, home-school communication, MTSS/PBIS supports, SEL supports, and community outreach.

Family engagement remained a strength. The school held 9 Parent Advisory Committee meetings, exceeding the target of at least 8. The school also held 21 parent engagement activities/events, exceeding the target of at least 10. These outcomes indicate that the school continued to provide meaningful opportunities for families to participate, receive information, and provide input.

Attendance outcomes were also strong. The P-2 ADA rate was 95.10%, exceeding the target of at least 92.00%. This suggests that attendance monitoring, family communication, and student support efforts contributed to strong daily attendance.

Some areas require continued attention. ELAC meetings totaled 3, which was below the target of at least 4. Home visits reached 13.8%, slightly below the target of at least 15.0%. These results indicate a need to strengthen outreach to families of English Learners and improve planning, tracking, and completion of home visits.

The 2025–26 results for chronic absenteeism our percentage was at 16.5%, slightly higher than our 15.9% from the previous year. Our dropout rate was at 0% while it was at 5% last year. Our suspension rate was at 2.4% vs last years 3.7%. Our expulsion rate is at 0%, while school experience survey showed satisfaction of 82% from students, 95% from families, and 47% from staff. An area of growth being with the staff, while the students and families are relatively constant.

Key successes included strong PAC participation, parent engagement events, and ADA. Key challenges included increasing ELAC participation, improving home visit completion, and ensuring that all remaining school climate, discipline, survey, and retention data are entered and reviewed for continuous improvement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $275.00
Estimated Actual: $275.00
Explanation: Capturing our parents, staff, and students thoughts through programs like parentsquare, meetings, and surveys had a minimal cost on our school with impactful benefits. The estimated actual and the budgeted amount was identical when implementing this action.

Goal 4 Action 2
Budgeted: $141,931.53
Estimated Actual: $135,751.77
Explanation: This difference was not material in relation to the overall action budget. The action was implemented substantially as planned, including family communication systems, parent engagement activities, home-school outreach, parent support, and related staffing. The lower estimated actual cost was primarily due to final personnel and non-personnel costs coming in slightly below the original projection.

Goal 4 Action 3
Budgeted: $138,243.00
Estimated Actual: $150,323.17
Explanation: This increase reflects greater-than-budgeted costs associated with student support, attendance support, school climate, PBIS/SEL implementation, and related staffing or services. The additional expenditures supported the continued implementation of MTSS, PBIS, SEL, attendance monitoring, and student support systems. Although costs exceeded the original budget, the action remained aligned with the intended purpose of improving student engagement, connection, and school climate.

Goal 4 Action 4
Budgeted: $1,060.00
Estimated Actual: $1,060.00
Explanation: The cost of the of the programs that we use, like panorama survey and or GPSN help us roll out surveys to help us build a community driven school. These surveys are done anonymously and gives the school insight on what the school needs based on the communities survey results. The survey does cost money, which gives the administration, and all who are interested, insight and analytics for us to process.

Goal 4 Action 5
Budgeted: $437,277.40
Estimated Actual: $407,019.17
Explanation: This decrease was related to final costs for community outreach, partnerships, staffing, enrollment support, marketing, branding, and related services being lower than originally projected. The action was still implemented to support community connection, outreach, partnerships, family engagement, and student access to resources. The lower estimated actual expenditure did not prevent implementation of the planned action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 4 were generally effective in supporting family engagement, attendance, school connection, and student support. However, results related to ELAC meetings and home visits indicate that additional refinements are needed.

Action 4.1, Seeking family input for decision-making, was effective overall. The school held 9 PAC meetings, exceeding the annual target of at least 8. This indicates that families had regular opportunities to provide input and participate in school decision-making. However, ELAC meetings totaled 3, below the target of at least 4, so the school should strengthen scheduling, outreach, reminders, and participation supports for families of English Learners.

Action 4.2, Building relationships and partnerships with families for student outcomes, was effective overall but needs continued refinement. The school held 21 parent engagement activities/events, exceeding the annual target of at least 10. ADA was also strong at 95.10%, exceeding the target of at least 92.00%. These outcomes suggest that family engagement, communication systems, parent events, and student support efforts contributed positively to attendance and family-school connection. However, home visits reached 13.8%, slightly below the 15.0% target, so the school should strengthen systems for planning, tracking, and completing home visits.

Action 4.3, MTSS, PBIS, and SEL support, was generally effective in supporting student engagement, attendance, and school climate. The P-2 ADA rate increased to 95.10%, exceeding the target of at least 92.00%. Chronic absenteeism was 16.5%, which met the target of 20.0% or lower, although it increased slightly from 15.9% the prior year. The middle school dropout rate improved to 0.0%, meeting the target of 2.0% or lower. The suspension rate decreased to 2.4%, meeting the target of 2.5% or lower, and the expulsion rate remained at 0.0%, meeting the target of 0.50% or lower. These outcomes suggest that MTSS, PBIS, SEL, restorative practices, attendance interventions, and other student support systems contributed positively to student connection, behavior, and attendance. Continued attention should be given to reducing chronic absenteeism further and sustaining low discipline and dropout rates.

Action 4.4, Annual educational partner surveys, was partially effective. Student survey participation was 100%, exceeding the target of at least 95%, and family participation was 77.1%, exceeding the target of at least 75%. Staff participation improved to 88.2%, but remained below the target of at least 95%. Average approval rates met the student target at 73% and the family target at 96%, but staff approval was 69%, below the target of 80%. Overall satisfaction remained strong for students at 82% and families at 95%, meeting their respective targets; however, staff satisfaction was 47%, below the target of 85%. These results indicate that students and families continue to report generally positive experiences, while staff climate, engagement, and satisfaction should be a priority area for improvement.

Action 4.5, Community outreach and partnerships, was generally aligned to the goal of strengthening connection and support for students and families. The action supported attendance, outreach, enrollment, family communication, community partnerships, and access to resources. The strong ADA rate, continued parent engagement opportunities, and sustained student and family satisfaction suggest that outreach and partnership efforts contributed positively to school connection. Moving forward, the school should continue evaluating how community partnerships support attendance, family engagement, student support, and overall school climate.

Overall, Goal 4 actions were effective in sustaining strong family engagement, ADA, student retention, and positive student and family survey outcomes. Key strengths included 9 PAC meetings, 21 parent engagement activities, 95.10% ADA, a 0.0% dropout rate, a 2.4% suspension rate, a 0.0% expulsion rate, and strong student and family satisfaction. The primary areas requiring focused improvement are ELAC participation, home visit completion, chronic absenteeism reduction, staff survey participation, staff approval, and staff satisfaction.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflection on 2025–26 implementation and outcomes, Magnolia Science Academy 6 will continue the Goal 4 actions with targeted refinements rather than major changes to the overall goal. The goal remains appropriate because students, families, staff, and educational partners continue to need meaningful engagement opportunities, strong communication, and a safe and nurturing school environment.

For Action 4.1, the school will continue holding PAC, ELAC, PTF, Coffee with the Principal, and other input sessions. Since ELAC meetings fell below the annual target, the school will strengthen outreach to families of English Learners, provide earlier meeting calendars, increase reminders, and consider additional supports such as translation, flexible meeting times, and personal invitations to improve attendance and participation.

For Action 4.2, the school will continue family engagement events, communication through SIS and parent communication platforms, parent workshops, conferences, and home-school outreach. Since home visits were slightly below target, the school will establish clearer home visit timelines, assign responsibilities, monitor progress throughout the year, and prioritize home visits for students with attendance, academic, social-emotional, or engagement needs.

For Action 4.3, the school will continue MTSS, PBIS, SEL, restorative practices, attendance interventions, and student support systems. The school will continue using attendance, behavior, SEL, and school climate data to identify needs and adjust supports. Once chronic absenteeism, dropout, suspension, and expulsion data are updated, the school will use those outcomes to refine student support strategies for the coming year.

For Action 4.4, the school will continue administering annual educational partner surveys to students, families, and staff. Once survey participation, approval, and satisfaction data are entered, the school will review results and identify follow-up actions. Particular attention should be given to staff voice, student belonging, family satisfaction, and school climate indicators.

For Action 4.5, the school will continue community outreach and partnership efforts to support attendance, enrollment, family outreach, student connection, and access to community resources. The school will monitor the effectiveness of outreach and partnership efforts and refine strategies based on student and family needs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making.	$275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A		
4.2	Building relationships and partnerships with families for student outcomes	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to	$136,854.12	Yes

Action #	Title	Description	Total Funds	Contributing
		support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -Professional Services: Title I; Amount: $1,060.00 -Teacher Salaries: Title I; Amount: $1,500.00		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic	$153,073.02	Yes

Action #	Title	Description	Total Funds	Contributing
		excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Ins. Mats and Supplies: Title I; Amount: $716.00		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms;	$1,060.00	Yes

Action #	Title	Description	Total Funds	Contributing
		safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: -Professional Services: Title I; Amount: $1,060.00		
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal funds: -Certified Pupil Support Salaries: Federal CSP; Amount: $82,060.00 -Classified Support: Federal CSP; Amount: $72,177.12 -Clerical & Tech: Federal CSP; Amount: $21,755.28 -STRS: Federal CSP; Amount: $17,378.14 -PERS: Federal CSP; Amount: $19,354.68 -OASDI/Medicare: Federal CSP; Amount: $8,507.22	$345,409.16	Yes

Action #	Title	Description	Total Funds	Contributing
		-Health & Welfare Benefits: Federal CSP; Amount: $17,911.43 -Unemployment Insurance: Federal CSP; Amount: $815.89 -Other Benefits: Federal CSP; Amount: $2,176.80		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$551,600	$43,080

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.032%	0.000%	$0.00	28.032%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Magnolia Science Academy 6 will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Magnolia Science Academy 6 will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Magnolia Science Academy 6 will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			(Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			(Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD	Goal 2: For all students, but particularly for the EL and LTEL student groups:

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated	• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	(Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			PL 4 (ELP) between prior and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. **Scope:**	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	need to learn ways to utilize technology in an effective and responsible way. **Scope:** LEA-wide	data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:**	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts,	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	• School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making.	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in	Goal 4: • Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	• Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for	• Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:**	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their	Goal 4: • School experience survey "participation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will	rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	• Middle School Dropout Rate (Source: CALPADS) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			(Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-6 will utilize the concentration grant add-on funds ($43,080) in the following manner:

MSA-6 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,967,775	551,600	28.032%	0.000%	28.032%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,144,594.03	$556,342.84	$1,756.00	$406,982.90	$3,109,675.77	$1,958,787.74	$1,150,888.03

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$14,108.00	$14,108.00				$14,108.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$32,021.79	$106,031.43	$113,053.22	$25,000.00			$138,053.22	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$9,500.00	$347,116.00	$356,616.00				$356,616.00	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$5,240.00	$5,240.00				$5,240.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$35,438.96	$293,346.11	$328,785.07				$328,785.07	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$723,815.84	$72,480.00	$774,028.50	$22,267.34			$796,295.84	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,791.00	$3,791.00			$22,000.00	$25,791.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$179,629.49	$27,750.09	$13,276.26	$135,678.97		$58,424.35	$207,379.58	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$82,163.56	$0.00	$82,163.56				$82,163.56	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$186,676.92	$93,354.00		$209,030.92		$71,000.00	$280,030.92	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,590.00	$0.00	$1,590.00			$1,590.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$318.00				$318.00	$318.00	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$116,737.28	$3,281.00	$117,109.28		$1,756.00	$1,153.00	$120,018.28	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$116,615.00	$19,000.00	$90,000.00		$7,615.00	$116,615.00	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$275.00	$275.00				$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$130,146.72	$6,707.40	$134,294.12			$2,560.00	$136,854.12	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$147,745.02	$5,328.00	$152,357.02			$716.00	$153,073.02	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,060.00				$1,060.00	$1,060.00	
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$314,912.16	$30,497.00	$30,497.00	$72,775.61		$242,136.55	$345,409.16	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,967,775	551,600	28.032%	0.000%	28.032%	$558,003.24	0.000%	28.357 %	**Total:**	$558,003.24
								LEA-wide Total:	$558,003.24
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$5,240.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,791.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,276.26	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	$82,163.56	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Powered by BoardOnTrack

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$117,109.28	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,000.00	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$134,294.12	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$152,357.02	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,497.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,045,334.08	$3,165,545.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$12,569.00	$18,730.00
1	**1.2**	Instructional materials and technology	No	$110,772.43	$161,539.46
1	**1.3**	Clean and safe facilities that support learning	No	$401,070.00	$367,974.00
1	**1.4**	Healthy and nutritious meals	Yes	$4,240.00	$6,800.00
1	**1.5**	Well-orchestrated Home Office support services	No	$232,137.36	$236,475.53
2	**2.1**	Broad course of study and standards based curriculum	No	$705,694.24	$747,208.41
2	**2.2**	Professional development for high-quality instruction	Yes	$25,696.00	$37,914.00
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$222,090.17	$191,005.27
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$116,507.62	$82,233.26
2	**2.5**	Support for students with disabilities	No	$287,112.62	$394,319.28
3	**3.1**	College/Career readiness programs and activities	Yes	$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$1,590.00	$1,590.00
3	3.3	Digital literacy and citizenship programs	Yes	$318.00	$318.00
3	3.4	Physical education, activity, and fitness	Yes	$107,539.65	$104,244.91
3	3.5	Additional programs and activities that support well-rounded education	Yes	$99,210.06	$120,764.37
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$141,931.53	$135,751.77
4	4.3	MTSS - PBIS and SEL support	Yes	$138,243.00	$150,323.17
4	4.4	Annual educational partner surveys	Yes	$1,060.00	$1,060.00
4	4.5	Community outreach and partnerships	Yes	$437,277.40	$407,019.17

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
606,162	$550,978.71	$1,239,298.92	($688,320.21)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$4,240.00	$6,800.00		
2	2.2	Professional development for high-quality instruction	Yes	$2,791.00	$37,914.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$30,499.91	$191,005.27		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	$116,507.62	$82,233.26		
3	3.1	College/Career readiness programs and activities	Yes	$0.00			
3	3.2	STEM and GATE programs	Yes	$0.00	$1,590.00		
3	3.3	Digital literacy and citizenship programs	Yes		$318.00		
3	3.4	Physical education, activity, and fitness	Yes	$106,386.65	$104,244.91		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$2,306.00	$120,764.37		
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$139,371.53	$135,751.77		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$137,527.00	$150,323.17		
4	4.4	Annual educational partner surveys	Yes		$1,060.00		
4	4.5	Community outreach and partnerships	Yes	$11,074.00	$407,019.17		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,157,165	606,162	0.000%	28.100%	$1,239,298.92	0.000%	57.450%	$0.00	0.000%

Powered by BoardOnTrack

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

Powered by BoardOnTrack

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

Powered by BoardOnTrack

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Powered by BoardOnTrack

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Powered by BoardOnTrack

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

Powered by BoardOnTrack

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

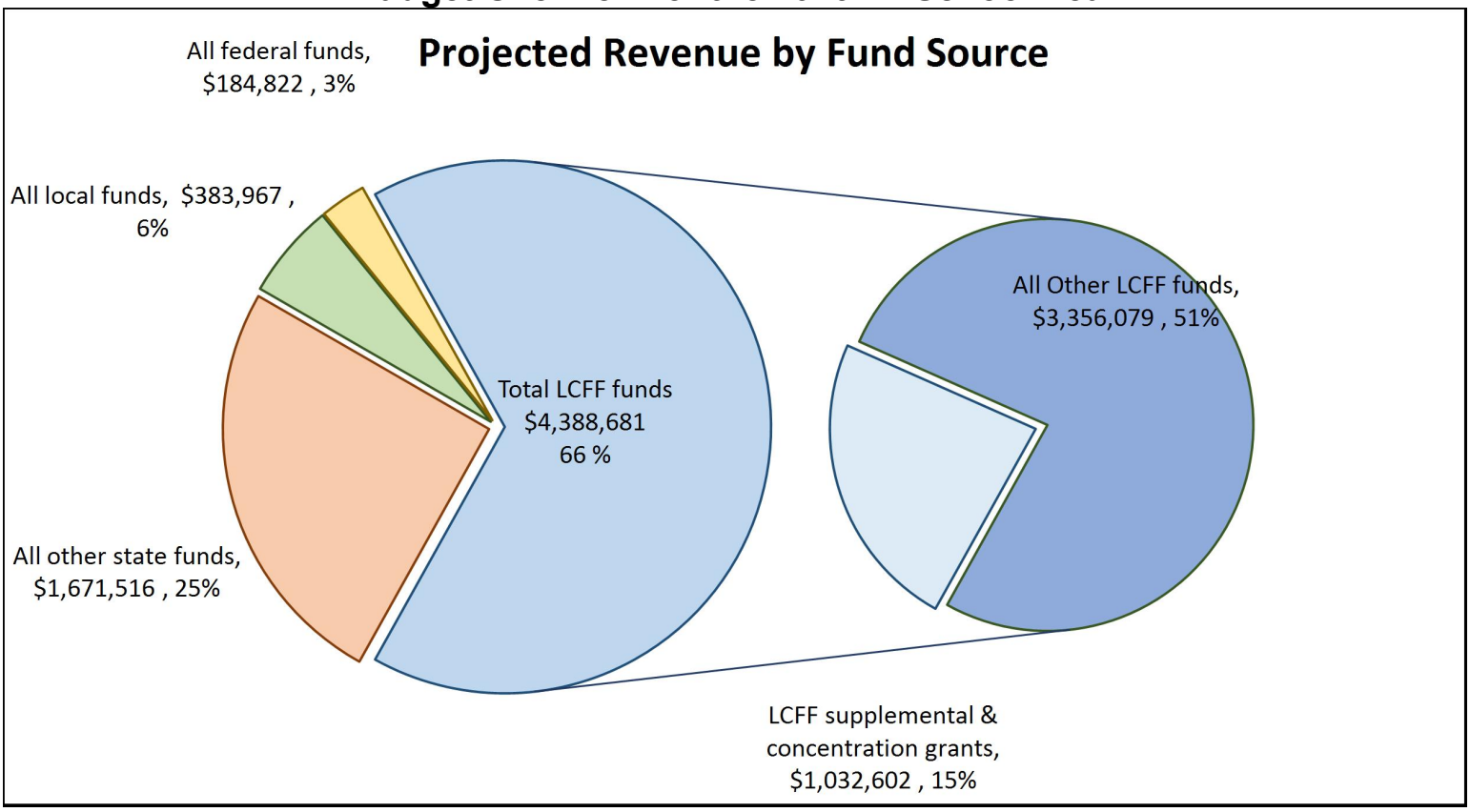
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 7
CDS Code: 19-64733-0117655
School Year: 2026-27
LEA contact information:
Musa Avsar
Principal
mavsar@magnoliapublicschools.org
(818) 886-0585

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

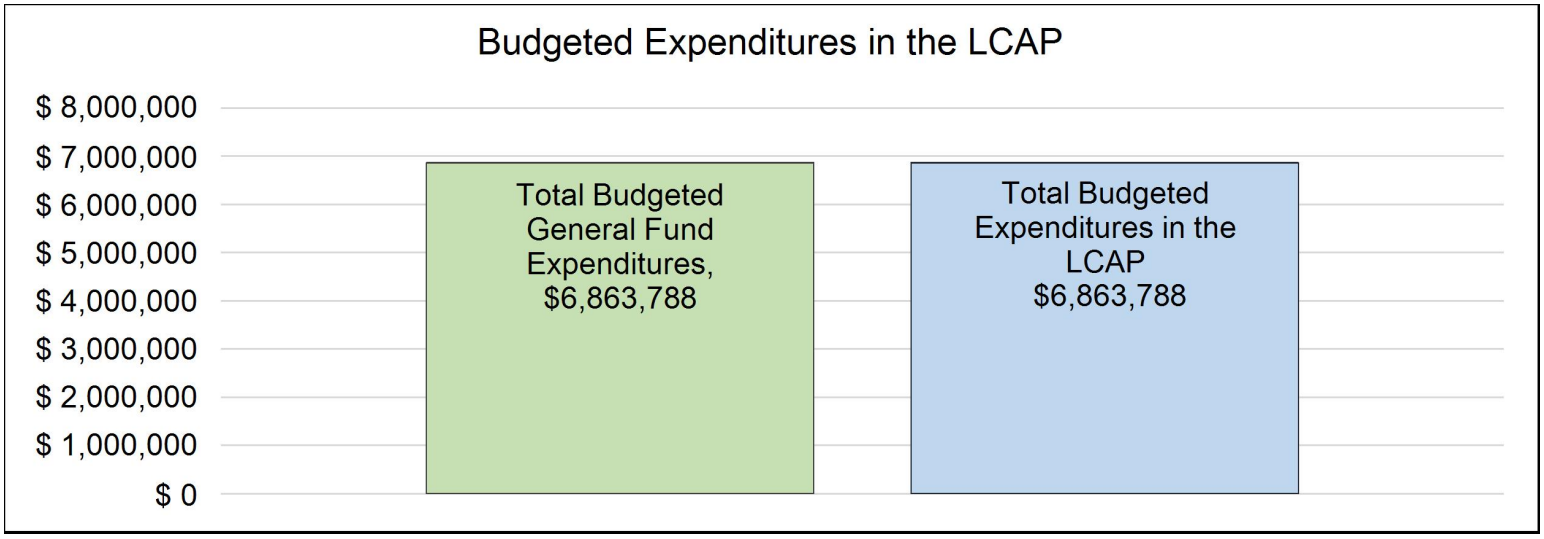


This chart shows the total general purpose revenue Magnolia Science Academy 7 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 7 is $6,628,986, of which $4,388,681 is Local Control Funding Formula (LCFF), $1,671,516 is other state funds, $383,967 is local funds, and $184,822 is federal funds. Of the $4,388,681 in LCFF Funds, $1,032,602 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy 7 plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy 7 plans to spend $6,863,788 for the 2026-27 school year. Of that amount, $6,863,788 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

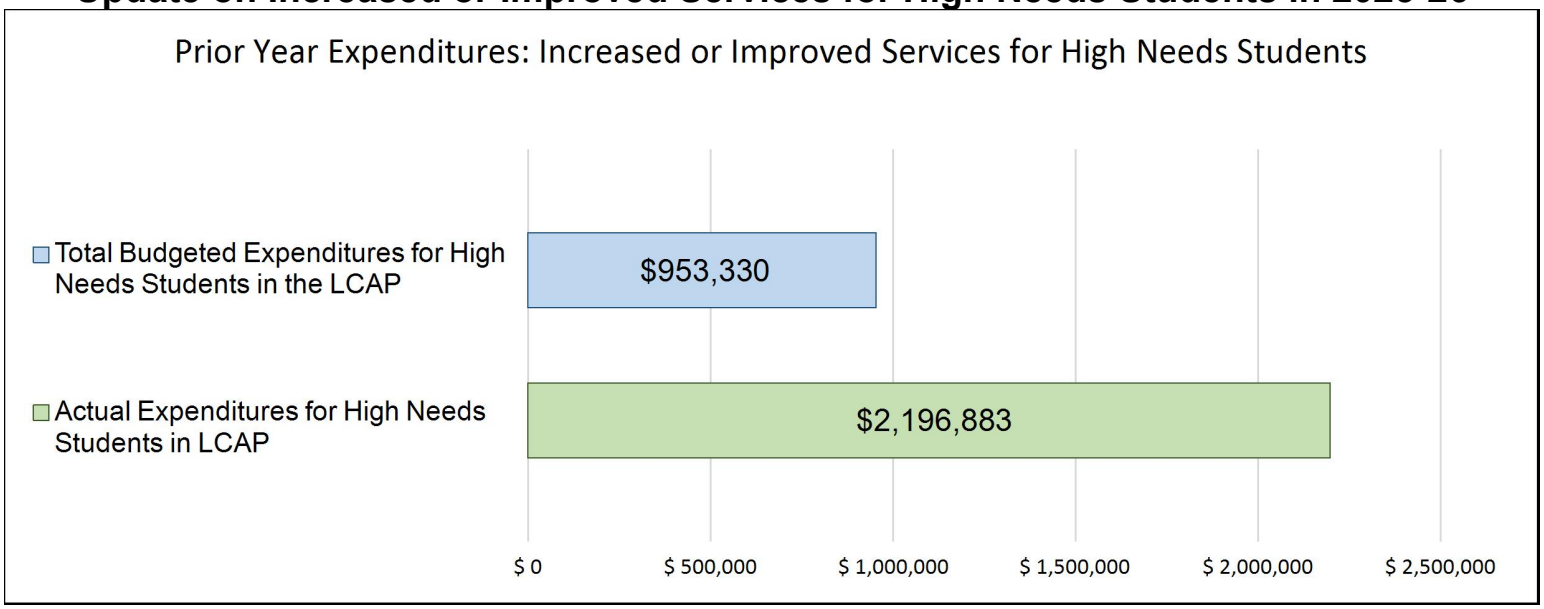
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Magnolia Science Academy 7 is projecting it will receive $1,032,602 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy 7 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy 7 plans to spend $$1,027,987 towards meeting this requirement, as described in the LCAP.

The difference is minimal. In some cases, services that benefit unduplicated students are funded with federal resources before LCFF supplemental and concentration funds are used. As a result, not all services provided to unduplicated pupils are reflected in the LCFF-funded amount shown above. Unduplicated students continue to receive the full range of services described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Magnolia Science Academy 7 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy 7 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy 7's LCAP budgeted $$953,330 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 7 actually spent $$2,196,883 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy 7	Musa Avsar Principal	mavsar@magnoliapublicschools.org (818) 886-0585

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Magnolia Science Academy 7 (MSA-7) is a classroom-based public charter school serving grades TK–5, with a strong emphasis on science, technology, engineering, arts, and mathematics (STEAM). Established in 2009, MSA-7's mission is to provide a college-preparatory, STEAM-focused educational program within a safe and nurturing environment that promotes respect for self and others.

Located in Northridge, California, MSA-7 currently serves 276 students and primarily draws its enrollment from Northridge, Reseda, and surrounding communities. The school serves a linguistically and culturally diverse population, with many families speaking a language other than English at home and facing significant economic challenges. MSA-7's student demographics reflect this diversity: 67% Hispanic/Latino, 15.6% White, 5.4% Asian, and 4.0% Black. Additionally, 73.2% of students are classified as socioeconomically disadvantaged, 29.7% are English Learners, and 12.7% receive special education services.

As part of the Magnolia Public Schools (MPS) network, MSA-7 is committed to graduating students from historically underserved communities as scientifically-minded, socially responsible, and globally aware citizens. The school delivers a rich and engaging educational experience that meets the unique needs of its learners through high-quality, site-based instruction and hands-on learning opportunities. Core instruction is reinforced with academic interventions such as tutoring, after-school programs, and strong connections to external learning resources.

Contact Information:
Magnolia Science Academy 7

18355 Roscoe Blvd, Northridge, CA 91325
Phone: (818) 886-0585
Email: mavsar@magnoliapublicschools.org

Our Mission
Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to deliver a high-quality, college-preparatory STEAM education in an environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are committed to building a more peaceful and inclusive global society by transforming traditional ideas through creative thinking, effective communication, and the discipline of scientific inquiry.

Core Values:

INNOVATION
Students are empowered to direct their learning through personalized scheduling, early identification of learning styles, interests, and career goals. A variety of hands-on opportunities—ranging from robotics and computer science to the visual and performing arts—foster imagination, creativity, and innovation.

CONNECTION
MSA-7 cultivates strong relationships among students, families, staff, and the wider community. Through integrated partnerships, students experience a supportive environment where individual strengths are recognized, character is celebrated, and academic support is bolstered through mentorships, internships, and restorative justice practices.

EXCELLENCE
Academic excellence is achieved through a rigorous, student-centered learning model that includes project-based learning, performance portfolios, formative and summative assessments, and academic discourse. Students are encouraged to pursue knowledge deeply and contribute original ideas across diverse academic settings.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

A review of the 2025 California School Dashboard and 2025–26 local data indicates that Magnolia Science Academy-7 continues to make strong progress toward achieving its LCAP goals while maintaining a focus on continuous improvement and equitable outcomes for all students. Overall, the data reflect significant strengths in academic achievement, student growth, school climate, family engagement, and basic services, while also identifying student attendance as an area requiring continued attention.

Under State Priority 1 (Basic Services), the school successfully maintained the conditions necessary to support student learning. Local data show that 91.7% of teaching assignments were appropriately credentialed and monitored, 100% of students had access to standards-aligned instructional materials, and no facilities deficiencies were identified. Teacher retention remained strong at 87%, and teacher attendance was maintained at 96.7%, demonstrating the school's ability to provide a stable, safe, and high-quality learning environment.

Under State Priority 2 (Implementation of State Standards), Magnolia Science Academy-7 continued to fully implement California State Standards through professional development, instructional coaching, classroom observations, and curriculum alignment. Local data indicate that 100% of students had access to programs and services, while administrators completed 91% of required classroom observations, exceeding the established target and supporting continuous improvement in instructional practices.

Under State Priority 3 (Parent Involvement), the school maintained strong engagement with families and educational partners. During the 2025–26 school year, the school conducted eight Parent Advisory Committee meetings, four English Learner Advisory Committee meetings, and twenty-two parent engagement activities. In addition, teacher home visits reached 32.6% of students, exceeding the established target and strengthening relationships between families and the school community.

Under State Priority 4 (Pupil Achievement), both Dashboard and local data demonstrate substantial academic growth. The 2025 Dashboard reported that students improved from 21.3 points below standard to 3.5 points above standard in English Language Arts and from 42.0 points below standard to 9.7 points below standard in Mathematics. Local data further showed that 50.0% of students met or exceeded standards in English Language Arts and 45.8% met or exceeded standards in Mathematics. Student growth measures also remained strong, with 59.6% of students meeting MAP Reading growth targets and 65.2% meeting MAP Mathematics growth targets. English Learner outcomes improved as well, with 41.8% of English Learners increasing at least one proficiency level on the English Learner Progress Indicator and the English Learner Reclassification Rate increasing to 13.1%, exceeding the established target.

Under State Priority 5 (Pupil Engagement), the school maintained an Average Daily Attendance (ADA) rate of 93.57% and a student retention rate of 93%. However, attendance continues to be the school's greatest area of need. The 2025 California School Dashboard identified Chronic Absenteeism as a Red indicator, with a rate of 27.3%. Several student groups, including English Learners, Students with Disabilities (SWD), Socioeconomically Disadvantaged students, and Hispanic students, also received Red performance levels. Additionally, the school was identified for Targeted Support and Improvement (TSI) due to the high rate of chronic absenteeism among Students with Disabilities. In response, the school implemented a High-Impact Tutoring program and other targeted attendance interventions to increase student engagement, strengthen academic support, and improve school connectedness for this student group. The school also expanded family outreach efforts and attendance monitoring practices.
Local data collected during the 2025–26 school year indicate encouraging progress, with the overall chronic absenteeism rate decreasing to 20.3%. Students with Disabilities also demonstrated improvement in attendance outcomes. These results suggest that the school's targeted interventions, including High-Impact Tutoring and increased family engagement, are beginning to have a positive impact. The school will continue to prioritize attendance improvement efforts to ensure all student groups are regularly engaged in learning and positioned for academic success.

Under State Priority 6 (School Climate), Magnolia Science Academy-7 continued to foster a safe and supportive learning environment. The school maintained a 0% suspension rate and a 0% expulsion rate, resulting in strong Dashboard performance for school climate measures.

Survey results also reflected positive perceptions among students, families, and staff regarding safety, connectedness, and support. Student approval and satisfaction ratings met or exceeded established targets, while family approval ratings remained exceptionally high.

Under State Priority 7 (Course Access), students continued to have access to a broad and rigorous course of study. Local data indicate that 100% of students participated in technology or blended learning experiences, 100% completed a STEAM-focused project, and participation in accelerated or advanced mathematics opportunities increased from 0% to 11%, exceeding the established target.

Under State Priority 8 (Other Pupil Outcomes), local measures demonstrated continued growth beyond state assessments. MAP Reading and Mathematics growth indices exceeded national norms for many student groups, and students continued to demonstrate strong participation in innovative learning opportunities aligned with the school's mission of preparing students for college, career, and lifelong success.

Based on the 2025 Dashboard, Magnolia Science Academy-7 did not receive the lowest performance level on multiple state indicators and was not identified for Comprehensive Support and Improvement. However, the school and several student groups did receive the lowest performance level on the Chronic Absenteeism Indicator, making attendance a continued focus area for improvement. Overall, the combined Dashboard and local data indicate that Magnolia Science Academy-7 is effectively implementing its LCAP actions and making meaningful progress toward its goals while continuing to address attendance challenges and promote equitable outcomes for all students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	MSA-7 actively engages its educational partners through a variety of input and information-sharing sessions, including Parent Task Force (PTF) meetings, Parent Advisory Council (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Admin sessions, Board of Directors meetings, Principal meetings, and regular staff meetings. Parents who serve on the PAC also function as the official parent advisory group for the LCAP. Together with ELAC, these committees ensure representation of key student groups, including low-income students, English Learners, and foster youth. The feedback gathered from PAC and ELAC members provides meaningful and actionable input that helps shape and refine the development of the new LCAP. Additionally, MSA-7 administers annual educational partner surveys to parents, students, and staff to gather broader community input. Staff members also conduct home visits, further strengthening communication and collaboration with families. These collective efforts ensure that all critical educational partners are informed, engaged, and given opportunities to contribute to the continuous improvement of the school's programs and services.
Students	All students in grades 3 through 5 participate annually in an educational partner survey, which provides a structured opportunity to share their perspectives on key aspects of their school experience, including school climate, safety, engagement, and academic support. In addition to the survey, the Student Council plays an active role in providing ongoing feedback to school leadership. Through regular meetings and discussions, Student Council members represent their

Educational Partner(s)	Process for Engagement
	peers and offer valuable insights that help inform schoolwide decisions and improvement efforts. Together, these channels ensure that student voice remains an integral part of the school's planning and development process.
Teachers	Staff and teachers receive regular updates on the LCAP during monthly staff meetings, ensuring they remain informed and engaged in the school's progress toward its goals. In addition, all staff members are invited to participate in an annual educational partner survey, where they can provide feedback on key aspects of school operations, culture, and student support. The results of these surveys are reviewed and shared with all educational partners to promote transparency and collective reflection. Staff and teachers also serve as active members of both the English Learner Advisory Committee (ELAC) and the Parent Advisory Council (PAC), where their professional insights contribute meaningfully to discussions and planning related to student success and school improvement. This inclusive approach ensures that staff voice is consistently integrated into decision-making processes at all levels.
School administrators	The school administrative team meets weekly, with the LCAP included as a standing agenda item to ensure continuous monitoring and alignment with school goals. During these meetings, relevant data is reviewed to assess progress toward LCAP metrics, evaluate the effectiveness of actions, and guide adjustments to implementation plans as needed. In addition, the home office team provides monthly progress updates to school principals, offering insights and support related to each school's advancement toward meeting its LCAP goals and performance indicators. This ongoing collaboration ensures that both site-level and network-level efforts remain focused, data-informed, and responsive to student and community needs.
Other school personnel	Staff and teachers receive regular LCAP updates during monthly staff meetings, ensuring they remain informed and engaged in the school's goals, progress, and improvement strategies. Additionally, all staff are invited to participate in an annual educational partner survey, providing them with a meaningful opportunity to share feedback on key aspects of the school, including instruction, climate, and professional support. Once the surveys are completed, the results are reviewed and shared with educational partners to promote

Educational Partner(s)	Process for Engagement
	transparency, reflection, and shared ownership of the school's continuous improvement efforts.
SELPA	Reviewed during annual oversight visit.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was meaningfully influenced by the feedback provided by educational partners through a variety of engagement opportunities designed to foster inclusive dialogue and collaboration. Feedback was collected from parents, students, staff, and community stakeholders via Parent Advisory Council (PAC) and English Learner Advisory Committee (ELAC) meetings, Student Council discussions, educational partner surveys, staff meetings, and open forums such as Coffee with the Admin sessions. In addition, MSA-7 maintains an open-door policy that encourages ongoing, informal input from parents, students, and staff, further strengthening the school's culture of transparency and responsiveness.

Insights gathered through these channels played a critical role in shaping the final LCAP. For instance, feedback from families and PAC members emphasized the need for stronger reading support and English Learner services, leading to the inclusion of small-group reading interventions and enhanced ELD strategies in Goal 2. Staff input, shared during meetings and surveys, highlighted the importance of instructional coaching and professional development, which guided the allocation of resources for educator support and training. Student feedback—collected through both surveys and Student Council—helped prioritize efforts to improve school climate and expand student voice opportunities.

Additionally, parent requests for more academic enrichment opportunities influenced the launch of advanced math clubs for lower grade students, while the need for expanded STEAM programming led to the addition of a second STEAM coordinator to support project-based learning across all grade levels. Across all goals, the LCAP reflects the voices of educational partners, ensuring that planning and resource allocation are directly aligned with the needs and priorities of the MSA-7 community. This ongoing, multi-layered feedback process underscores the school's commitment to equity, shared leadership, and continuous improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 77.3%	2022-23: 85.7%	2023-24: 91.7%	2024-25: > 85%	+14.4 percentage points
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25):	2025-26 (As of 5/22/26):	2026-27: 0%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0	2025-26 (As of 5/22/26): 0	2026-27: 0	0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 88%	2024-25: (Fall 2023 to Fall 2024) 81%	2025-26 (Fall 2024 to Fall 2025): 87%	2026-27: (Fall 2025 to Fall 2026) >= 80%	-1 percentage point
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 96.4%	2024-25: (As of 5/31/25) 96.7%	2025-26 (As of 5/15/26): 96.7%	2026-27: >= 95.0%	+0.3 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025-26 school year, Magnolia Science Academy-7 successfully implemented the actions and services outlined in Goal 1 to ensure students had access to qualified staff, standards-aligned instructional materials, and safe, well-maintained learning environments. Implementation efforts focused on recruiting and retaining highly qualified teachers, supporting staff attendance, maintaining instructional resources for all students, and ensuring facilities met the "good repair" standard.

Magnolia Science Academy-7 experienced several successes during implementation. Teacher retention increased to 87%, exceeding the target of 80%, demonstrating the effectiveness of staff support, professional development, and retention strategies. Teacher attendance remained strong at 96.7%, well above the target of 95%, contributing to instructional continuity and student learning. Additionally, 0% of students lacked access to standards-aligned instructional materials, ensuring equitable access to curriculum resources both at school and at home. Magnolia Science Academy-7 also maintained all facilities in good repair, with zero identified deficiencies or extreme deficiencies, supporting a safe and effective learning environment for students and staff.

The school also maintained a high percentage of appropriately monitored teaching assignments, continuing progress from prior years and exceeding established targets. These outcomes reflect the successful implementation of staffing, instructional, and facilities-related actions throughout the year.

No substantive changes were made to the planned actions, and all major actions were implemented as described in the adopted LCAP. Overall, Magnolia Science Academy-7 effectively executed the planned strategies, resulting in positive outcomes across staffing, instructional access, and facility maintenance indicators.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 2
Budgeted: $226,367.98 | Actual: $276,463.84
Actual expenditures exceeded budgeted amounts due to higher-than-anticipated personnel and program implementation costs necessary to support the action and meet student needs.

Goal 1 Action 3
Budgeted: $763,948.37 | Actual: $1,443,210.10
Actual expenditures exceeded budgeted amounts due to additional staffing costs, salary and benefit adjustments, and expanded investments in instructional and student support services.

Goal 1 Action 4
Budgeted: $11,480.00 | Actual: $12,000.00
There was no significant material difference in spending; actual expenditures aligned closely with the budget as planned.

Goal 1 Action 5
Budgeted: $618,995.00 | Actual: $602,184.30
There was no significant material difference in spending; actual expenditures aligned closely with the budget as planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

During Year 2 (2025–26), the actions implemented under Goal 1 were effective in advancing the goal of providing students with access to qualified staff, high-quality instructional resources, and safe learning environments. Continued investments in employee support, instructional resources, and facility maintenance contributed to positive outcomes and sustained progress across all measured areas. Overall, Magnolia Science Academy-7 successfully implemented the planned actions during Year 2, and the results indicate that these strategies are supporting student learning and school effectiveness.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on Year 2 results, no significant changes were made to Goal 1, its metrics, target outcomes, or actions for the coming year. Magnolia Science Academy-7 will continue implementing the current strategies, as the data indicate that the existing actions are effectively supporting access to qualified staff, instructional materials, and safe learning environments. Minor adjustments may be made to strengthen implementation and maintain progress, but no substantive revisions were deemed necessary.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	$21,200.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A	$247,977.04	No
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management	$1,988,312.88	No

Action #	Title	Description	Total Funds	Contributing
		procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A		
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	$12,000.00	Yes
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools,	$76,386.81	No

Action #	Title	Description	Total Funds	Contributing
		which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: 100%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 100%	2024-25: (As of 5/29/25) 122%	2025-26 (As of 6/10/26): 91%	2026-27: >= 85%	9 percentage points
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 82%	2024-25: (First semester) 87%	2025-26 (First semester): 80%	2026-27: (First semester) >= 80%	-2 percentage points
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 36.50% -English Learners: 9.31 -Socioeconomically Disadvantaged: 31.03% -Students with Disabilities: 8.70% -Asian: * -Hispanic: 34.62% -White: *	2023-24: -All Students: 43.71% -English Learners: 23.68% -Socioeconomically Disadvantaged: 38.93%	2024-25: -All Students: 50.00% -English Learners: 24.14% -Socioeconomically Disadvantaged: 45.95%	2025-26: -All Students: >= 45.00% -English Learners: >= 10.00% -Socioeconomically Disadvantaged: >= 41.00% -Students with	-All Students: +13.50 percentage points -English Learners: +14.83 percentage points -Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Students with Disabilities: 17.86% -Hispanic: 37.15% -White: 52.63%	-Students with Disabilities: 50.00% -Hispanic: 37.21% -White: 63.64%	Disabilities: >= 15.00% -Hispanic: >= 43.00% -White: *	+14.92 percentage points -Students with Disabilities: +41.30 percentage points -Asian: N/A -Hispanic: +2.59 percentage points -White: N/A
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 32.7 points below standard -English Learners: 52.8 points below standard -Socioeconomically Disadvantaged: 44.8 points below standard -Students with Disabilities: 107.7 points below standard -Asian: * -Hispanic: 40.0 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 21.3 points below standard -English Learners: 43.9 points below standard -Socioeconomically Disadvantaged: 31.4 points below standard -Students with Disabilities: 84.7 points below standard -Hispanic: 37.8 points below standard -White: 15.7 points above standard	2024-25: (2025 Dashboard) -All Students: 3.5 points above standard -English Learners: 16.1 points below standard -Socioeconomically Disadvantaged: 3.6 points below standard -Students with Disabilities: 6.5 points below standard -Hispanic: 19.2 points below standard -White: 33.1 points above standard	2025-26: (2026 Dashboard) -All Students: 23.0 points below standard -English Learners: 49.0 points below standard -Socioeconomically Disadvantaged: 35.0 points below standard -Students with Disabilities: 93.0 points below standard -Hispanic: 30.0 points below standard -White: *	-All Students: +36.2 points -English Learners: +36.7 points -Socioeconomically Disadvantaged: +41.2 points -Students with Disabilities: +101.2 points -Asian: N/A -Hispanic: +20.8 points -White: N/A
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment	2023-24: (Fall to Spring) -All Students: 60.7% -English Learners: 57.6%	2024-25: (Fall to Spring) -All Students: 44.8% -English Learners: 38.5%	2025-26 (Fall to Spring): -All Students: 59.6% -English Learners: 51.5%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50%	-All Students: -1.1 percentage points -English Learners: -6.1 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	from fall to spring (Source: NWEA MAP)	-Socioeconomically Disadvantaged: 57.5% -Students with Disabilities: 68.8% -Hispanic: 59.7% -White: *	-Socioeconomically Disadvantaged: 46.0% -Students with Disabilities: 52.9% -Hispanic: 43.4% -Asian: 50.0% -White: 46.7%	-Socioeconomically Disadvantaged: 64.9% -Students with Disabilities: 69.7% -Hispanic: 57.5% -Asian: 58.3% -White: 60.5%	-Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Asian: >= 50% -Hispanic: >= 50% -White: >= 50%	-Socioeconomically Disadvantaged: +7.4 percentage points -Students with Disabilities: +0.9 percentage points -Hispanic: -2.2 percentage points -White: N/A
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 1.13 (CGP: 87th percentile) -English Learners: CGI: 1.00 (CGP: 84th percentile) -Socioeconomically Disadvantaged: CGI: 1.01 (CGP: 84th percentile) -Students with Disabilities: CGI: 3.54 (CGP: 100th percentile) -Hispanic: CGI: 1.41 (CGP: 92nd percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: -0.01 (CGP: 50th percentile) -English Learners: CGI: 0.18 (CGP: 57th percentile) -Socioeconomically Disadvantaged: CGI: 0.20 (CGP: 58th percentile) -Students with Disabilities: CGI: 1.04 (CGP: 85th percentile) -Hispanic: CGI: -0.04 (CGP: 48th percentile) -Asian: CGI: 0.24 (CGP: 60th percentile) -White: CGI: 0.08 (CGP: 53rd percentile)	2025-26 (Fall to Spring): -All Students: CGI: 0.51 (CGP: 70th percentile) -English Learners: CGI: 0.43 (CGP: 67th percentile) -Socioeconomically Disadvantaged: CGI: 0.61 (CGP: 73rd percentile) -Students with Disabilities: CGI: 1.34 (CGP: 91st percentile) -Hispanic: CGI: 0.40 (CGP: 65th percentile) -Asian: CGI: 0.80 (CGP: 79th percentile) -White: CGI: 0.46 (CGP: 67th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Asian: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)	-All Students: -0.62 -English Learners: -0.57 -Socioeconomically Disadvantaged: -0.40 -Students with Disabilities: -2.20 -Hispanic: -1.01 -White: N/A

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 21.90% -English Learners: 2.33% -Socioeconomically Disadvantaged: 16.38% -Students with Disabilities: 4.35% -Asian: * -Hispanic: 17.3% -White: *	2023-24: -All Students: 27.45% -English Learners: 10.00% -Socioeconomically Disadvantaged: 21.05% -Students with Disabilities: 7.14% -Hispanic: 16.82% -White: 52.63%	2024-25: -All Students: 45.80% -English Learners: 30.00% -Socioeconomically Disadvantaged: 41.96% -Students with Disabilities: 70.00% -Hispanic: 37.93% -White: 63.64%	2025-26: -All Students: >= 30.00% -English Learners: >= 10.00% -Socioeconomically Disadvantaged: >= 26.00% -Students with Disabilities: >= 10.00% -Hispanic: >= 26.00% -White: *	-All Students: +23.90 percentage points -English Learners: +27.67 percentage points -Socioeconomically Disadvantaged: +25.58 percentage points -Students with Disabilities: +65.65 percentage points -Asian: N/A -Hispanic: +20.63 percentage points -White: N/A
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 58.2 points below standard -English Learners: 79.9 points below standard -Socioeconomically Disadvantaged: 69.5 points below standard -Students with Disabilities: 101.7 points below standard -Asian: * -Hispanic: 67.8 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 42.0 points below standard -English Learners: 51.0 points below standard -Socioeconomically Disadvantaged: 54.7 points below standard -Students with Disabilities: 86.1 points below standard	2024-25: (2025 Dashboard) -All Students: 9.7 points below standard -English Learners: 26.3 points below standard -Socioeconomically Disadvantaged: 15.1 points below standard -Students with Disabilities: 8.1 points above standard	2025-26: (2026 Dashboard) -All Students: 49.0 points below standard -English Learners: 70.0 points below standard -Socioeconomically Disadvantaged: 60.0 points below standard -Students with Disabilities: 87.0 points below standard	-All Students: +48.5 points -English Learners: +53.6 points -Socioeconomically Disadvantaged: +54.4 points -Students with Disabilities: +109.8 points -Asian: N/A -Hispanic: +45.1 points -White: N/A

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Hispanic: 57.2 points below standard -White: 9.5 points below standard	-Hispanic: 22.7 points below standard -White: 12.3 points above standard	-Hispanic: 58.0 points below standard -White: *	
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 60.7% -English Learners: 57.6% -Socioeconomically Disadvantaged: 57.5% -Students with Disabilities: 68.8% -Hispanic: 59.7% -White:*	2024-25: (Fall to Spring) -All Students: 67.0% -English Learners: 56.1% -Socioeconomically Disadvantaged: 66.7% -Students with Disabilities: 79.4% -Hispanic: 63.7% -Asian: 75.0% -White: 74.2%	2025-26 (Fall to Spring): -All Students: 65.2% -English Learners: 62.7% -Socioeconomically Disadvantaged: 66.9% -Students with Disabilities: 54.5% -Hispanic: 61.4% -Asian: 76.0% -White: 71.1%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Asian: >= 50% -Hispanic: >= 50% -White: >= 50%	-All Students: +4.5 percentage points -English Learners: +5.1 percentage points -Socioeconomically Disadvantaged: +9.4 percentage points -Students with Disabilities: -14.3 percentage points -Hispanic: +1.7 percentage points -White: N/A
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 0.44 (CGP: 67th percentile) -English Learners: CGI: 0.57 (CGP: 72nd percentile) -Socioeconomically Disadvantaged: CGI: 0.49 (CGP: 69th percentile) -Students with Disabilities: CGI: 2.29 (CGP: 99th percentile) -Hispanic: CGI: 0.42 (CGP: 66th percentile)	2024-25: (Fall to Spring) -All Students: CGI: 1.70 (CGP: 96th percentile) -English Learners: CGI: 0.90 (CGP: 82nd percentile) -Socioeconomically Disadvantaged: CGI: 1.73 (CGP: 96th percentile) -Students with Disabilities: CGI:	2025-26 (Fall to Spring): -All Students: CGI: 0.51 (CGP: 70th percentile) -English Learners: CGI: 0.27 (CGP: 61st percentile) -Socioeconomically Disadvantaged: CGI: 0.53 (CGP: 70th percentile) -Students with Disabilities: CGI: -	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th	-All Students: +0.07 -English Learners: -0.30 -Socioeconomically Disadvantaged: +0.04 -Students with Disabilities: -3.08 -Hispanic: -0.26 -White: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: CGI: *	4.34 (CGP: 100th percentile) -Hispanic: CGI: 1.52 (CGP: 94th percentile) -Asian: CGI: 2.12 (CGP: 98th percentile) -White: CGI: 2.14 (CGP: 98th percentile)	0.79 (CGP: 21st percentile) -Hispanic: CGI: 0.16 (CGP: 56th percentile) -Asian: CGI: 1.36 (CGP: 91st percentile) -White: CGI: 0.86 (CGP: 81st percentile)	percentile) -Asian: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)	
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 33.3%	2023-24: (2024 Dashboard) 34.4%	2024-25 (2025 Dashboard): 41.8%	2025-26: (2026 Dashboard) >= 50.0%	+8.5 percentage points
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 13.6%	2023-24: (Internal) 5.3%	2024-25 (Internal): 7.2% 2025-26 (As of 6.10.26): 13.1%	2025-26: (CDE DataQuest) >= 10.0%	-6.4 percentage points
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 29.55% -English Learners: 0.00% -Socioeconomically Disadvantaged: 25.71% -Students with Disabilities: * -Hispanic: 20.59%	2023-24: -All Students: 18.52% -English Learners: 0.00% -Socioeconomically Disadvantaged: 13.33%	2024-25: -All Students: 18.36% -English Learners: * -Socioeconomically Disadvantaged: 15.22%	2025-26: -All Students: >= 30.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 30.00%	-All Students: -11.19 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: -

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Students with Disabilities: * -Hispanic: 13.52% -White: *	-Students with Disabilities: * -Hispanic: 17.15% -White: *	-Students with Disabilities: * -Hispanic: >= 30.00% -White: *	10.49 percentage points -Students with Disabilities: N/A -Hispanic: -3.44 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–26 school year, Magnolia Science Academy-7 successfully implemented the actions and services outlined in Goal 2 to improve academic achievement and equitable outcomes for all student groups. Overall, implementation occurred largely as planned, with no substantive differences between planned actions and actual implementation.

Several notable successes were achieved. The school maintained 100% access to programs and services for all students, including unduplicated pupils and students with exceptional needs. Classroom observation goals were exceeded, with administrators completing observations at a rate of 91%, surpassing the target of 85%. Student academic performance showed continued growth, with 50.0% of students meeting or exceeding standards in English Language Arts and 45.8% meeting or exceeding standards in Mathematics, both exceeding established targets. Additionally, student growth on the Measures of Academic Progress (MAP) assessments improved in both Reading and Mathematics, with multiple student groups meeting or exceeding growth targets.

English Learner outcomes also demonstrated progress. The percentage of English Learners increasing at least one level on the English Learner Progress Indicator (ELPI) increased to 41.8%, and the English Learner Reclassification Rate increased to 13.1%, exceeding the established target.

The school experienced some challenges related to performance variability among student groups. While overall outcomes improved, achievement gaps remain for certain student populations, particularly English Learners and students with disabilities in some state assessment measures. In response, the school will continue to strengthen targeted interventions, differentiated instruction, and academic support services.

Overall, the successful implementation of Goal 2 actions contributed to strong academic outcomes, improved student growth, and continued progress toward preparing all students for college and career readiness.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $1,544,535.29 | Actual: $1,427,443.66
There was no significant material difference in spending. Actual expenditures were slightly lower than budgeted due to staffing and program cost adjustments while maintaining planned services.

Goal 2 Action 2
Budgeted: $29,160.00 | Actual: $34,141.08
There was no significant material difference in spending. Actual expenditures were slightly higher than budgeted due to increased program implementation costs.

Goal 2 Action 3
Budgeted: $606,796.79 | Actual: $658,845.22
Actual expenditures exceeded budgeted amounts due to higher personnel and program implementation costs needed to support student achievement initiatives.

Goal 2 Action 4
Budgeted: $132,854.96 | Actual: $128,519.94
There was no significant material difference in spending; actual expenditures aligned closely with the budget as planned.

Goal 2 Action 5
Budgeted: $990,458.67 | Actual: $947,199.60
There was no significant material difference in spending; actual expenditures aligned closely with the budget as planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 2 have been effective in making progress toward the goal of improving academic achievement and equitable outcomes for all students. Evidence of effectiveness is demonstrated through both academic performance and growth measures.

Student achievement increased in several key areas. The percentage of students meeting or exceeding standards on the CAASPP increased to 50.0% in English Language Arts and 45.8% in Mathematics, exceeding the established targets. Distance from Standard (DFS) measures also improved significantly in both ELA and Mathematics for the all-student group and several student groups.

Measures of Academic Progress (MAP) data indicate that the actions supporting instruction, intervention, and progress monitoring were effective. In Reading, 59.6% of students met their growth targets, and in Mathematics, 65.2% met their growth targets, exceeding the established goal. Growth percentile data also showed students performing above national growth norms, with the all-student group achieving a Conditional Growth Percentile above the 50th percentile in both Reading and Mathematics.

Actions supporting English Learners demonstrated positive results. The percentage of English Learners increasing at least one proficiency level on the English Learner Progress Indicator increased to 41.8%, while the English Learner Reclassification Rate increased to 13.1%, exceeding the target of 10%.

Although the actions have been effective overall, some student groups continue to perform below desired levels on state assessments, indicating a need for continued targeted support and intervention. The school will continue refining instructional strategies and support systems to address achievement gaps and accelerate learning for identified student groups.

Overall, the available data indicate that the actions and services associated with Goal 2 have been effective in advancing student achievement, academic growth, and English Learner outcomes.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on a review of implementation and student outcome data, no significant changes were made to the overall goal for the coming year. The goal, metrics, and actions remain largely unchanged because current data demonstrate that the actions are contributing to positive academic outcomes and progress toward established targets.

Minor adjustments were made to target outcomes where appropriate to promote continuous improvement and maintain high expectations for student achievement. The school will continue to implement evidence-based instructional practices, academic interventions, progress monitoring systems, and supports for English Learners and other student groups requiring additional assistance.

Reflections on prior practice highlighted the need to continue strengthening targeted supports for student groups that continue to perform below desired levels on state assessments. As a result, the school will maintain its focus on differentiated instruction, intervention services, English Learner supports, and data-driven decision-making to further improve student achievement and close performance gaps.

Overall, the continued implementation of existing actions reflects the school's determination that the current strategies are effective and should be sustained to build on the positive outcomes achieved during the 2025–26 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and	$1,589,498.83	No

Action #	Title	Description	Total Funds	Contributing
		services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.	$27,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -Prof Dev-Other: Title II; Amount: $5,000.00		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Standards Plus, Quizizz, BrainPOP, Spelling City, Cambium Learning, Learning A-Z, Alexandria Library, Mystery Science and myON.) The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $15,591.24 -Instructional Aides: Title I; Amount: $57,048.75	$612,498.84	Yes

Action #	Title	Description	Total Funds	Contributing
		-PERS: Title I; Amount: $13,267.08 -OASDI/Medicare: Title I; Amount: $3,785.65 -Unemployment Insurance: Title I; Amount: $247.43 -Educational Software: Title IV, Part A ESEA (ESSA); Amount: $3,033.00		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits. The following expenditures will be funded by federal Title funds: N/A	$131,490.86	Yes
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they	$946,906.45	No

Action #	Title	Description	Total Funds	Contributing
		receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: -SpEd Ctrct Inst: IDEA SPED; Amount: $83,000.00		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 0%	2024-25: (As of 6/5/25) 10%	2025-26 (As of 5/22/26): 11%	2026-27: >= 10%	+11 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 93%	2024-25: (As of 6/5/25) 98%	2025-26 (As of 5/22/26): 100%	2026-27: >= 90%	+7 percentage points
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 80%	+1 percentage point

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During Year 2 (2025–26), Magnolia Science Academy-7 successfully implemented the actions and services outlined in Goal 3 to expand access to advanced coursework, computer science and technology experiences, and STEAM-based learning opportunities. Students continued to participate in accelerated and advanced coursework, technology-integrated learning experiences, and project-based STEAM activities. The school experienced success in increasing student participation in advanced learning opportunities while maintaining strong implementation of career and college readiness initiatives. No substantive differences were identified between the planned actions and the actual implementation of Goal 3 actions during the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $0.00 | Actual: $0.00
This action was implemented using existing staff, programs, and resources and did not require a dedicated budget allocation. As a result, there was no expenditure associated with this action.

Goal 3 Action 2
Budgeted: $1,296.00 | Actual: $3,390.00
Actual expenditures exceeded budgeted amounts due to additional costs associated with expanding student access to college and career readiness opportunities.

Goal 3 Action 3
Budgeted: $0.00 | Actual: $0.00
This action was implemented using existing staff, programs, and resources and did not require a dedicated budget allocation. As a result, there was no expenditure associated with this action.

Goal 3 Action 4
Budgeted: $129,486.65 | Actual: $129,096.67
There was no significant material difference in spending; actual expenditures aligned closely with the budget as planned.

Goal 3 Action 5
Budgeted: $654,965.70 | Actual: $678,677.67
There was no significant material difference in spending; actual expenditures aligned closely with the budget as planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

During Year 2 (2025–26), the actions implemented under Goal 3 were effective in increasing student access to advanced coursework, technology-based learning experiences, and STEAM opportunities. Continued implementation of advanced academic programs, technology integration, and project-based learning supported student engagement and college and career readiness. The results demonstrate that the planned actions are successfully providing students with meaningful opportunities to develop critical thinking, problem-solving, and 21st-century skills.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on Year 2 results, no significant changes were made to Goal 3, its metrics, target outcomes, or actions for the coming year. Magnolia Science Academy-7 will continue implementing the current strategies to expand advanced coursework, technology experiences, and STEAM learning opportunities. The strong outcomes indicate that the existing actions are effectively supporting student success and preparation for college and career pathways.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities. Expenditures associated with this action include the following: college/career-related materials and activities. The following expenditures will be funded by federal Title funds: N/A	$0.00	Yes
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $3,390.00	$3,390.00	Yes
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate		Yes

Action #	Title	Description	Total Funds	Contributing
		technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A		
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.	$127,732.58	Yes

Powered by BoardOnTrack

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A		
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A	$539,033.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7	2024-25: 8	2025-26 (As of 5/15/26): 8	2026-27: >= 8	+1
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 4	2024-25: 5	2025-26 (As of 5/15/26): 4	2026-27: >= 4	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 42	2024-25: (As of 6/5/25) 42	2025-26 (As of 5/15/26): 22	2026-27: >= 10	-20
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 20.4%	2024-25: (As of 6/5/25) 32.2%	2025-26 (As of 6/9/26): 32.6%	2026-27: >= 15.0%	+12.2 percentage points
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.56%	2024-25 P-2 ADA: 93.05%	2025-26 P-2 ADA: 93.57%	2026-27: (P-2 ADA) >= 92.00%	+0.01 percentage points
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 29.0%	2023-24: (2024 Dashboard) 16.9%	2024-25 (2025 Dashboard): 27.3% 2025-26 (As of 5/22/26): 20.3%	2025-26: (2026 Dashboard) <= 20.0%	-1.7 percentage points
4.7	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.4%	2023-24: (2024 Dashboard) 0.00%	2024-25 (2025 Dashboard): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (2026 Dashboard) <= 2.5%	-0.4 percentage points
4.8	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00%	2024-25 (CDE DataQuest): 0.0% 2025-26 (As of 5/22/26):	2025-26: (CDE DataQuest) <= 0.50%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				0.0%		
4.9	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 96.8% -Families: 82.2% -Staff: 97.2%	2024-25: -Students: 100.0% -Families: 71.4% -Staff: 72.5%	2025-26: -Students: 99.2% -Families: 79.4% -Staff: 80.6%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	-Students: +2.4 percentage points -Families: -2.8 percentage points -Staff: -16.6 percentage points
4.10	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 68.0% -Families: 97.0% -Staff: 81.0%	2024-25: -Students: 68% -Families: 97% -Staff: 75%	2025-26: -Students: 75% -Families: 96% -Staff: 68%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	-Students: +7 percentage points -Families: -1 percentage point -Staff: -13 percentage points
4.11	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local	2023-24: -Students: 89% -Families: 96% -Staff: 88%	2024-25: -Students: 85% -Families: 99% -Staff: 68%	2025-26: -Students: 76% -Families: 94% -Staff: 48%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	-Students: -13 percentage points -Families: -2 percentage points -Staff: -40 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Indicator Priority 6, Panorama Education)					
4.12	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 95.91%	2024-25: (Spring 2024 to Fall 2024) 92%	2025-26 (Spring 2025 to Fall 2025): 93%	2026-27: (Spring 2026 to Fall 2026) >= 85%	-2.91 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During Year 2 (2025–26), Magnolia Science Academy-7 implemented the actions and services outlined in Goal 4 to strengthen family engagement, improve school climate, support student attendance, and promote a positive and safe learning environment. The school conducted PAC and ELAC meetings, organized parent engagement activities, completed home visits, monitored attendance and chronic absenteeism, implemented behavior and wellness supports, administered stakeholder surveys, and maintained student retention efforts. These actions supported progress across all twelve metrics related to family engagement, attendance, student behavior, school climate, stakeholder participation, stakeholder satisfaction, and student retention. No substantive differences were identified between the planned actions and their actual implementation during the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $1,043.00 | Actual: $1,043.00
There was no variance between the budgeted and actual expenditures, indicating that implementation proceeded exactly as planned for this action.

Goal 4 Action 2
Budgeted: $142,251.18 | Actual: $137,242.57
There was no significant material difference in spending; actual expenditures aligned closely with the budget as planned.

Goal 4 Action 3
Budgeted: $129,476.23 | Actual: $126,629.68
There was no significant material difference in spending; actual expenditures aligned closely with the budget as planned.

Goal 4 Action 4
Budgeted: $1,620.00 | Actual: $1,620.00

There was no variance between the budgeted and actual expenditures, indicating that implementation proceeded exactly as planned for this action.

Goal 4 Action 5
Budgeted: $401,116.12 | Actual: $338,371.41
There was no significant material difference in spending; actual expenditures aligned closely with the budget as planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

During Year 2 (2025–26), the actions implemented under Goal 4 were effective in making progress toward the goal. Family engagement efforts supported strong participation in PAC and ELAC meetings, parent engagement activities, and home visits. Attendance initiatives helped maintain Average Daily Attendance above the established target, while chronic absenteeism improved from baseline levels and remains an area of continued focus.

School climate and behavior supports contributed to maintaining suspension and expulsion rates well below target levels. Stakeholder survey participation remained strong, with student participation at 99.2%, family participation at 79.4%, and staff participation at 80.6%, meeting or exceeding participation targets. School experience survey results also reflected positive perceptions among students and families regarding academic support, school safety, school connectedness, and overall satisfaction. Student approval ratings exceeded established targets for students and families, while staff responses indicate an opportunity for continued improvement in school climate and organizational support. Overall satisfaction survey results similarly demonstrated strong student and family satisfaction, with staff satisfaction identified as an area for further growth. Student retention remained above target, indicating that students and families continue to value their educational experience at Magnolia Science Academy-7.

Overall, the results across all twelve metrics demonstrate that the actions and services implemented under Goal 4 have been effective in strengthening family engagement, supporting student attendance, maintaining a positive school climate, and promoting student success.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on the Year 2 outcomes across all twelve Goal 4 metrics, no significant changes were made to the goal, metrics, target outcomes, or actions for the coming year. Magnolia Science Academy-7 will continue implementing its current strategies for family engagement, attendance improvement, positive school climate, behavior supports, stakeholder engagement, and student retention. The school will continue monitoring chronic absenteeism and staff survey results to identify opportunities for improvement while maintaining the successful practices that have contributed to strong outcomes in family engagement, attendance, student behavior, school connectedness, stakeholder satisfaction, and student retention.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A	$1,043.00	Yes
4.2	Building relationships and partnerships with families for student outcomes	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off	$133,746.37	Yes

Action #	Title	Description	Total Funds	Contributing
		and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title I funds: -Teacher Salaries: Title I; Amount: $8,000.00 -STRS: Title I; Amount: $1,528.00 -OASDI/Medicare: Title I; Amount: $116.00 -Unemployment Insurance: Title I; Amount: $40.00		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as	$79,640.88	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Instructional Materials & Supplies: Title I; Amount: $4,540.32		

Action #	Title	Description	Total Funds	Contributing
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: N/A		Yes
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	$325,930.21	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,032,602	$79,063

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.529%	0.000%	$0.00	23.529%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials,	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers	Goal 2: For all students, but particularly for the EL and LTEL student groups: • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students.	have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. **Scope:** LEA-wide	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who have created or demonstrated a

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:** LEA-wide	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "average approval rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			" (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. **Scope:** LEA-wide	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students'	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way	• Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:** It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students,	Goal 4: • School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Student Suspension Rate (Source: CA School Dashboard, CALPADS)

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	• Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students,

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-7 will utilize the concentration grant add-on funds ($79,063) in the following manner:

MSA-7 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,388,681	1,032,602	23.529%	0.000%	23.529%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,364,158.74	$2,562,119.44	$0.00	$198,587.46	$6,863,787.75	$3,585,574.71	$3,278,213.04

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$21,200.00	$21,200.00				$21,200.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$53,797.01	$194,180.03	$232,977.04	$15,000.00			$247,977.04	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$34,133.88	$1,954,179.00	$1,636,157.88	$352,155.00			$1,988,312.88	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$12,000.00	$12,000.00				$12,000.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$0.00	$76,386.81	$76,386.81				$76,386.81	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$1,478,118.83	$111,380.00	$1,108,372.43	$481,126.40			$1,589,498.83	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$27,000.00	$7,000.00	$15,000.00		$5,000.00	$27,000.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$593,874.60	$18,624.24	$371,420.95	$148,104.75		$92,973.14	$612,498.84	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$131,490.86	$0.00	$131,490.86				$131,490.86	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$702,906.45	$244,000.00		$863,906.45		$83,000.00	$946,906.45	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,390.00				$3,390.00	$3,390.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$125,232.58	$2,500.00	$116,447.53	$11,285.05			$127,732.58	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$539,033.00	$38,000.00	$501,033.00			$539,033.00	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,043.00	$1,043.00				$1,043.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$121,989.73	$11,756.64	$124,062.37			$9,684.00	$133,746.37	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$65,100.56	$14,540.32	$75,100.56			$4,540.32	$79,640.88	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$278,930.21	$47,000.00	$151,421.42	$174,508.79			$325,930.21	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,388,681	1,032,602	23.529%	0.000%	23.529%	$1,027,986.69	0.000%	23.424 %	**Total:**	$1,027,986.69
								LEA-wide Total:	$1,027,986.69
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$12,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$371,420.95	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	$131,490.86	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$116,447.53	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,000.00	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,043.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$124,062.37	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,100.56	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$151,421.42	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,299,395.73	$7,079,934.95

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$21,200.00	$26,200.00
1	**1.2**	Instructional materials and technology	No	$226,367.98	$276,463.84
1	**1.3**	Clean and safe facilities that support learning	No	$763,948.37	$1,443,210.10
1	**1.4**	Healthy and nutritious meals	Yes	$11,480.00	$12,000.00
1	**1.5**	Well-orchestrated Home Office support services	No	$618,995.00	$602,184.30
2	**2.1**	Broad course of study and standards based curriculum	No	$1,427,443.66	$1,544,535.29
2	**2.2**	Professional development for high-quality instruction	Yes	$34,141.08	$29,160.00
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$658,845.22	$606,796.79
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$128,519.94	$132,854.96
2	**2.5**	Support for students with disabilities	No	$947,199.60	$990,458.67
3	**3.1**	College/Career readiness programs and activities	Yes	$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$1,296.00	$3,390.00
3	3.3	Digital literacy and citizenship programs	Yes		
3	3.4	Physical education, activity, and fitness	Yes	$129,486.65	$129,096.67
3	3.5	Additional programs and activities that support well-rounded education	Yes	$654,965.70	$678,677.67
4	4.1	Seeking family input for decision-making	Yes	$1,043.00	$1,043.00
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$142,251.18	$137,242.57
4	4.3	MTSS - PBIS and SEL support	Yes	$129,476.23	$126,629.68
4	4.4	Annual educational partner surveys	Yes	$1,620.00	$1,620.00
4	4.5	Community outreach and partnerships	Yes	$401,116.12	$338,371.41

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$996,584	$953,330.33	$2,196,882.75	($1,243,552.42)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$11,480.00	$12,000.00		
2	2.2	Professional development for high-quality instruction	Yes	$9,141.08	$29,160.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$334,337.43	$606,796.79		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	$128,519.94	$132,854.96		
3	3.1	College/Career readiness programs and activities	Yes	$0.00			
3	3.2	STEM and GATE programs	Yes		$3,390.00		
3	3.3	Digital literacy and citizenship programs	Yes				
3	3.4	Physical education, activity, and fitness	Yes	$118,468.99	$129,096.67		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$1,000.00	$678,677.67		
4	4.1	Seeking family input for decision-making	Yes	$1,043.00	$1,043.00		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$124,894.68	$137,242.57		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$65,910.25	$126,629.68		
4	4.4	Annual educational partner surveys	Yes		$1,620.00		
4	4.5	Community outreach and partnerships	Yes	$158,534.96	$338,371.41		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,928,683	$996,584	0.000%	25.367%	$2,196,882.75	0.000%	55.919%	$0.00	0.000%

Powered by BoardOnTrack

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

Powered by BoardOnTrack

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

Powered by BoardOnTrack

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

Powered by BoardOnTrack

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

Powered by BoardOnTrack

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Powered by BoardOnTrack

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

Powered by BoardOnTrack

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Powered by BoardOnTrack

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

Powered by BoardOnTrack

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

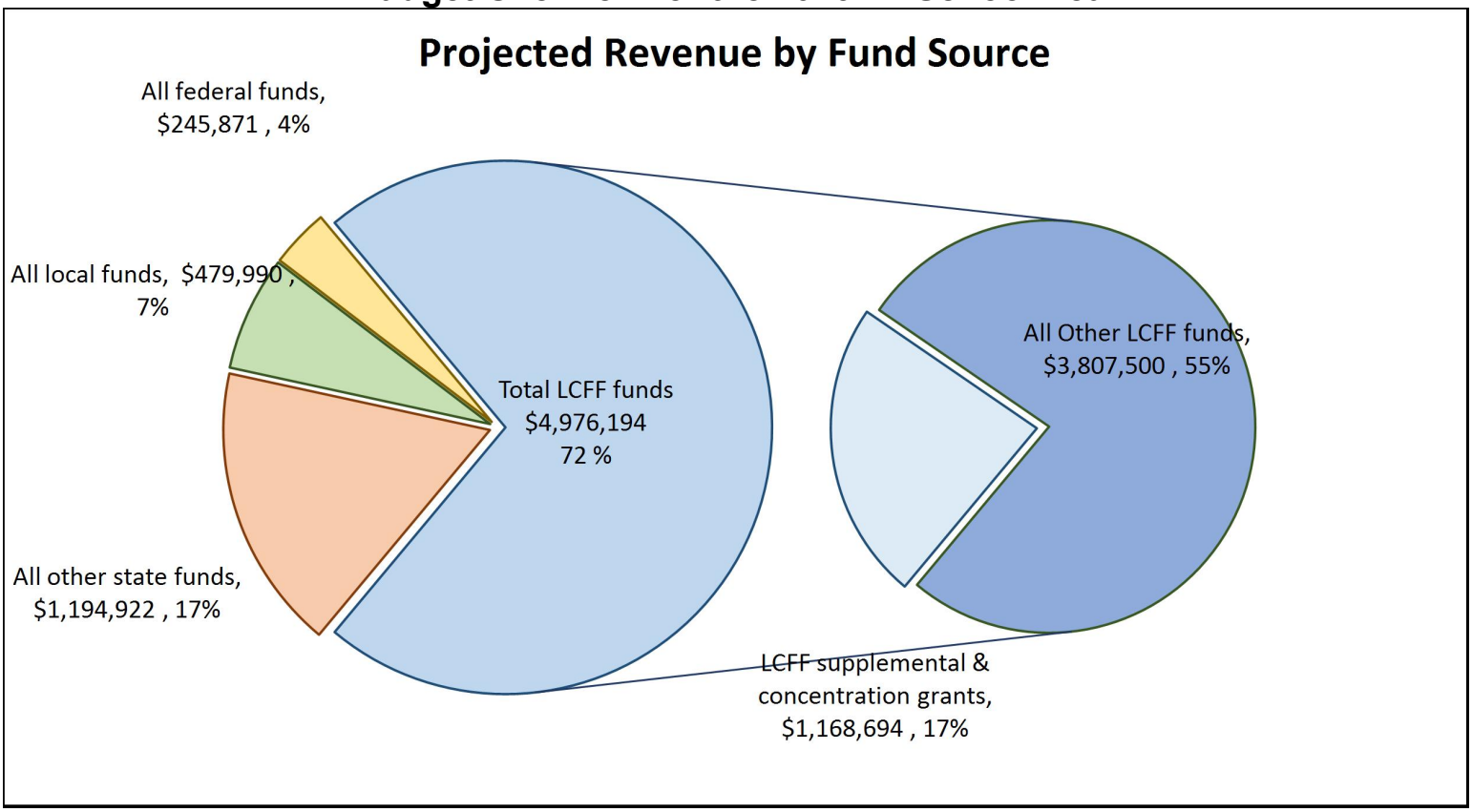
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-8
CDS Code: 19-64733-0122747
School Year: 2026-27
LEA contact information:
Adrian Uribe
Principal
auribe@magnoliapublicschools.org
(323) 826-3925

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

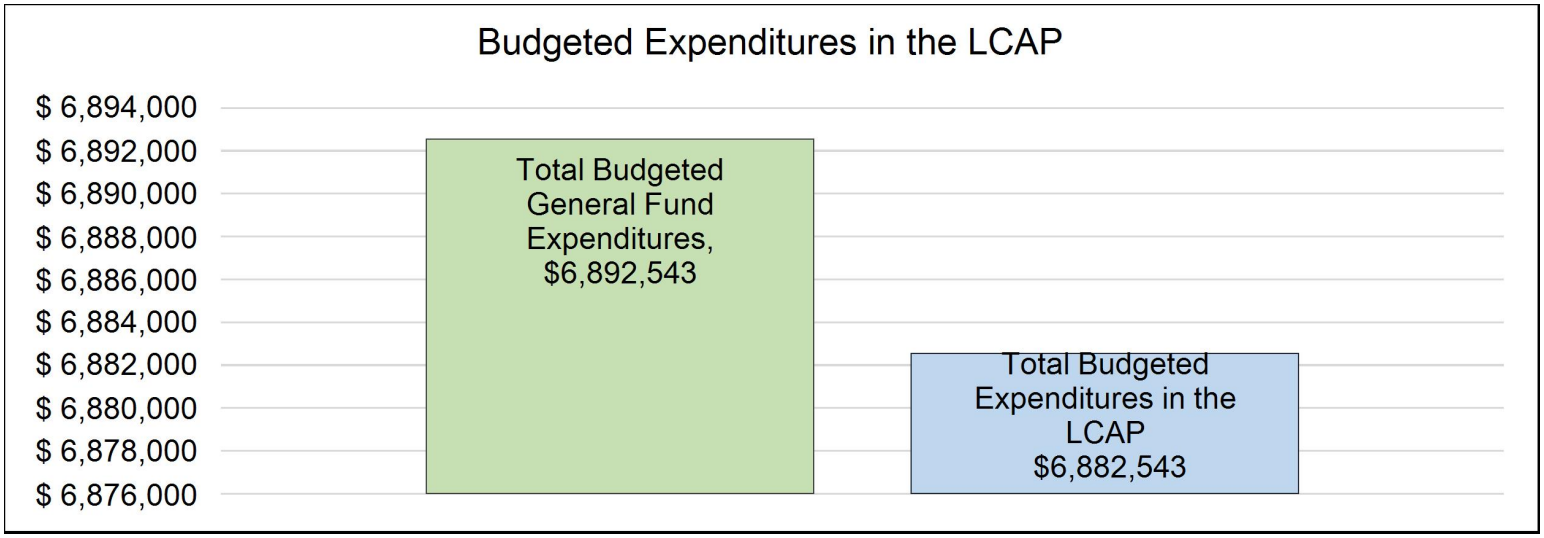


This chart shows the total general purpose revenue Magnolia Science Academy-8 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-8 is $6,896,977, of which $4,976,194 is Local Control Funding Formula (LCFF), $1,194,922 is other state funds, $479,990 is local funds, and $245,871 is federal funds. Of the $4,976,194 in LCFF Funds, $1,168,694 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy-8 plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-8 plans to spend $6,892,543 for the 2026-27 school year. Of that amount, $6,882,543 is tied to actions/services in the LCAP and $10,000 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

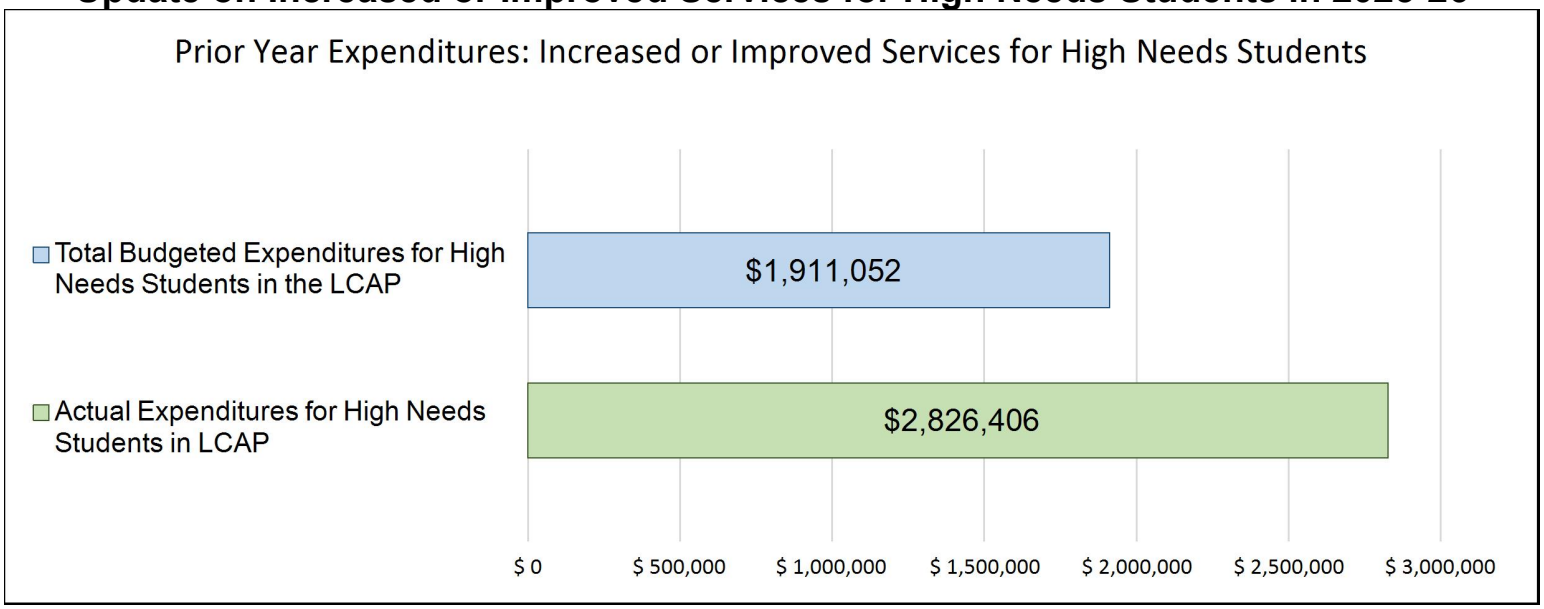
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Magnolia Science Academy-8 is projecting it will receive $1,168,694 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy-8 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-8 plans to spend $1,988,655 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Magnolia Science Academy-8 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-8 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy-8's LCAP budgeted $1,911,052 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-8 actually spent $$2,826,406 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-8	Adrian Uribe Principal	auribe@magnoliapublicschools.org (323) 826-3925

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Magnolia Science Academy-Bell (MSA-Bell) is a classroom-based charter school serving grades 6th-8th with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM). MSA- Bell is located in the city of Bell (90201) and serves around 400 students in grades 6–8, with classes that average 30 or fewer students. Originally founded in 2010—and here requesting a third five-year charter term—MSA-Bell's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-Bell is supplemented by tutoring, after-school programs, and school-to-university links.

Our mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

Magnolia Science Academy 8
Address: 6411 Orchard Ave., Bell, CA, 90201
Phone: 323-826-3925
Email: auribe@magnoliapublicschools.org

Our Mission

Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES
Our school demonstrated strong academic growth across multiple indicators this year. In English Language Arts (ELA), we increased our performance by 8.2 points, moving into the Yellow performance level. In Mathematics, we achieved an even larger gain of 12.8 points, also reaching the Yellow performance level.
Our most significant success was in English Learner Progress. We increased by 15 percentage points, with 60% of our English Learners making progress toward English language proficiency. As a result of these outstanding gains, our English Learner Progress indicator moved into the Blue performance level, our highest-performing area. These results reflect the hard work of our students, staff, and families, and demonstrate our continued commitment to improving outcomes for all learners.

CHALLENGES
While we celebrated important academic gains this year, we also identified areas that require focused attention and improvement. Our chronic absenteeism rate remained at 27%, which placed us in the Red performance level. This indicates that a significant number of

students are missing too much instructional time, impacting their learning and overall success. Additionally, our suspension rate increased to 6.4%, representing a 2.8 percentage point increase from the previous year. This resulted in an Orange performance level. These data highlight the need for continued work in strengthening student engagement, attendance, and positive school climate supports.

OPPORTUNITIES
During the 2025–26 school year, we introduced the Coordination of Services Team (COST) to streamline the process for identifying and providing interventions for students in need of additional support. This system created a more coordinated and proactive approach to addressing student needs by bringing together staff to review data, identify concerns, and connect students with appropriate services.

Through the implementation of COST, we were able to respond more quickly to students' behavioral and attendance challenges, ensuring timely interventions and support. This opportunity positions our school to strengthen student engagement, improve attendance outcomes, reduce disciplinary incidents, and provide a stronger network of support for students and families moving forward.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Due to significant gains in ELA, Mathematics, and English Learner Progress, Magnolia Science Academy-Bell is no longer identified for Differentiated Assistance (DA). These improvements reflect the effectiveness of our instructional efforts and targeted supports and demonstrate our continued progress toward higher levels of student achievement and school performance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	During Parent Advisory Committee (PAC) meetings, families participated in informational sessions focused on understanding the goals and priorities outlined in the Local Control and Accountability Plan (LCAP). School staff reviewed student performance data from multiple sources, including state and local dashboards, to provide parents with a clear picture of school progress and areas for growth. To support meaningful participation, the information was presented in parent-friendly formats that made the data easier to understand and discuss. These presentations helped families engage in informed conversations and provide valuable input on school goals and decision-making.
Students	During Parent Advisory Committee (PAC) meetings, students were provided opportunities to actively participate in discussions about the Local Control and Accountability Plan (LCAP) and school improvement efforts. School staff shared student achievement and school performance data, helping students understand current outcomes, identify areas for growth, and learn about the goals established for the future. Through these discussions, students asked questions, shared their perspectives, and contributed ideas that informed school planning. To ensure the information was accessible and meaningful, staff created clear and engaging presentations using data from school and state dashboards, enabling both students and families to participate in the decision-making process with a strong understanding of the school's priorities and progress.

Educational Partner(s)	Process for Engagement
Teachers	Throughout the school year, staff participated in regular meetings focused on the Local Control and Accountability Plan (LCAP) and the school's improvement goals. These sessions provided opportunities to review progress toward existing goals, analyze outcomes from the previous year, and celebrate areas of success. Staff also collaborated to identify areas for growth, refine strategies, and establish priorities for the upcoming year. By engaging in ongoing dialogue and data-driven planning, staff developed a shared understanding of the school's goals and their role in achieving them, fostering a culture of continuous improvement and collective responsibility for student success.
School administrators	Throughout the school year, staff engaged in ongoing discussions and presentations related to the Local Control and Accountability Plan (LCAP) and the school's strategic priorities. These meetings allowed staff to review progress toward established goals, reflect on key achievements, and analyze areas for continued growth. Staff also collaborated in planning for the upcoming year by examining projected outcomes, refining goals, and identifying effective strategies to support student success. This continuous engagement helped ensure alignment across the school community and reinforced a collective commitment to achieving the school's long-term vision and objectives.
Other school personnel	Throughout the year, staff participated in regular LCAP updates and planning sessions to stay informed about the school's priorities and progress. These meetings provided opportunities to review data, celebrate successes, and evaluate progress toward established goals. Staff also engaged in collaborative discussions to refine existing objectives, develop new goals when needed, and identify effective actions to support student achievement. By involving staff in both reflection and planning, the school fostered a shared sense of ownership and commitment to continuous improvement and long-term success.
SELPA	To ensure that the needs of students with disabilities are reflected in school planning and decision-making, SELPA representatives were included as key partners in the development of the Local Control and Accountability Plan (LCAP). Through ongoing collaboration, consultation, and feedback, these representatives provided valuable

Educational Partner(s)	Process for Engagement
	insight into the effectiveness of special education services and identified opportunities to strengthen support systems for students with disabilities. Their contributions helped guide the development of targeted actions and services designed to improve student outcomes and promote equitable access to educational opportunities. By actively engaging SELPA representatives throughout the LCAP process, MSA-8 ensures that the plan remains inclusive, responsive, and aligned with the diverse needs of all learners while fostering shared responsibility for student success.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of MSA-8's LCAP goals was guided by input gathered from a variety of educational partners, including families, students, staff, and community members. The administrative team reviewed stakeholder feedback to identify common themes, priorities, and areas of need, ensuring that multiple perspectives were reflected in the planning process. Through ongoing communication and collaboration, the school shared how stakeholder input informed decision-making and contributed to the development of proposed goals and actions. The resulting recommendations were then submitted to the home office for review and consideration as part of the development of the following year's LCAP, helping to ensure that the plan remained responsive to the needs and priorities of the school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 75.2%	2022-23: 69.2%	2023-24: 70.3%	2024-25: > 85%	-4.9 percentage points
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25):	2025-26 (As of 5/22/26):	2026-27: 0%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0	2025-26 (As of 5/22/26): 0	2026-27: 0	0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 54%	2024-25: (Fall 2023 to Fall 2024) 52%	2025-26 (Fall 2024 to Fall 2025): 76%	2026-27: (Fall 2025 to Fall 2026) >= 80%	+22 percentage points
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 93.9%	2024-25: (As of 5/31/25) 93.4%	2025-26 (As of 5/15/26): 93.9%	2026-27: >= 95.0%	0 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

1.1:The percentage of teaching assignments with an assignment monitoring outcome of “Clear” was 70.3%, which is below the desired target of 85% or higher. This indicates that a portion of teaching assignments did not fully meet credentialing alignment expectations during the 2025–2026 school year. A key factor contributing to this outcome was that the school had one teacher serving on a permit rather than holding a full credential. While this allowed the school to maintain staffing continuity, it impacted the overall assignment monitoring percentage, as permit-based assignments do not meet the “Clear” designation.

1.2:The percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home was 0% as of May 22, 2026, indicating that all students had access to required instructional materials. This outcome demonstrates that the school successfully met its goal of ensuring equitable access to standards-aligned resources for all students both in the classroom and for use at home. Maintaining a 0% gap reflects effective planning, timely distribution of materials, and alignment with instructional expectations.

Recently, we underwent a Williams audit, which successfully verified that all our students have access to the necessary textbooks and technology. This audit confirms our commitment to providing quality education and resources to every student.

1.3: As we continue to be co-located on an LAUSD facility for the 2026-27 school year ,our classrooms and infrastructure are regularly inspected by the district to ensure they meet the "good repair" standard. Any necessary repairs that have been identified have been promptly addressed, ensuring that our learning environment remains safe and conducive to education. Additionally, our school successfully passed the Williams audit for the 2025-26 school year, a testament to our commitment to maintaining high standards in our facilities.

1.4: In recent years, we have seen some of our teachers leave to pursue opportunities closer to their homes or to embark on new career paths. However, we are working hard to maintain a high retention rate and provide stability for our students. Our goal is to ensure a seamless transition and continue delivering quality education to all students.

1.5:In the past two years, we have come very close to achieving our goal of a 95% teacher attendance rate.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $23,246.00
Actual: $27,316.00
Explanation: The variance between budgeted and actual expenditures is primarily due to slightly higher-than-anticipated program and service costs associated with implementation needs during the year, resulting in a modest increase over the original budget.

Goal 1 Action 2
Budgeted: $404,326.62
Actual: $430,598.77
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 3
Budgeted: $640,195.00
Actual: $780,102.00
Explanation: The increase in actual expenditures is due to higher-than-expected costs related to facility repairs and maintenance needs that arose during the school year, which required additional resources beyond the original budget assumptions.

Goal 1 Action 4
Budgeted: $21,930.00
Actual: $80,000.00
Explanation: The variance is due to unanticipated costs and expanded implementation needs that arose during the school year, resulting in additional expenditures to fully support program and operational requirements.

Goal 1 Action 5
Budgeted: $880,525.00
Actual: $794,888.40
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the implementation of the action items for this goal was effective.

Metric 1.1: Effective- As part of our commitment to providing the best educational experience for our students, we have been striving to meet an 85% goal in this area.

Metric 1.2: Effective- We have ensured that every student has access to their own copies of the necessary materials. This includes access to all curriculum , textbooks, and Chromebooks.

Metric 1.3: Effective- We have a sound building that is maintained by LAUSD per our co-located agreement.

Metric 1.4: Effective- Teacher turnover rate was low for this past year.

Metric 1.5: Somewhat Effective: Although we did not meet our metric of 95% teacher attendance rate, we came close the last two years.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metric 1.1: A change for this metric is the monitoring and auditing of the teacher's credentials by the Assistant Principal's of instructions. Both will follow up with teachers to provide timely feedback and tracking of their credential pathways. We hope this will ensure that all teachers will be credentialed in their subject area by the end of the 2026-27 school year.

Metric 1.4:Based on the feedback from the staff surveys conducted during the 2025-26 academic year, we have developed a comprehensive action plan to address the key concerns raised.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: Payroll fees, teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, and retirement service fees. The following expenditures will be funded by federal Title funds: N/A	$26,316.00	No
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.	$428,361.57	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: Depreciation, technology, TelecomInternet, textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A		
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A	$723,102.00	No

Powered by BoardOnTrack

Action #	Title	Description	Total Funds	Contributing
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, and water. The following expenditures will be funded by federal Title funds: N/A	$60,000.00	Yes
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A	$731,183.94	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: 100%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 71%	2024-25: (As of 5/29/25) 101%	2025-26 (As of 6/10/26): 61%	2026-27: >= 85%	-10 percentage points
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 85%	2024-25: (First semester) 66%	2025-26 (First semester): 54%	2026-27: (First semester) >= 80%	-31 percentage points
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 35.29% -English Learners: 0.00% -Socioeconomically Disadvantaged: 34.55% -Students with Disabilities: 6.06% -Asian: * -Hispanic: 34.11%	2023-24: -All Students: 32.75% -English Learners: 0.00% -Socioeconomically Disadvantaged: 32.25%	2024-25: -All Students: 32.98% -English Learners: 0.00% -Socioeconomically Disadvantaged: 30.36%	2025-26: -All Students: >= 40.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 40.00% -Students with	-All Students: -2.31 percentage points -English Learners: 0.00 percentage points -Socioeconomically Disadvantaged: -4.19 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: 48.0%	-Students with Disabilities: 7.50% -Hispanic: 32.16% -White: 42.86%	-Students with Disabilities: 10.25% -Hispanic: 32.77% -White: 31.58%	Disabilities: >= 15.00% -Hispanic: >= 40.00% -White: >= 45.00%	-Students with Disabilities: +4.19 percentage points -Asian: N/A -Hispanic: -1.34 percentage points -White: -16.42 percentage points
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 41.1 points below standard -English Learners: 109.8 points below standard -Socioeconomically Disadvantaged: 41.9 points below standard -Students with Disabilities: 134.4 points below standard -Asian: * -Hispanic: 43.4 points below standard -White: 13.0 points below standard	2023-24: (2024 Dashboard) -All Students: 50.1 points below standard -English Learners: 102.2 points below standard -Socioeconomically Disadvantaged: 54.3 points below standard -Students with Disabilities: 131.9 points below standard -Hispanic: 49.9 points below standard -White: *	2024-25 (2025 Dashboard): -All Students: 41.9 points below standard -English Learners: 96.3 points below standard -Socioeconomically Disadvantaged: 45.3 points below standard -Students with Disabilities: 92.6 points below standard -Hispanic: 40.8 points below standard -White: 67.5 points below standard	2025-26: (2026 Dashboard) -All Students: 32.0 points below standard -English Learners: 95.0 points below standard -Socioeconomically Disadvantaged: 32.0 points below standard -Students with Disabilities: 115.0 points below standard -Hispanic: 35.0 points below standard -White: 5.0 points below standard	-All Students: -0.8 points -English Learners: +13.5 points -Socioeconomically Disadvantaged: +3.4 points -Students with Disabilities: +41.8 points -Asian: N/A -Hispanic: +2.6 points -White: -54.5 points
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment	2023-24: (Fall to Spring) -All Students: 50.1% -English Learners: 46.6% -Socioeconomically Disadvantaged: 49.1%	2024-25: (Fall to Spring) -All Students: 40.1% -English Learners: 42.1%	2025-26 (Fall to Spring): -All Students: 56.4% -English Learners: 46.7%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -	-All Students: +6.3 percentage points -English Learners: +0.1 percentage points -Socioeconomically

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	from fall to spring (Source: NWEA MAP)	-Students with Disabilities: 55.6% -Hispanic: 51.5% -White: *	- Socioeconomically Disadvantaged: 39.8% -Students with Disabilities: 45.9% -Hispanic: 40.6% -White: 25.0%	- Socioeconomically Disadvantaged: 55.8% -Students with Disabilities: 48.9% -Hispanic: 56.4% -White: 47.4%	Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%	Disadvantaged: +6.7 percentage points -Students with Disabilities: -6.7 percentage points -Hispanic: +4.9 percentage points -White: N/A
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: -0.06 (CGP: 47th percentile) -English Learners: CGI: 0.51 (CGP: 69th percentile) -Socioeconomically Disadvantaged: CGI: -0.07 (CGP: 47th percentile) -Students with Disabilities: CGI: 0.53 (CGP: 70th percentile) -Hispanic: CGI: -0.04 (CGP: 48th percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: -1.12 (CGP: 13th percentile) -English Learners: CGI: -1.15 (CGP: 12th percentile) - Socioeconomically Disadvantaged: CGI: -1.20 (CGP: 12th percentile) -Students with Disabilities: CGI: -0.81 (CGP: 21st percentile) -Hispanic: CGI: -1.08 (CGP: 14th percentile) -White: CGI: -2.14 (CGP: 2nd percentile)	2025-26 (Fall to Spring): -All Students: CGI: 0.33 (CGP: 63rd percentile) -English Learners: CGI: 0.10 (CGP: 25th percentile) - Socioeconomically Disadvantaged: CGI: 0.27 (CGP: 61st percentile) -Students with Disabilities: CGI: -0.17 (CGP: 43rd percentile) -Hispanic: CGI: 0.34 (CGP: 63rd percentile) -White: CGI: -0.04 (CGP: 48th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) - Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)	-All Students: +0.39 CGI -English Learners: -0.41 CGI - Socioeconomically Disadvantaged: +0.34 CGI -Students with Disabilities: -0.70 CGI -Hispanic: +0.38 CGI -White: N/A
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics	2022-23: -All Students: 17.37% -English Learners: 1.85%	2023-24: -All Students: 13.86% -English Learners: 0.00%	2024-25: -All Students: 17.51% -English Learners: 2.17%	2025-26: -All Students: >= 24.00% -English Learners: >= 10.00%	-All Students: +0.14 percentage points

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessments (Source: CDE DataQuest)	-Socioeconomically Disadvantaged: 16.82% -Students with Disabilities: 6.06% -Asian: * -Hispanic: 16.33% -White: 32.0%	-Socioeconomically Disadvantaged: 13.61% -Students with Disabilities: 0.00% -Hispanic: 14.06% -White: 14.29%	-Socioeconomically Disadvantaged: 16.12% -Students with Disabilities: 7.50% -Hispanic: 17.33% -White: 15.79%	-Socioeconomically Disadvantaged: >= 24.00% -Students with Disabilities: >= 10.00% -Hispanic: >= 24.00% -White: *	-English Learners: +0.32 percentage points -Socioeconomically Disadvantaged: -0.70 percentage points -Students with Disabilities: +1.44 percentage points -Hispanic: +1.00 percentage points -White: -16.21 percentage points
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 94.6 points below standard -English Learners: 140.6 points below standard -Socioeconomically Disadvantaged: 94.5 points below standard -Students with Disabilities: 156.9 points below standard -Asian: * -Hispanic: 97.6 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 103.3 points below standard -English Learners: 138.3 points below standard -Socioeconomically Disadvantaged: 100.8 points below standard -Students with Disabilities: 172.7 points below standard -Hispanic: 102.9 points below standard -White: 96.9 points below standard	2024-25: (2025 Dashboard) -All Students: 90.6 points below standard -English Learners: 125.8 points below standard -Socioeconomically Disadvantaged: 92.1 points below standard -Students with Disabilities: 136.6 points below standard -Hispanic: 91.0 points below standard -White: 97.2 points below standard	2025-26: (2026 Dashboard) -All Students: 82.0 points below standard -English Learners: 120.0 points below standard -Socioeconomically Disadvantaged: 82.0 points below standard -Students with Disabilities: 135.0 points below standard -Hispanic: 85.0 points below standard -White: *	-All Students: +4.0 points -English Learners: +14.8 points -Socioeconomically Disadvantaged: +2.4 points -Students with Disabilities: +20.3 points -Hispanic: +6.6 points -White: N/A

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 41.0% -English Learners: 34.5% -Socioeconomically Disadvantaged: 39.2% -Students with Disabilities: 40.5% -Hispanic: 41.9 -White: *	2024-25: (Fall to Spring) -All Students: 54.7% -English Learners: 43.9% -Socioeconomically Disadvantaged: 53.0% -Students with Disabilities: 63.9% -Hispanic: 53.8% -White: 61.1%	2025-26 (Fall to Spring): -All Students: 49.0% -English Learners: 39.1% -Socioeconomically Disadvantaged: 42.2% -Students with Disabilities: 75.0% -Hispanic: 49.4% -White: 42.1%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%	-All Students: +8.0 percentage points -English Learners: +4.6 percentage points -Socioeconomically Disadvantaged: +3.0 percentage points -Students with Disabilities: +34.5 percentage points -Hispanic: +7.5 percentage points -White: N/A
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: -0.83 (CGP: 20th percentile) -English Learners: CGI: -1.16 (CGP: 9th percentile) -Socioeconomically Disadvantaged: CGI: -0.98 (CGP: 16th percentile) -Students with Disabilities: CGI: -0.10 (CGP: 46th percentile) -Hispanic: CGI: -0.75 (CGP: 23rd percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: 0.24 (CGP: 60th percentile) -English Learners: CGI: 0.32 (CGP: 63rd percentile) -Socioeconomically Disadvantaged: CGI: -0.11 (CGP: 46th percentile) -Students with Disabilities: CGI: 1.53 (CGP: 94th percentile) -Hispanic: CGI: 0.28 (CGP: 61st percentile)	2025-26 (Fall to Spring): -All Students: CGI: -0.20 (CGP: 42nd percentile) -English Learners: CGI: -0.67 (CGP: 25th percentile) -Socioeconomically Disadvantaged: CGI: -0.26 (CGP: 40th percentile) -Students with Disabilities: CGI: -0.75 (CGP: 23rd percentile) -Hispanic: CGI: -0.18 (CGP: 43rd percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0	-All Students: +0.63 CGI -English Learners: +0.49 CGI -Socioeconomically Disadvantaged: +0.72 CGI -Students with Disabilities: -0.65 CGI -Hispanic: +0.57 CGI -White: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-White: CGI: -0.43 (CGP: 33rd percentile)	-White: CGI: -0.68 (CGP: 25th percentile)	(CGP >= 50th percentile)	
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 44.4%	2023-24: (2024 Dashboard) 45.0%	2024-25 (2025 Dashboard): 60.0%	2025-26: (2026 Dashboard) >= 50.0%	+15.6 percentage points
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 20.4%	2023-24: (Internal) 9.7%	2024-25 (Internal): 28.8% 2025-26 (As of 6.10.26): 30.4%	2025-26: (CDE DataQuest) >= 10.0%	+10.0 percentage points
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 24.64% -English Learners: * -Socioeconomically Disadvantaged: 23.73% -Students with Disabilities: 8.33% -Hispanic: 24.59%	2023-24: -All Students: 21.59% -English Learners: 0.00% -Socioeconomically Disadvantaged: 22.22% -Students with Disabilities: 0.00% -Hispanic: 19.68% -White: 0.00%	2024-25: -All Students: 15.03% -English Learners: 0.00% -Socioeconomically Disadvantaged: 12.14% -Students with Disabilities: 0.00% -Hispanic: 14.96% -White: *	2025-26: -All Students: >= 25.00% -English Learners: * -Socioeconomically Disadvantaged: >= 25.00% -Students with Disabilities: >= 10.00% -Hispanic: >= 25.00% -White: *	-All Students: -9.61 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: -11.59 percentage points -Students with Disabilities: -8.33 percentage points -Hispanic: -9.63 percentage points -White: N/A

Powered by BoardOnTrack

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 2-Metric 1:As of May 22, 2026, 100% of students had sufficient access to all educational programs and services, including those specifically designed to support unduplicated students (English Learners, Foster Youth, and Socioeconomically Disadvantaged students) and students with exceptional needs. This outcome demonstrates that the school successfully ensured equitable access to the resources, interventions, and supports necessary to promote student success.

Goal 2-Metric 2: During the 2025–26 school year, 61% of the required teacher observations were completed by school administration, falling short of the established target of 85%. The observation process was designed to include one formal and four informal classroom observations per teacher to support the implementation of state standards and promote continuous instructional improvement. The lower completion rate was largely attributable to the transition to a new teacher evaluation rubric and the implementation of a new online observation platform. As administrators adapted to the revised observation protocols, documentation requirements, and data-entry processes, a learning curve emerged that impacted the timely completion and recording of observations throughout the year. Despite not meeting the target, the school successfully established the new systems and built administrative capacity to conduct observations using the updated framework. Through this process, administrators gained familiarity with the rubric, improved calibration practices, and developed greater proficiency with the online platform.

Goal 2-Metric 3:During the Fall 2025–26 semester, 54% of students earned a grade of “C” or better in their core subjects and elective courses. While this reflects that more than half of our students are successfully meeting course expectations, the result fell below the school's established target of 80% or higher. Several factors may have contributed to this outcome, including learning gaps, inconsistent attendance, and academic challenges experienced by some student groups. Although the goal was not met, the data provide valuable insight into areas where additional academic support and intervention are needed. In response, the school will continue to implement targeted strategies to improve student achievement, including progress monitoring, academic interventions, tutoring opportunities, and increased communication with students and families regarding academic performance. Staff will also use data to identify students in need of support earlier and provide timely interventions to help improve course completion rates and overall academic success. Moving forward, the school remains committed to increasing the percentage of students earning grades of “C” or better and making progress toward meeting the 80% target.

Goal 2-Metric 4: During the 2025–26 school year, the percentage of students who met or exceeded standards on the CAASPP English Language Arts/Literacy (ELA) assessment varied across student groups. Overall, 32.98% of All Students met or exceeded the standard. Among student groups, 30.36% of Socioeconomically Disadvantaged students, 10.25% of Students with Disabilities, 32.77% of Hispanic students, and 31.58% of White students met or exceeded the standard. English Learners recorded 0.00% meeting or exceeding the standard, indicating a significant area of need. While the results demonstrate that approximately one-third of students are performing at or above grade-level expectations in ELA, the data also reveal persistent achievement gaps among student groups, particularly for English Learners and Students with Disabilities. These outcomes highlight the need for continued focus on literacy development, targeted intervention, and differentiated instruction to ensure all students have equitable access to grade-level content and opportunities for success. To address these needs, the school implemented evidence-based instructional strategies, data-driven intervention programs, and additional

supports for identified student groups throughout the year. Teachers utilized assessment data to monitor student progress and adjust instruction to meet individual learning needs. The school also provided targeted support for English Learners through designated and integrated English Language Development (ELD) instruction and continued to strengthen accommodations and specialized services for Students with Disabilities.

Goal 2-Metric 5: The 2025–26 CAASPP English Language Arts/Literacy (ELA) Distance from Standard (DFS) results indicate that students continue to perform below the state standard, although the degree of performance varied among student groups. Overall, All Students scored 41.9 points below standard, while Hispanic students scored 40.8 points below standard and Socioeconomically Disadvantaged students scored 45.3 points below standard, reflecting performance levels that were relatively similar to the schoolwide average. The data also reveal significant achievement gaps among certain student groups. English Learners scored 96.3 points below standard, and Students with Disabilities scored 92.6 points below standard, indicating that these groups continue to require intensive academic support and targeted interventions to accelerate literacy development and access grade-level content. Additionally, White students scored 67.5 points below standard, highlighting the need to continue monitoring performance across all student groups. While these results demonstrate that students remain below proficiency expectations in ELA, the school experienced positive growth on the California Dashboard, including an increase in overall ELA performance. This suggests that the instructional strategies and interventions implemented throughout the year are beginning to have a positive impact on student learning outcomes. To support continued improvement, the school provided standards-aligned instruction, targeted intervention programs, literacy support services, and ongoing data analysis to identify and address student learning needs. English Learners received designated and integrated English Language Development (ELD) instruction, while Students with Disabilities were provided specialized supports and accommodations to improve access to rigorous academic content.

Goal 2-Metric 6: he Measures of Academic Progress (MAP) Reading assessment data from Fall to Spring indicate that a majority of students met their individual growth targets during the 2025–26 school year. Overall, 56.4% of All Students met their projected growth targets in reading. Similar results were observed among Hispanic students (56.4%) and Socioeconomically Disadvantaged students (55.8%), demonstrating consistent growth across these student groups. While more than half of students achieved their expected growth, the data also identify opportunities for improvement among certain student populations. English Learners achieved a growth target attainment rate of 46.7%, Students with Disabilities achieved 48.9%, and White students achieved 47.4%, indicating that fewer than half of students in these groups met their projected reading growth goals. These results suggest that the school's instructional programs and reading interventions are supporting academic growth for many students; however, additional targeted supports are needed to ensure that all student groups make sufficient progress toward grade-level literacy expectations. The lower rates among English Learners and Students with Disabilities highlight the importance of continuing differentiated instruction, targeted intervention services, and specialized supports to address diverse learning needs.

Goal 2-Metric 7 : The Weighted-Averaged Conditional Growth Index (CGI) and Conditional Growth Percentile (CGP) results from the 2025–26 MAP Reading assessment provide insight into how student growth compared to national growth norms. Overall, All Students achieved a CGI of 0.33 and a CGP of the 63rd percentile, indicating that students, on average, demonstrated reading growth that exceeded the growth of 63% of similar students nationwide. This result reflects strong progress in reading achievement and suggests that the school's instructional programs are supporting student growth effectively. Several student groups also demonstrated growth above national norms. Hispanic students achieved a CGI of 0.34 and a CGP of the 63rd percentile, while Socioeconomically Disadvantaged students achieved a CGI of 0.27 and a CGP of the 61st percentile. These results indicate that these student groups experienced growth at rates higher than the national average for comparable students and reflect the positive impact of targeted instructional supports and interventions. While some student

Powered by BoardOnTrack

groups demonstrated positive growth, the results also highlight areas for continued improvement. English Learners achieved a CGI of 0.10 and a CGP of the 25th percentile, indicating that although growth was positive, it occurred at a rate below that of most similar students nationwide. Additionally, Students with Disabilities achieved a CGI of -0.17 and a CGP of the 43rd percentile, while White students achieved a CGI of -0.04 and a CGP of the 48th percentile, suggesting that these groups experienced growth rates slightly below national expectations. These data demonstrate that the school is making meaningful progress in supporting reading growth for many students, particularly among All Students, Hispanic students, and Socioeconomically Disadvantaged students. However, the performance of English Learners and Students with Disabilities indicates a need for continued focus on differentiated instruction, targeted interventions, and specialized supports to accelerate growth and close achievement gaps.

Goal 2-Metric 8: The 2025–26 CAASPP Mathematics assessment results indicate that 17.51% of All Students met or exceeded the state standard in mathematics. Among student groups, 17.33% of Hispanic students, 16.12% of Socioeconomically Disadvantaged students, and 15.79% of White students met or exceeded the standard, demonstrating relatively similar levels of performance across these populations. Additionally, 7.50% of Students with Disabilities met or exceeded the standard, while 2.17% of English Learners met or exceeded the standard. Although the percentage of students meeting or exceeding standards remains below desired levels, the school experienced notable improvement in mathematics performance as reflected on the California Dashboard, where the Mathematics indicator increased by 12.8 points and moved into the Yellow performance level. This growth suggests that the instructional strategies and supports implemented during the year are contributing to positive academic progress. The results also highlight ongoing achievement gaps among student groups, particularly for English Learners and Students with Disabilities. These outcomes underscore the need for continued focus on strengthening foundational math skills, increasing access to rigorous grade-level content, and providing targeted interventions to support students who are performing below standard.

Goal 2-Metric 9: The 2025–26 California School Dashboard results indicate that students continue to perform below the state standard in mathematics, as reflected by the Distance from Standard (DFS) measure. Overall, All Students scored 90.6 points below standard, demonstrating that significant work remains to improve mathematics achievement and ensure students are meeting grade-level expectations. Among student groups, Hispanic students scored 91.0 points below standard, Socioeconomically Disadvantaged students scored 92.1 points below standard, and White students scored 97.2 points below standard, reflecting performance levels that were generally consistent with the schoolwide average. However, the greatest areas of need were evident among English Learners, who scored 125.8 points below standard, and Students with Disabilities, who scored 136.6 points below standard. These results highlight substantial achievement gaps and indicate that these student groups require additional academic support to accelerate learning and improve mathematics outcomes. Despite these challenges, the school demonstrated meaningful progress in mathematics during the year. The California Dashboard Mathematics Indicator increased by 12.8 points, resulting in the school moving into the Yellow performance level. This growth suggests that the instructional strategies, interventions, and supports implemented throughout the year are contributing to improved student outcomes, even though overall performance remains below the state standard. To support student achievement, the school provided standards-aligned mathematics instruction, utilized benchmark and formative assessment data to guide instructional decisions, and implemented targeted intervention programs for students requiring additional support. Teachers engaged in data analysis and differentiated instruction to address learning gaps and strengthen students' conceptual understanding and problem-solving skills.

Goal 2-Metric 10: The 2025–26 Measures of Academic Progress (MAP) Mathematics assessment results indicate that 49.0% of All Students met their projected growth targets from Fall to Spring. This suggests that nearly half of the student population achieved the expected level of academic growth in mathematics during the school year. Among student groups, 49.4% of Hispanic students met their growth targets, closely

aligning with the schoolwide rate. Socioeconomically Disadvantaged students achieved a growth target attainment rate of 42.2%, while English Learners achieved 39.1%, indicating that fewer than half of students in these groups met their projected growth goals. These results suggest a need for continued targeted support to accelerate mathematics growth for these student populations. A notable area of success was observed among Students with Disabilities, with 75.0% meeting their growth targets, significantly exceeding the performance of other student groups and demonstrating strong growth throughout the school year. Additionally, 42.1% of White students met their projected growth targets, indicating an opportunity for continued improvement within this subgroup. While the data show that many students made meaningful progress in mathematics, the results also highlight the need to increase the percentage of students meeting their expected growth targets, particularly among English Learners and Socioeconomically Disadvantaged students. The school's positive growth on the California Dashboard Mathematics Indicator suggests that instructional improvements and intervention efforts are having a positive impact, but additional work is needed to ensure more students achieve accelerated growth.

Goal 2-Metric 11:The Weighted-Averaged Conditional Growth Index (CGI) and Conditional Growth Percentile (CGP) results from the 2025–26 MAP Mathematics assessment provide insight into student growth relative to national norms. Overall, All Students achieved a CGI of -0.20 and a CGP of the 42nd percentile, indicating that students demonstrated growth at a rate slightly below that of comparable students nationwide. While students made progress in mathematics during the school year, the overall rate of growth did not meet national growth expectations. Among student groups, Hispanic students achieved a CGI of -0.18 and a CGP of the 43rd percentile, representing the strongest growth performance among the reported subgroups, although growth remained slightly below national norms. Socioeconomically Disadvantaged students achieved a CGI of -0.26 and a CGP of the 40th percentile, indicating growth below the national average for similar students. The results also identify significant opportunities for improvement among several student groups. English Learners achieved a CGI of -0.67 and a CGP of the 25th percentile, while White students achieved a CGI of -0.68 and a CGP of the 25th percentile. Additionally, Students with Disabilities achieved a CGI of -0.75 and a CGP of the 23rd percentile, indicating that these groups experienced growth rates substantially below those of comparable students nationwide. These results suggest that current supports have not yet accelerated learning at the level needed to close achievement gaps in mathematics. Although the MAP growth data indicate that mathematics growth remained below national expectations, the school demonstrated positive progress on the California Dashboard Mathematics Indicator, increasing by 12.8 points and moving into the Yellow performance level. This improvement suggests that schoolwide instructional efforts are contributing to higher levels of achievement, even as growth rates continue to be an area of focus.
throughout the year, the school implemented standards-aligned mathematics instruction, utilized benchmark and formative assessment data to guide instruction, and provided targeted interventions for students requiring additional support. Teachers engaged in data analysis and differentiated instruction to address unfinished learning and strengthen mathematical reasoning and problem-solving skills.

Goal 2-Metric 12: During the 2025–26 school year, 60.0% of English Learners increased by at least one English Learner Progress Indicator (ELPI) Performance Level or maintained Performance Level 4 (English Language Proficient). This result exceeded the school's target of 50.0%, demonstrating strong progress in supporting English Learners' language development and academic success. The outcome reflects the effectiveness of the school's English Learner program and the targeted supports implemented to accelerate English language acquisition. Through designated and integrated English Language Development (ELD) instruction, data-driven instructional practices, and ongoing monitoring of student progress, English Learners were provided with meaningful opportunities to develop their language skills and access grade-level content. This achievement aligns with the school's performance on the California Dashboard, where the English Learner Progress Indicator increased by 15 percentage points, resulting in a Blue performance level. The significant growth demonstrates that English Learners are making substantial progress toward English proficiency and that the school's efforts to support language development are producing positive results. Key factors contributing to this success included targeted interventions, differentiated instruction, regular

analysis of student performance data, and collaboration among teachers to ensure that English Learners received the academic and linguistic supports needed to succeed. These efforts helped create a learning environment where students could make measurable gains in English proficiency while engaging in rigorous academic instruction.

Goal 2-Metric 13: During the 2025–26 school year, 30.4% of English Learners were reclassified as Fluent English Proficient (RFEP) as of June 10, 2026. This represents an increase from 28.8% in 2024–25 and significantly exceeded the school's target outcome of 10% or higher. The increase in the reclassification rate demonstrates the effectiveness of the school's efforts to support English Learners in developing the language skills necessary to achieve English proficiency. By exceeding the target by more than 20 percentage points, the school has shown strong success in preparing English Learners to meet the criteria for reclassification and fully access rigorous academic content. Several factors contributed to this positive outcome, including high-quality designated and integrated English Language Development (ELD) instruction, ongoing progress monitoring, targeted interventions, and the use of data to identify and address students' language development needs. Teachers and support staff worked collaboratively to provide English Learners with both linguistic and academic supports, helping students make progress toward proficiency while achieving success in their core academic courses. The increase in the RFEP rate aligns with the school's overall success in supporting English Learners, as evidenced by the significant gains in the English Learner Progress Indicator (ELPI) and the school's Blue performance level on the California Dashboard. These outcomes indicate that English Learners are making meaningful progress toward English proficiency and achieving important academic milestones.

Goal 2-Metric 14: The 2024–25 CAASPP Science assessment results indicate that 15.03% of All Students met or exceeded the state standard in science. Among student groups, 14.96% of Hispanic students and 12.14% of Socioeconomically Disadvantaged students met or exceeded the standard, reflecting performance levels that were generally consistent with the schoolwide average. However, English Learners and Students with Disabilities recorded 0.00% meeting or exceeding the standard, highlighting significant achievement gaps and areas requiring focused attention. While the results demonstrate that a portion of students are achieving proficiency in science, the overall percentage remains below desired levels and indicates a need to strengthen science instruction and student achievement across all grade levels. The outcomes for English Learners and Students with Disabilities are of particular concern and suggest that additional supports are needed to ensure these student groups can successfully access and demonstrate mastery of the California Next Generation Science Standards (NGSS). Throughout the year, the school continued to implement standards-aligned science instruction and provide opportunities for students to engage in inquiry-based learning, critical thinking, and problem-solving activities. Teachers incorporated hands-on investigations and cross-curricular connections to help students build scientific knowledge and skills. Assessment data were also reviewed to identify areas of need and inform instructional planning. Despite these efforts, the results indicate that additional strategies are necessary to improve science achievement. Moving forward, the school will focus on strengthening NGSS-aligned instruction, increasing opportunities for hands-on and inquiry-based learning, and providing targeted academic support for English Learners and Students with Disabilities. Teachers will continue to utilize data to guide instruction and monitor student progress, while professional development opportunities will support the implementation of effective science instructional practices. The school remains committed to improving science achievement for all students and increasing the percentage of students who meet or exceed standards on the CAASPP Science assessment. Particular emphasis will be placed on addressing achievement gaps and ensuring equitable access to rigorous science learning experiences for all student groups.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $1,415,501.16
Actual: $1,465,123.65
Explanation: The variance between budgeted and actual expenditures is primarily due to updated staffing and benefit costs, including adjustments to salaries and associated benefits that were not fully captured in the original budget assumptions, resulting in slightly higher-than-projected expenditures.

Goal 2 Action 2
Budgeted: $46,642.00
Actual: $39,694.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 3
Budgeted: $661,500.06
Actual: $658,066.91
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 4
Budgeted: $139,056.30
Actual: $141,509.28
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 5
Budgeted: $802,094.17
Actual: $749,309.08
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Metric 1:
The actions were highly effective, resulting in 100% of students having access to all educational programs and services, including supports for unduplicated pupils and students with disabilities. This demonstrates successful implementation of systems that ensured equitable access to resources and interventions.

Metric 2:
The actions were partially effective. While only 61% of required observations were completed, the implementation of a new observation rubric and online platform established a stronger evaluation system and built administrative capacity for future years.

Metric 3:
The actions were partially effective, as 54% of students earned a grade of C or better. Although the target was not met, academic supports and progress monitoring helped more than half of students successfully meet course expectations.

Metric 4:
The actions were moderately effective in improving ELA achievement, with approximately one-third of students meeting or exceeding standards. However, significant achievement gaps remain for English Learners and Students with Disabilities.

Metric 5:
The actions demonstrated effectiveness as ELA performance improved on the California Dashboard. While students remain below standard, growth in DFS results suggests that literacy interventions and instructional supports are positively impacting student achievement.

Metric 6:
The actions were effective in supporting reading growth, with 56.4% of students meeting their MAP Reading growth targets. Continued attention is needed to improve outcomes for English Learners and Students with Disabilities.

Metric 7:
The actions were effective overall, as students exceeded national growth norms in reading, with a CGP at the 63rd percentile. However, additional supports are needed to accelerate growth among English Learners and Students with Disabilities.

Metric 8:
The actions were moderately effective, contributing to a 12.8-point increase in mathematics performance and movement to the Yellow Dashboard level. Despite this progress, overall proficiency rates remain low and achievement gaps persist.

Metric 9:
The actions were effective in improving mathematics outcomes, as reflected by positive growth on the Dashboard. However, DFS results indicate that students remain substantially below standard, particularly English Learners and Students with Disabilities.

Metric 10:
The actions were partially effective, with 49% of students meeting their MAP Mathematics growth targets. Strong growth among Students with Disabilities was a notable success, while additional support is needed for English Learners and Socioeconomically Disadvantaged students.

Metric 11:

The actions were somewhat effective, as mathematics growth remained below national norms but schoolwide achievement improved. Continued refinement of instructional practices and interventions is needed to accelerate student growth.

Metric 12:
The actions were highly effective, with 60% of English Learners increasing an ELPI level or maintaining proficiency, exceeding the 50% target. This result reflects the success of the school's ELD program and targeted supports.

Metric 13:
The actions were highly effective, resulting in a 30.4% RFEP rate, significantly exceeding the 10% target. This outcome demonstrates the effectiveness of instructional programs and interventions designed to support English Learners toward proficiency.

Metric 14:
The actions were partially effective in science, as a small percentage of students met or exceeded standards. While science instruction and NGSS implementation were in place, additional supports are needed to improve outcomes, particularly for English Learners and Students with Disabilities.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Magnolia Science Academy-Bell is no longer identified for Differentiated Assistance (DA). This change reflects the school's progress in key state indicators, including improvements in English Language Arts, Mathematics, and English Learner Progress. As a result of exiting DA status, the school will continue to implement and refine the successful strategies and interventions that contributed to these gains while maintaining a strong focus on continuous improvement. Goals, metrics, and actions will continue to emphasize academic achievement, English Learner success, and equitable access to supports, while additional attention will be directed toward areas of ongoing need, including chronic absenteeism, suspension rates, and subgroup performance. The school's experience exiting DA reinforces the effectiveness of its current improvement efforts and informs future planning aimed at sustaining and accelerating student success.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all	$1,573,863.30	No

Action #	Title	Description	Total Funds	Contributing
		academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal categorical funds: N/A		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.	$31,194.00	Yes

Powered by BoardOnTrack

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: -Professional Development: Title II; Amount: $12,000.00 -Prof Dev-Other: Title II; Amount: $12,000.00		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I/ELD coordinator salary and benefits, instructional aide salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Paper, BrainPOP, Cityspan, Newsela, and myON.) The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $19,713.13 -Teacher Salaries: Title I; Amount: $27,874.00 -STRS: Title I; Amount: $5,346.17 -OASDI/Medicare: Title I; Amount: $405.86 -Health & Wellness Benefits: Title I; Amount: $4,234.33 -Unemployment Insurance: Title I; Amount: $139.95	$641,230.33	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits. The following expenditures will be funded by federal Title funds: -Teacher Salaries: Title I; Amount: $12,672.00 -STRS: Title I; Amount: $2,420.35 -OASDI/Medicare: Title I; Amount: $183.74 -Health & Wellness Benefits: Title I; Amount: $2,117.52 -Unemployment Insurance: Title I; Amount: $63.36	$134,210.71	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: -SpEd Ctrct Inst: IDEA SPED; Amount: $77,693.00	$701,772.55	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 16%	2024-25: (As of 6/5/25) 14.0%	2025-26 (As of 5/22/26): 23%	2026-27: >= 10%	+7 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: >= 90%	+1 percentage point
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 98%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 80%	+2 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation Summary:

During the 2025–26 school year, the school continued to prioritize increasing student access to a broad course of study, with specific attention to advanced math, computer/technology integration, and STEAM learning opportunities. The implementation of planned actions was mostly consistent with the original design, although some variances emerged in student participation in advanced math offerings.

3.1 – During the 2025–26 school year, 23% of students were enrolled in an Accelerated and/or Advanced Mathematics course and/or participated in an Advanced Math Club, exceeding the school's target outcome of 10% or higher. This result demonstrates the effectiveness of the school's efforts to expand access to advanced learning opportunities and promote student engagement in rigorous mathematics coursework. Exceeding the target by 13 percentage points indicates strong student interest and participation in advanced mathematics pathways. The availability of accelerated courses and enrichment opportunities provided students with additional challenges, opportunities to deepen their mathematical understanding, and pathways to prepare for higher-level coursework. This success reflects the school's commitment to fostering academic excellence and ensuring that students have access to programs that support advanced learning. Through

student recruitment efforts, academic counseling, and the promotion of enrichment opportunities, the school was able to increase participation beyond its established goal.

3.2 – During the 2025–26 school year, 100% of students in the graduating class completed a Computer/Technology course and/or participated in blended learning experiences as part of their program of study, exceeding the school's target outcome of 90% or higher. This result demonstrates the school's success in ensuring that all graduates had meaningful exposure to technology-based learning and opportunities to develop digital literacy skills. Achieving a 100% participation rate reflects the effectiveness of the school's efforts to integrate technology into instruction and provide students with access to technology-rich learning environments. Through computer and technology coursework, blended learning opportunities, and the use of digital tools across content areas, students developed skills that are essential for success in college, careers, and an increasingly technology-driven world. This outcome also demonstrates the school's commitment to preparing students for postsecondary opportunities by ensuring that technology and digital learning are embedded within the educational experience. The successful implementation of these programs provided students with opportunities to strengthen problem-solving, collaboration, research, and technology skills while engaging in rigorous academic content.

3.3 – During the 2025–26 school year, 100% of students created or demonstrated a STEAM-focused project, experiment, model, or presentation, exceeding the school's target outcome of 80%. This result demonstrates the successful implementation of instructional practices and learning opportunities that promote student engagement in Science, Technology, Engineering, Arts, and Mathematics (STEAM). Exceeding the target by 20 percentage points reflects the school's commitment to providing all students with hands-on, project-based learning experiences that encourage creativity, critical thinking, collaboration, and problem-solving. Through classroom projects, experiments, design challenges, and student presentations, students were able to apply academic concepts in meaningful and authentic ways. This outcome highlights the effectiveness of the school's efforts to integrate STEAM learning across the curriculum and ensure that every student had the opportunity to engage in inquiry-based and experiential learning activities. These experiences helped students develop essential 21st-century skills while increasing their exposure to STEAM-related fields and career pathways.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $0.00
Actual: $0.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 2
Budgeted: $2,241.00
Actual: $1,000.00
Explanation: The variance between budgeted and actual expenditures is due to lower-than-expected utilization of allocated funds for this action, resulting in reduced spending compared to the original budget.

Goal 3 Action 3
Budgeted: $8,720.35
Actual: $8,720.35
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 4
Budgeted: $297,485.03
Actual: $298,052.54
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 5
Budgeted: $719,369.15
Actual: $728,783.31
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Metric 3.1:
The actions were highly effective, resulting in 23% of students participating in Accelerated/Advanced Mathematics courses or Advanced Math Club, more than doubling the target of 10%. Expanded access to advanced coursework, student recruitment efforts, and academic counseling successfully increased participation in rigorous mathematics opportunities.

Metric 3.2:
The actions were highly effective, with 100% of graduating students completing a Computer/Technology course and/or participating in blended learning experiences, exceeding the 90% target. The integration of technology across instructional programs ensured that all students developed essential digital literacy and technology skills.

Metric 3.3:
The actions were highly effective, as 100% of students completed a STEAM-focused project, experiment, model, or presentation, surpassing the 80% target. The school's emphasis on project-based learning and STEAM integration provided all students with meaningful opportunities to apply critical thinking, creativity, collaboration, and problem-solving skills.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on the successful outcomes achieved during the 2025–26 school year, no significant changes were made to Goal 3 or its associated actions. Students exceeded target outcomes in advanced mathematics participation, technology integration, and STEAM engagement,

indicating that the current strategies are effectively supporting college and career readiness. For the coming year, the school will continue to implement and refine these successful practices while exploring opportunities to further expand student access to advanced coursework, technology-based learning experiences, and STEAM-related activities. Target outcomes may be adjusted upward to promote continuous improvement and encourage even greater student participation and achievement. The school will also continue monitoring participation and performance data to ensure equitable access to these opportunities for all student groups.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities. Expenditures associated with this action include the following: college/career-related materials and activities. The following expenditures will be funded by federal Title funds: N/A	$0.00	Yes
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A		
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, and internet security program fees. The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $3,000.00	$8,720.35	Yes
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as	$213,279.41	Yes

Action #	Title	Description	Total Funds	Contributing
		well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A		
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded	$724,500.65	Yes

Action #	Title	Description	Total Funds	Contributing
		education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 8	2024-25: (As of 6/5/25) 5	2025-26 (As of 5/15/26): 8	2026-27: >= 8	0
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 3	2024-25: (As of 6/5/25) 4	2025-26 (As of 5/15/26): 4	2026-27: >= 4	+1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 60	2024-25: (As of 6/5/25) 42	2025-26 (As of 5/15/26): 57	2026-27: >= 10	-3
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 22.7%	2024-25: (As of 6/5/25) 42.0%	2025-26 (As of 6/9/26): 37.9%	2026-27: >= 15.0%	+15.2 percentage points
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 92.50%	2024-25 P-2 ADA: 92.48%	2025-26 P-2 ADA: 94.14%	2026-27: (P-2 ADA) >= 92.00%	+1.64 percentage points
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 28.4%	2023-24: (2024 Dashboard) 27.2%	2024-25 (2025 Dashboard): 27.0% 2025-26 (As of 5/22/26): 17.2%	2025-26: (2026 Dashboard) <= 20.0%	-1.4 percentage points
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.7%	2024-25: (As of 6/5/25) 0.0%	2025-26 (As of 6/10/26): 0.0%	2026-27: <= 2.0%	-0.7 percentage points
4.8	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 2.5%	2023-24: (2024 Dashboard) 3.5%	2024-25 (2025 Dashboard): 6.4% 2025-26 (As of 5/22/26): 1.0%	2025-26: (2026 Dashboard) <= 2.5%	+3.9 percentage points
4.9	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.24%	2024-25 (CDE DataQuest): 0.0%	2025-26: (CDE DataQuest) <= 0.50%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2025-26 (As of 5/22/26): 0.0%		
4.10	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 99.7% -Families: 99.7% -Staff: 100.0%	2024-25: -Students: 96.3% -Families: 41.8% -Staff: 94.4%	2025-26: -Students: 100.0% -Families: 61.5% -Staff: 93.0%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	-Students: +0.3 percentage points -Families: -38.2 percentage points -Staff: -7.0 percentage points
4.11	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 56.0% -Families: 93.0% -Staff: 68.0%	2024-25: -Students: 58% -Families: 94% -Staff: 61%	2025-26: -Students: 67% -Families: 91% -Staff: 67%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	-Students: +11 percentage points -Families: -2 percentage points -Staff: -1 percentage point
4.12	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other	2023-24: -Students: 66% -Families: 93% -Staff: 77%	2024-25: -Students: 60% -Families: 90% -Staff: 58%	2025-26: -Students: 73% -Families: 87% -Staff: 68%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	-Students: +7 percentage points -Families: -6 percentage points -Staff: -9 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)					
4.13	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 94.26%	2024-25: (Spring 2024 to Fall 2024) 94%	2025-26 (Spring 2025 to Fall 2025): 92%	2026-27: (Spring 2026 to Fall 2026) >= 85%	-2.26 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

4.1: During the 2025–26 school year, the school held 8 Parent Advisory Committee (PAC) meetings, successfully meeting the target outcome of 8 meetings. This achievement demonstrates the school's commitment to engaging parents and families as active partners in the educational process and in the development, implementation, and evaluation of school programs and initiatives. The PAC meetings provided families with regular opportunities to receive information, review school data, learn about the Local Control and Accountability Plan (LCAP), and provide feedback on school goals, programs, and services. These meetings also served as an important forum for two-way communication between families and school leadership, helping to ensure that parent perspectives were considered in decision-making processes.

4.2: During the 2025–26 school year, the school held 4 English Learner Advisory Committee (ELAC) meetings, successfully meeting the target outcome of 4 meetings. This achievement demonstrates the school's commitment to engaging families of English Learners and ensuring that they have meaningful opportunities to participate in discussions related to programs, services, and supports for English Learner students. The ELAC meetings provided parents with information regarding English Learner programs, student achievement data, language development progress, reclassification requirements, and school initiatives designed to support English Learners. These meetings also allowed families to provide feedback and recommendations that informed school decision-making and program development.

4.3: During the 2025–26 school year, the school hosted 57 parent engagement activities and events, significantly exceeding the target outcome of 10 or more events. This result demonstrates the school's strong commitment to building meaningful partnerships with families and creating multiple opportunities for parent involvement throughout the year. The wide range of events included parent education workshops, family engagement activities, student showcases, informational meetings, advisory committee meetings, and school-community events designed to strengthen communication and collaboration between the school and families. These opportunities helped increase parent awareness of school programs, student learning, and ways to support student success at home. Exceeding the target by a substantial margin reflects the effectiveness of the school's family engagement efforts and its commitment to fostering an inclusive and collaborative school community. Moving forward, the school will continue to provide a variety of meaningful engagement opportunities that encourage family participation and strengthen partnerships that support positive student outcomes.

4.4: During the 2025–26 school year, 37.9% of students were home-visited by teachers, significantly exceeding the target outcome of 15% or more. This result demonstrates the school's strong commitment to building meaningful relationships with students and families through personalized outreach and engagement efforts. Home visits provided valuable opportunities for teachers to strengthen communication with families, gain a deeper understanding of students' needs, and foster positive partnerships that support student success. These interactions helped build trust between the school and families while promoting greater family involvement in the educational process. Exceeding the target by more than 22 percentage points reflects the effectiveness of the school's family engagement strategies and the dedication of staff to connecting with students and families beyond the classroom. These efforts contributed to a stronger sense of community and enhanced collaboration between home and school.

4.5: During the 2025–26 school year, the school achieved an Average Daily Attendance (ADA) rate of 94.14%, exceeding the target outcome of 92%. This result demonstrates the effectiveness of the school's efforts to promote consistent student attendance and ensure students remained engaged in their learning. Achieving an ADA rate above the established target indicates that the majority of students attended school regularly and had access to instructional opportunities throughout the year. Strong attendance is a key factor in supporting academic achievement, student engagement, and overall school success. Several factors contributed to this positive outcome, including ongoing attendance monitoring, communication with families, attendance incentives, and intervention strategies designed to address attendance concerns early. The school's Coordination of Services Team (COST) also played an important role in identifying and supporting students experiencing attendance challenges and connecting families with appropriate resources and interventions.

4.6: During the 2025–26 school year, the school's Chronic Absenteeism Rate decreased to 17.2% as of May 22, 2026, representing a significant improvement from 27.0% reported on the 2025 California Dashboard (based on 2024–25 data). This result exceeded the school's target outcome of 20% or lower, demonstrating substantial progress in reducing chronic absenteeism and improving student attendance. The decrease of 9.8 percentage points reflects the effectiveness of the school's attendance improvement efforts and targeted interventions. Throughout the year, the school closely monitored attendance data, communicated regularly with families, and implemented early intervention strategies to address attendance concerns before they became chronic. The establishment of the Coordination of Services Team (COST) further strengthened the school's ability to identify students in need of support and connect families with appropriate resources and services. This positive outcome indicates that the school's attendance initiatives successfully increased student engagement and promoted more consistent school attendance. Improved attendance supports greater access to instruction, strengthens academic achievement, and contributes to positive student outcomes across multiple measures.

4.7: During the 2025–26 school year, the school's Middle School Dropout Rate was 0%, exceeding the target outcome of 2% or lower. This result demonstrates the school's success in retaining students and ensuring that all middle school students remained enrolled and engaged in their educational program throughout the year. Achieving a 0% dropout rate reflects the effectiveness of the school's student support systems, academic interventions, attendance monitoring, counseling services, and family engagement efforts. School staff worked proactively to identify and address barriers that could negatively impact student engagement and persistence, helping students remain connected to their education. This outcome also indicates that students and families benefited from a supportive school environment that promoted academic success, positive relationships, and access to necessary resources and services. Ongoing communication with families and targeted support for students experiencing academic, behavioral, or attendance challenges contributed to this positive result.

4.8: During the 2025–26 school year, the school's Student Suspension Rate decreased to 1.0% as of May 22, 2026, a significant improvement from 6.4% reported on the 2025 California Dashboard (based on 2024–25 data). This result exceeded the school's target outcome of 2.5% or lower, demonstrating substantial progress in improving student behavior and reducing exclusionary disciplinary practices. The reduction of 5.4 percentage points reflects the effectiveness of the school's efforts to create a positive school climate and provide proactive behavioral supports for students. Throughout the year, staff focused on implementing behavior interventions, restorative practices, social-emotional supports, and early intervention strategies to address student needs before behaviors escalated to the level of suspension. The implementation of the Coordination of Services Team (COST) further strengthened the school's ability to identify students requiring behavioral support and connect them with appropriate interventions and resources. Increased collaboration among administrators, teachers, counselors, students, and families also contributed to improved student outcomes and a reduction in disciplinary incidents. Achieving a suspension rate well below the established target demonstrates the success of the school's efforts to foster a safe, supportive, and inclusive learning environment. Moving forward, the school will continue to implement positive behavior supports, restorative practices, and targeted interventions to maintain low suspension rates while promoting student engagement, well-being, and academic success.

4.9: During the 2025–26 school year, the school's Student Expulsion Rate was 0%, exceeding the target outcome of 0.50% or lower. This result demonstrates the school's success in maintaining a safe and supportive learning environment while effectively addressing student behavioral concerns through proactive interventions and support systems. Achieving a 0% expulsion rate indicates that student behaviors were successfully managed through preventative measures, restorative practices, counseling services, behavioral interventions, and ongoing collaboration with students and families. These efforts allowed the school to address challenges while keeping students engaged in their educational program whenever appropriate.

4.10: During the 2025–26 school year, the School Experience Survey achieved strong participation rates across stakeholder groups, with 100.0% of students, 61.5% of families, and 93.0% of staff completing the survey. These participation rates provided the school with valuable feedback regarding school climate, engagement, safety, communication, and overall educational experiences. The 100% student participation rate demonstrates exceptional student engagement and ensured that student perspectives were fully represented in the survey results. Similarly, the 93.0% staff participation rate reflects strong staff involvement and commitment to continuous school improvement. The 61.5% family participation rate provided meaningful input from families and reflects successful outreach efforts to encourage parent and guardian engagement in the feedback process. High participation rates across stakeholder groups strengthen the reliability and representativeness of the survey data, allowing the school to make informed decisions regarding programs, services, and improvement efforts. The feedback gathered through the survey helps identify strengths, areas for growth, and priorities for future planning, including the development and refinement of the Local Control and Accountability Plan (LCAP).

4.11: During the 2025–26 school year, the School Experience Survey measured stakeholder perceptions of the school's climate of support for academic learning, fairness of discipline and school norms, safety, and sense of belonging. The average approval rates were 67% among students, 91% among families, and 67% among staff.
The 91% family approval rate reflects a strong level of satisfaction among families and suggests that parents and guardians view the school as a safe, supportive, and welcoming environment that promotes student success. This positive feedback indicates that the school's communication efforts, family engagement activities, and support systems are effectively meeting family needs and expectations. The 67% approval rates from both students and staff indicate that a majority of respondents reported positive perceptions of the school environment. While these results demonstrate overall satisfaction with the school's climate and support systems, they also highlight opportunities for continued growth in strengthening students' and staff members' sense of belonging, perceptions of safety, and confidence in school systems

and practices. Throughout the year, the school implemented initiatives designed to foster a positive school culture, including social-emotional supports, student engagement activities, family outreach efforts, behavioral interventions, and staff collaboration opportunities. The implementation of the Coordination of Services Team (COST) further enhanced the school's ability to provide timely support to students and address barriers to success.

4.12: During the 2025–26 school year, the School Experience Survey measured overall stakeholder satisfaction through the statement: “Overall, I am satisfied and would recommend this school to other students, parents, or educators.” Results showed 73% satisfaction among students, 87% satisfaction among families, and 68% satisfaction among staff. The 87% family satisfaction rate indicates a high level of confidence in the school's programs, services, and overall educational environment. Families' willingness to recommend the school reflects positive perceptions of academic opportunities, communication, student support systems, and school culture. The 73% student satisfaction rate demonstrates that a strong majority of students reported positive experiences at the school and would recommend it to their peers. This suggests that students generally feel supported and engaged in their educational experience, while also identifying opportunities to further enhance school climate and student engagement. The 68% staff satisfaction rate indicates that most staff members view the school positively and would recommend it to other educators. At the same time, the results highlight opportunities to continue strengthening staff support, collaboration, professional growth opportunities, and overall workplace satisfaction. Overall, the survey results demonstrate positive perceptions of the school among all stakeholder groups, with particularly strong support from families. The feedback provides valuable insight into the effectiveness of the school's programs and services while identifying areas for continued growth.

4.13: During the 2025–26 school year, the school's student retention rate was 92%, exceeding the target outcome of 85% or higher. This result demonstrates the school's success in maintaining student enrollment and fostering a positive educational experience that encourages students and families to remain part of the school community.
Exceeding the target by 7 percentage points indicates that students and families value the academic programs, support services, school culture, and educational opportunities provided by the school. Strong retention rates are often reflective of positive relationships between the school, students, and families, as well as confidence in the school's ability to meet students' academic and social-emotional needs. Several factors contributed to this positive outcome, including ongoing family engagement efforts, academic support programs, student intervention services, and initiatives designed to promote a safe and supportive school environment. Regular communication with families and a focus on student success helped strengthen school-community partnerships and encourage continued enrollment. The retention rate of 92% demonstrates the effectiveness of the school's efforts to engage and support students and families. Moving forward, the school will continue implementing strategies that promote student achievement, family satisfaction, and school connectedness to maintain strong retention rates and support long-term student success.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $275.00
Actual: $275.00

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 2
Budgeted: $215,908.04
Actual: $223,027.27
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 3
Budgeted: $379,445.96
Actual: $366,406.59
Explanation: The variance between budgeted and actual expenditures is primarily due to timing and allocation adjustments within community school initiatives, resulting in slightly lower expenditures than originally projected while still supporting increased family and community engagement efforts.

Goal 4 Action 4
Budgeted: $2,000.00
Actual: $2,000.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5
Budgeted: $322,744.84
Actual: $278,870.73
Explanation: The variance between budgeted and actual expenditures is due to cost savings and lower-than-anticipated spending across program implementation areas, while still fully maintaining required services and supports.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Metric 4.1:
The actions were effective, as the school successfully held all 8 PAC meetings, providing families with consistent opportunities to engage in school planning and decision-making.

Metric 4.2:
The actions were effective, as the school met its goal of holding 4 ELAC meetings and actively engaged families of English Learners in discussions regarding programs and services.

Metric 4.3:

The actions were highly effective, with 57 parent engagement activities conducted, far exceeding the target of 10 and strengthening school-family partnerships.

Metric 4.4:
The actions were highly effective, resulting in 37.9% of students receiving teacher home visits, significantly exceeding the target and strengthening relationships between families and the school.

Metric 4.5:
The actions were effective, contributing to an ADA rate of 94.14%, which exceeded the target and reflected strong student attendance and engagement.

Metric 4.6:
The actions were highly effective, reducing chronic absenteeism from 27.0% to 17.2%, surpassing the target and demonstrating the success of attendance interventions and family outreach efforts.

Metric 4.7:
The actions were highly effective, resulting in a 0% middle school dropout rate and ensuring that all students remained enrolled and engaged in their education.

Metric 4.8:
The actions were highly effective, reducing the suspension rate to 1.0%, well below the target, through proactive behavior supports and restorative practices.

Metric 4.9:
The actions were highly effective, maintaining a 0% expulsion rate through preventative interventions, student supports, and positive behavior strategies.

Metric 4.10:
The actions were effective, resulting in strong survey participation rates among students, families, and staff, ensuring meaningful stakeholder input for school improvement efforts.

Metric 4.11:
The actions were effective, as survey results reflected strong family approval and generally positive perceptions among students and staff, while also identifying areas for continued growth in school climate and belonging.

Metric 4.12:
The actions were effective, with overall satisfaction rates indicating positive perceptions of the school among students, families, and staff, particularly among families.

Metric 4.13:

The actions were highly effective, resulting in a 92% student retention rate, exceeding the target and reflecting strong family satisfaction, student support systems, and school connectedness.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on the positive outcomes achieved across Goal 4 metrics, no significant changes were made to the overall goal structure. The school will continue implementing the family engagement, attendance, student support, and school climate strategies that contributed to strong results in parent participation, attendance, student retention, and reductions in chronic absenteeism, suspensions, and expulsions. Reflections on stakeholder survey data identified opportunities to further strengthen student and staff perceptions of school climate, belonging, and overall satisfaction. As a result, the school will enhance efforts to increase student voice, strengthen staff collaboration and support systems, and expand initiatives that promote a positive and inclusive school culture. Additionally, the school will continue leveraging the Coordination of Services Team (COST), home visits, family engagement activities, and proactive attendance interventions to sustain gains in student attendance, behavior, and retention. Target outcomes may be adjusted upward in select areas where current performance significantly exceeded expectations in order to support continuous improvement and maintain high levels of engagement among students, families, and staff.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation	$275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees and stipends for staff participation/service to SSC, ELAC, and Board Meetings. The following expenditures will be funded by federal Title funds: N/A		
4.2	Building relationships and partnerships with families for student outcomes	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to,	$212,023.46	Yes

Action #	Title	Description	Total Funds	Contributing
		the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -Teacher Salaries: Title I; Amount: $13,000.00 -STRS: Title I; Amount: $2,483.00 -OASDI/Medicare: Title I; Amount: $188.50 -Unemployment Insurance: Title I; Amount: $65.00		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental,	$366,524.69	Yes

Action #	Title	Description	Total Funds	Contributing
		restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Instructional Materials and Supplies: Title I; Amount: $4,053.00 -Educational Software: Title I; Amount: $5,000.00		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will		Yes

Powered by BoardOnTrack

Action #	Title	Description	Total Funds	Contributing
		analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: N/A		
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	$304,984.81	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,168,694	$86,014

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.486%	0.000%	$0.00	23.486%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials,	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers	Goal 2: For all students, but particularly for the EL and LTEL student groups: • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students.	have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. **Scope:** LEA-wide	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who have created or demonstrated a

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:** LEA-wide	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "average approval rates"

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families.

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			" (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. **Scope:** LEA-wide	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students'	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way	• Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:** It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see	Goal 4: • School experience survey "participation rates" by students, families, and staff (Source: Local

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	Indicator Priority 6, Panorama Education) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	• Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-8 will utilize the concentration grant add-on funds ($86,014) in the following manner:

MSA-8 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

Powered by BoardOnTrack

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,976,194	1,168,694	23.486%	0.000%	23.486%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,489,465.32	$1,188,324.52	$0.00	$204,752.93	$6,882,542.77	$4,414,972.53	$2,467,570.24

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$26,316.00	$26,316.00				$26,316.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$123,960.75	$304,400.82	$336,361.57	$92,000.00			$428,361.57	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$30,187.00	$692,915.00	$723,102.00				$723,102.00	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$60,000.00	$60,000.00				$60,000.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$0.00	$731,183.94	$731,183.94				$731,183.94	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$1,373,643.30	$200,220.00	$1,496,721.96	$77,141.34			$1,573,863.30	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$31,194.00	$7,194.00			$24,000.00	$31,194.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$581,779.20	$59,451.13	$478,359.88	$105,057.00		$57,813.45	$641,230.33	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$134,210.71	$0.00	$116,753.73			$17,456.98	$134,210.71	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$537,323.55	$164,449.00	$187,124.69	$436,954.86		$77,693.00	$701,772.55	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00		$1,000.00			$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$8,720.35	$5,720.35			$3,000.00	$8,720.35	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$195,538.41	$17,741.00	$213,279.41				$213,279.41	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$643,902.65	$80,598.00	$407,663.35	$316,837.30			$724,500.65	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$275.00	$275.00				$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$195,567.46	$16,456.00	$196,286.96			$15,736.50	$212,023.46	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$335,541.69	$30,983.00	$357,471.69			$9,053.00	$366,524.69	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$263,317.81	$41,667.00	$145,650.79	$159,334.02			$304,984.81	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,976,194	1,168,694	23.486%	0.000%	23.486%	$1,988,655.16	0.000%	39.963 %	**Total:**	$1,988,655.16
								LEA-wide Total:	$1,988,655.16
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$60,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,194.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$478,359.88	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	$116,753.73	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,720.35	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$213,279.41	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$407,663.35	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$196,286.96	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$357,471.69	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$145,650.79	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,983,205.68	$7,073,743.88

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$23,246.00	$27,316.00
1	**1.2**	Instructional materials and technology	No	$404,326.62	$430,598.77
1	**1.3**	Clean and safe facilities that support learning	No	$640,195.00	$780,102.00
1	**1.4**	Healthy and nutritious meals	Yes	$21,930.00	$80,000.00
1	**1.5**	Well-orchestrated Home Office support services	No	$880,525.00	$794,888.40
2	**2.1**	Broad course of study and standards based curriculum	No	$1,415,501.16	$1,465,123.65
2	**2.2**	Professional development for high-quality instruction	Yes	$46,642.00	$39,694.00
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$661,500.06	$658,066.91
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$139,056.30	$141,509.28
2	**2.5**	Support for students with disabilities	No	$802,094.17	$749,309.08
3	**3.1**	College/Career readiness programs and activities	Yes	$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$2,241.00	$1,000.00
3	3.3	Digital literacy and citizenship programs	Yes	$8,720.35	$8,720.35
3	3.4	Physical education, activity, and fitness	Yes	$297,485.03	$298,052.54
3	3.5	Additional programs and activities that support well-rounded education	Yes	$719,369.15	$728,783.31
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$215,908.04	$223,027.27
4	4.3	MTSS - PBIS and SEL support	Yes	$379,445.96	$366,406.59
4	4.4	Annual educational partner surveys	Yes	$2,000.00	$2,000.00
4	4.5	Community outreach and partnerships	Yes	$322,744.84	$278,870.73

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,252,930	$1,911,051.53	$2,826,405.98	($915,354.45)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$21,930.00	$80,000.00		
2	2.2	Professional development for high-quality instruction	Yes	$10,194.00	$39,694.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$464,468.20	$658,066.91		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	$114,030.81	$141,509.28		
3	3.1	College/Career readiness programs and activities	Yes	$0.00			
3	3.2	STEM and GATE programs	Yes	$1,241.00	$1,000.00		
3	3.3	Digital literacy and citizenship programs	Yes	$5,720.35	$8,720.35		
3	3.4	Physical education, activity, and fitness	Yes	$297,485.03	$298,052.54		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$276,799.94	$728,783.31		
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$201,145.04	$223,027.27		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$365,492.96	$366,406.59		
4	4.4	Annual educational partner surveys	Yes		$2,000.00		
4	4.5	Community outreach and partnerships	Yes	$152,269.20	$278,870.73		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,074,524	1,252,930	0.000%	24.691%	$2,826,405.98	0.000%	55.698%	$0.00	0.000%

Powered by BoardOnTrack

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

Powered by BoardOnTrack

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

Powered by BoardOnTrack

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

Powered by BoardOnTrack

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

Powered by BoardOnTrack

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Powered by BoardOnTrack

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

Powered by BoardOnTrack

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

Powered by BoardOnTrack

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Powered by BoardOnTrack

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

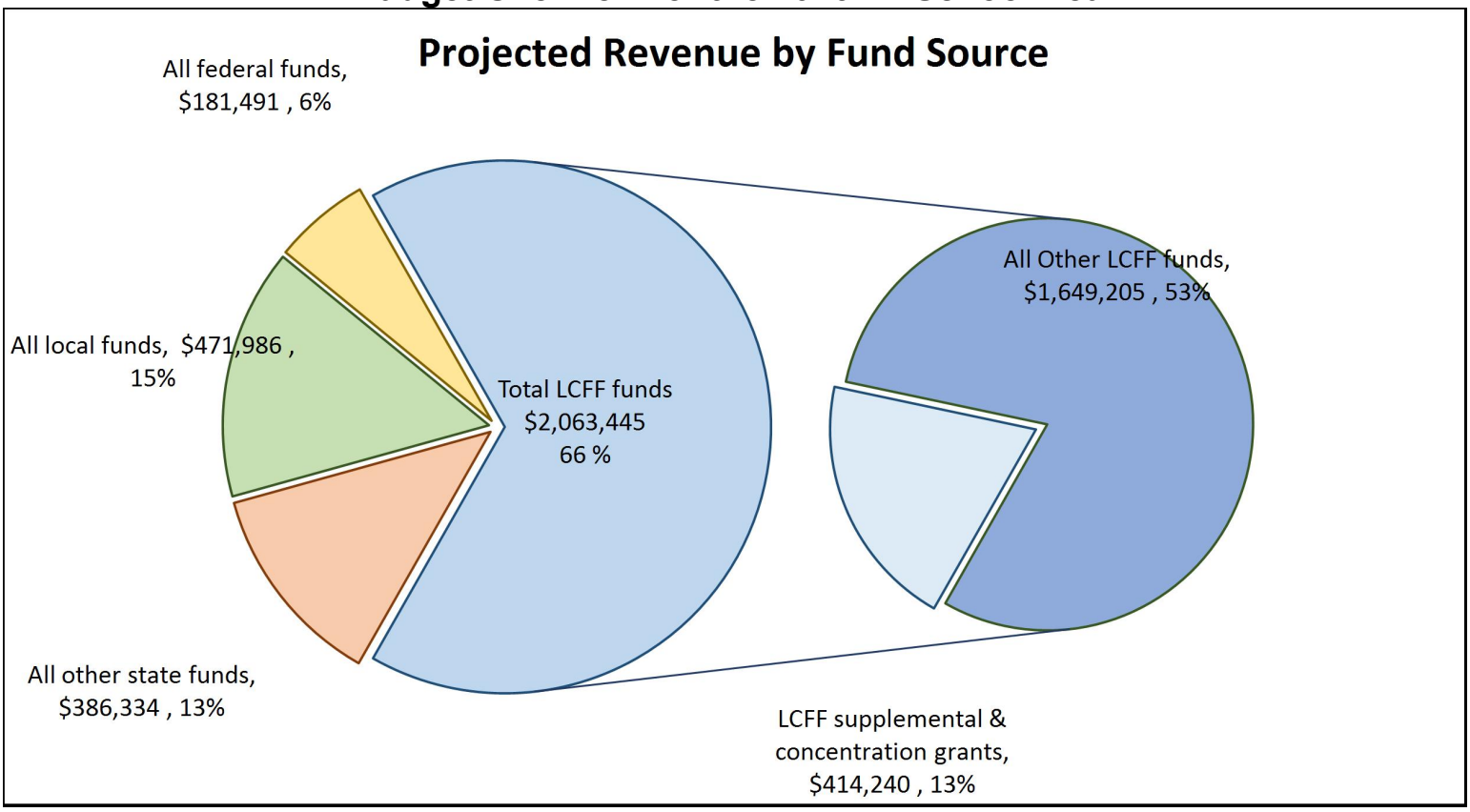
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy - Orange County
CDS Code: 30-10306-0165217
School Year: 2026-27
LEA contact information:
Maria Czerner-Rowell
Principal
mrowell@magnoliapublicschools.org
(714) 452-2440

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

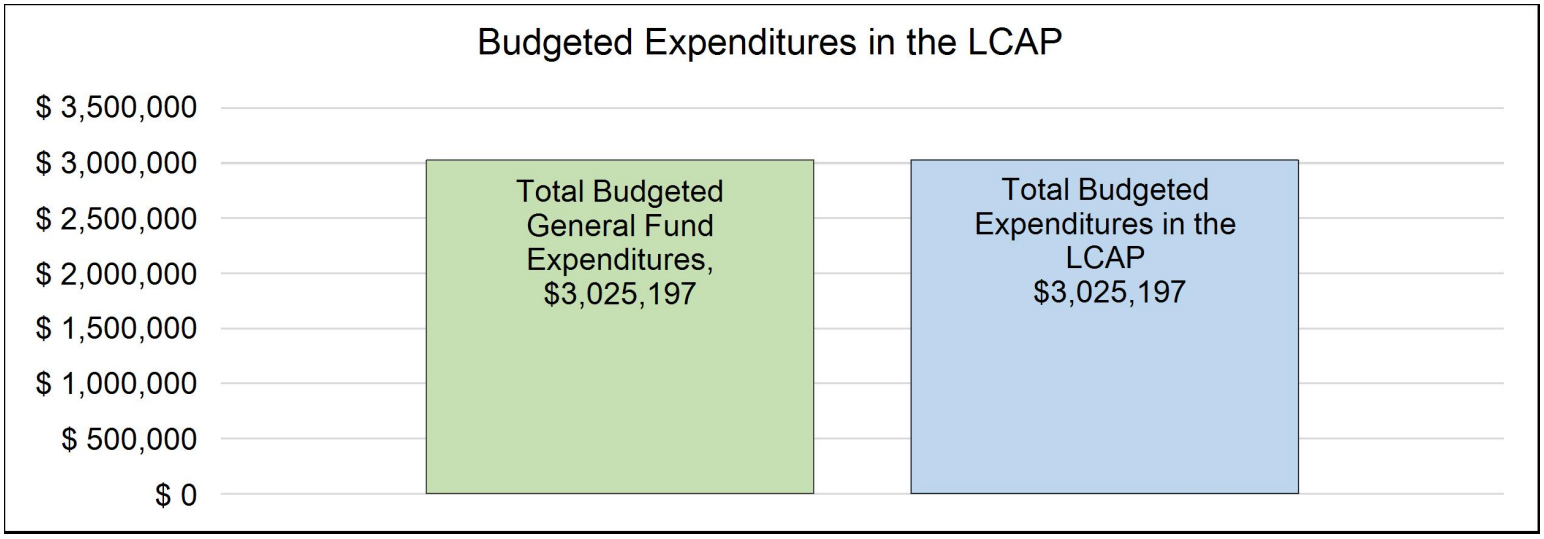


This chart shows the total general purpose revenue Magnolia Science Academy - Orange County expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy - Orange County is $3,103,256, of which $2,063,445 is Local Control Funding Formula (LCFF), $386,334 is other state funds, $471,986 is local funds, and $181,491 is federal funds. Of the $2,063,445 in LCFF Funds, $414,240 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy - Orange County plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy - Orange County plans to spend $3,025,197 for the 2026-27 school year. Of that amount, $$3,025,197 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

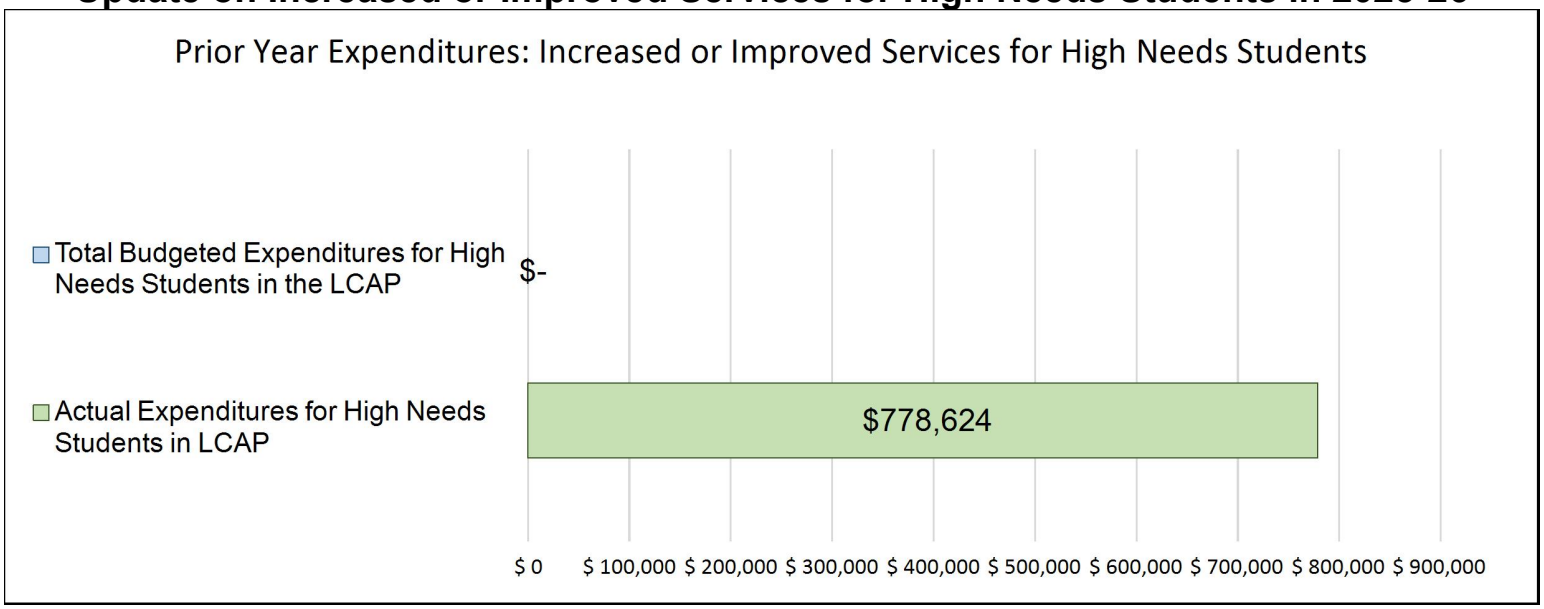
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Magnolia Science Academy - Orange County is projecting it will receive $414,240 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy - Orange County must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy - Orange County plans to spend $589,717 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Magnolia Science Academy - Orange County budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy - Orange County estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy - Orange County's LCAP budgeted $0.00 for planned actions to increase or improve services for high needs students. Magnolia Science Academy - Orange County actually spent $778,624 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy - Orange County	Maria Czerner-Rowell Principal	mrowell@magnoliapublicschools.org (714) 452-2440

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Magnolia Science Academy – Orange County (MSA OC) is a classroom-based public charter school with two new campuses opening in Fall 2025. Both campuses will serve grades TK–6 with a strong emphasis on science, technology, engineering, arts, and mathematics (STEAM). MSA OC Anaheim will open on August 11, 2025, located at 412 W Carl Karcher Way, Anaheim, CA 92801. MSA OC Placentia-Yorba Linda will open on August 26, 2025, located at 1830 N Kellogg Dr, Anaheim, CA 92807.

As part of the Magnolia Public Schools (MPS) network, MSA OC is committed to graduating students from historically underserved communities as scientifically-minded, socially responsible, and globally aware citizens. The school will deliver a rich and engaging educational experience that meets the unique needs of its learners through high-quality, site-based instruction and hands-on learning opportunities. Core instruction will be reinforced with academic interventions such as tutoring, after-school programs, and strong connections to external learning resources.

We anticipate serving a linguistically and culturally diverse population, with many families speaking a language other than English at home and facing economic challenges. Based on community demographics, we project that 80% of our students will be socioeconomically disadvantaged, 30% will be English Learners, and 10% will receive special education services.

Contact Information:

MSA OC – Anaheim

412 W Carl Karcher Way, Anaheim, CA 92801
Opening Date: August 11, 2025

MSA OC – Placentia-Yorba Linda
1830 N Kellogg Dr, Anaheim, CA 92807
Opening Date: August 26, 2025

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to deliver a high-quality, college-preparatory STEAM education in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools are committed to building a more peaceful and inclusive global society by transforming traditional ideas through creative thinking, effective communication, and the discipline of scientific inquiry.

Core Values:

INNOVATION
Students are empowered to direct their learning through personalized scheduling, early identification of learning styles, interests, and career goals. A variety of hands-on opportunities—ranging from robotics and computer science to the visual and performing arts—foster imagination, creativity, and innovation.

CONNECTION
MSA OC cultivates strong relationships among students, families, staff, and the wider community. Through integrated partnerships, students experience a supportive environment where individual strengths are recognized, character is celebrated, and academic support is bolstered through mentorships, internships, and restorative justice practices.

EXCELLENCE
Academic excellence is achieved through a rigorous, student-centered learning model that includes project-based learning, performance portfolios, formative and summative assessments, and academic discourse. Students are encouraged to pursue knowledge deeply and contribute original ideas across diverse academic settings.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

As a new school, we do not have historical data on student outcomes. During the 2025–26 school year, our focus will be on establishing effective instructional systems, a safe and inclusive culture, and strong stakeholder relationships to support student learning and well-being.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	Magnolia Science Academy – Orange County prioritized meaningful engagement with educational partners in the development of this LCAP. Prior to opening, outreach efforts included community information sessions, interest surveys, and town halls to gather input from prospective families, educators, and community members. A founding advisory group, including parent representatives and prospective staff, helped shape key elements of the school's mission, vision, and academic programming. Moving forward, the school will formally establish Parent Communities such as Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC -if applicable) to ensure continuous and structured engagement of stakeholders in decision-making.
Students	If applicable, All students in grades 3 through 5 participate annually in an educational partner survey, which provides a structured opportunity to share their perspectives on key aspects of their school experience, including school climate, safety, engagement, and academic support. In addition to the survey, the Student Council plays an active role in providing ongoing feedback to school leadership. Through regular meetings and discussions, Student Council members represent their 2025-26 Local Control and Accountability Plan for Magnolia Science Academy Orange County peers and offer valuable insights that help inform schoolwide decisions and improvement efforts. Together, these channels ensure that student voice remains an integral part of the school's planning and development process.

Educational Partner(s)	Process for Engagement
Teachers	Staff and teachers will receive regular updates on the LCAP during monthly staff meetings, ensuring they remain informed and engaged in the school's progress toward its goals. In addition, all staff members will be invited to participate in an annual educational partner survey, where they can provide feedback on key aspects of school operations, culture, and student support. The results of these surveys will be reviewed and shared with all educational partners to promote transparency and collective reflection. Staff and teachers will also serve as active members of both the English Learner Advisory Committee (ELAC -if applicable)) and the Parent Advisory Council (PAC), where their professional insights contribute meaningfully to discussions and planning related to student success and school improvement. This inclusive approach ensures that staff voice is consistently integrated into decision-making processes at all levels.
School Administrators	School administrators of each campus will receive regular updates on the LCAP during monthly staff meetings, ensuring they remain informed and engaged in the school's progress toward its goals. In addition, all staff members will be invited to participate in an annual educational partner survey, where they can provide feedback on key aspects of school operations, culture, and student support. The results of these surveys will be reviewed and shared with all educational partners to promote transparency and collective reflection. Staff and teachers will also serve as active members of both the English Learner Advisory Committee (ELAC -if applicable)) and the Parent Advisory Council (PAC), where their professional insights contribute meaningfully to discussions and planning related to student success and school improvement. This inclusive approach ensures that staff voice is consistently integrated into decision-making processes at all levels.
Other School Personnel	Other School Personnel will receive regular updates on the LCAP during monthly staff meetings, ensuring they remain informed and engaged in the school's progress toward its goals. In addition, all staff members will be invited to participate in an annual educational partner survey, where they can provide feedback on key aspects of school operations, culture, and student support. The results of these surveys will be reviewed and shared with all educational partners to promote transparency and collective reflection. Staff and teachers will also

Educational Partner(s)	Process for Engagement
	serve as active members of both the English Learner Advisory Committee (ELAC -if applicable)) and the Parent Advisory Council (PAC), where their professional insights contribute meaningfully to discussions and planning related to student success and school improvement. This inclusive approach ensures that staff voice is consistently integrated into decision-making processes at all levels.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was influenced by feedback gathered from students, families, teachers, school administrators, and other educational partners through surveys, PAC and ELAC meetings, staff meetings, community engagement events, and ongoing stakeholder discussions. Educational partners emphasized the importance of maintaining a safe and supportive learning environment, strengthening academic programs, increasing opportunities for family engagement, supporting student well-being, and expanding access to technology and innovative learning experiences. As a result, the LCAP continues to prioritize actions and services that support academic achievement, student engagement, family partnerships, staff development, and school connectedness. Feedback also informed the refinement of strategies related to attendance, communication, intervention supports, and continuous improvement efforts to better meet the needs of all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. MSAOC will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable MSAOC for compliance and meeting charter goals. MSAOC will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2022-23: N/A	2023-24: N/A	2023-24: N/A	2024-25: > 85%	N/A (First year of operation)
1.2	Percentage of students without access to their	2023-24 (As of 6/5/24): N/A	2024-25 (As of 6/5/25):	2025-26 (As of 5/22/26):	2026-27: 0%	N/A (First year of operation)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		N/A	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24 (As of 6/5/24): N/A	2024-25 (As of 6/5/25): N/A	2025-26 (As of 5/22/26): 0	2026-27: 0	N/A (First year of operation)
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2023 to Fall 2024) N/A	2024-25: (Fall 2023 to Fall 2024) N/A	2025-26 (Fall 2024 to Fall 2025): N/A	2026-27: (Fall 2025 to Fall 2026) >= 80%	N/A (First year of operation)
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/31/24) N/A	2024-25: (As of 5/31/25) N/A	2025-26 (As of 5/15/26): 96.8%	2026-27: >= 95.0%	N/A (First year of operation)

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

This year, MSAOC implemented the actions associated with this goal to ensure students had access to qualified teachers, standards-aligned instructional materials, and a safe, well-maintained learning environment. Working closely with Magnolia Public Schools Home Office departments, the school established systems to support compliance, operations, facilities, and instructional programs. Key successes included providing instructional materials to all students, maintaining safe facilities with no identified deficiencies, and achieving a teacher attendance rate of 96.8%. As a newly established school, some baseline data were not yet available; however, strong foundational systems were successfully implemented to support future growth and continuous improvement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

MSA-OC's overall enrollment was lower than projected in its first year, and accordingly, adjustments to the budget were made. For the actions below where there is a Budgeted dollar amount and an Actual amount of $0.00, those costs were reallocated to support MSA-OC's fiscal stability.

Goal 1 Action 1
Budgeted: $11,558
Actual: $0.00

Goal 1 Action 2
Budgeted: $283,500
Actual: $0.00

Goal 1 Action 3
Budgeted: $560,629
Actual: $0.00

Goal 1 Action 4
Budgeted: $10,000
Actual: $0.00

Goal 1 Action 5
Budgeted: $72,251
Actual: $69,402
Explanation: Costs associated with this Action were within the Budgeted range, and associated activities proceeded as initially planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under this goal have been effective in establishing a high-quality learning environment. The school successfully provided students with access to standards-aligned instructional materials, maintained safe and well-maintained facilities with no identified deficiencies, and ensured appropriately assigned staff. Teacher attendance exceeded the target at 96.8%, demonstrating strong staff engagement and operational stability. While some baseline metrics were not yet available due to the school's recent opening, the actions taken have established a strong foundation for continued progress toward this goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections from prior implementation, no significant changes were made to the goal, metrics, or target outcomes. The school will continue to focus on providing qualified teachers, standards-aligned instructional materials, and safe, well-maintained facilities to support

student success. Minor adjustments were made to strengthen implementation and monitoring processes as the school continues to grow and refine its systems. These adjustments are intended to support continuous improvement and ensure progress toward achieving the established outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	$30,557.50	No
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and	$240,296.00	No

Action #	Title	Description	Total Funds	Contributing
		corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A		
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.	$298,893.00	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A		
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	$14,000.00	Yes
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and	$113,261.40	No

Action #	Title	Description	Total Funds	Contributing
		accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal funds: -Clerical & Tech: Federal CSP; Amount: $6,692.42 -STRS: Federal CSP; Amount: $1,278.94 -OASDI/Medicare: Federal CSP; Amount: $97.09 -Health & Welfare Benefits: Federal CSP; Amount: $1,224.38 -Unemployment Insurance: Federal CSP; Amount: $33,48		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: N/A	2024-25: N/A	2025-26 (As of 5/22/26): 100%	2026-27: 100%	N/A (First year of operation)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: N/A	2024-25: N/A	2025-26 (As of 6/10/26): 53%	2026-27: >= 85%	N/A (First year of operation)
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: N/A	2024-25: N/A	2025-26 (First semester): 56%	2026-27: (First semester) >= 80%	N/A (First year of operation)
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: N/A	2023-24: N/A	2024-25: N/A	2025-26: -All Students: >= 46.00%	N/A (First year of operation)
2.5	Distance from Standard (DFS) on the CAASPP-	2022-23: (2023 Dashboard)	2023-24: (2024 Dashboard)	2024-25 (2024 Dashboard):	2025-26: (2026 Dashboard)	N/A (First year of operation)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELA/Literacy assessments (Source: CA School Dashboard)	N/A	N/A	N/A	-All Students: 5.0 points below standard	
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) N/A	2024-25: (Fall to Spring) N/A	2025-26 (Fall to Spring): -All Students: 63.6% -English Learners: 44.4% -Socioeconomically Disadvantaged: 65.2% -Students with Disabilities: 46.2% -Hispanic: 68.4% -White: 33.3%	2026-27: (Fall to Spring) -All Students: >= 50%	N/A (First year of operation)
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) N/A	2024-25: (Fall to Spring) N/A	2025-26 (Fall to Spring): -All Students: CGI: 0.70 (CGP: 76th percentile) -English Learners: CGI: -1.43 (CGP: 8th percentile) -Socioeconomically Disadvantaged: CGI: 0.35 (CGP: 64th percentile) -Students with Disabilities: CGI: -0.57 (CGP: 28th percentile) -Hispanic: CGI: 0.40 (CGP: 66th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile)	N/A (First year of operation)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				-White: CGI: -0.18 (CGP: 43rd percentile)		
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: N/A	2023-24: N/A	2024-25: N/A	2025-26: -All Students: >= 37.00%	N/A (First year of operation)
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) N/A	2023-24: (2024 Dashboard) N/A	2024-25 (2024 Dashboard): N/A	2025-26: (2026 Dashboard) -All Students: 30.0 points below standard	N/A (First year of operation)
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) N/A	2024-25:(Fall to Spring) N/A	2025-26 (Fall to Spring): -All Students: 47.2% -English Learners: 33.3% - Socioeconomically Disadvantaged: 53.8% -Students with Disabilities: 53.8% -Hispanic: 39.1% -White: 50.0%	2026-27: (Fall to Spring) -All Students: >= 50%	N/A (First year of operation)
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based	2023-24: (Fall to Spring) N/A	2024-25: (Fall to Spring) N/A	2025-26 (Fall to Spring):	2026-27: (Fall to Spring) -All Students: CGI	N/A (First year of operation)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)			-All Students: CGI: -0.18 (CGP: 43rd percentile -English Learners: CGI: -0.45 (CGP: 32nd percentile) -Socioeconomically Disadvantaged: CGI: -0.08 (CGP: 47th percentile) -Students with Disabilities: CGI: 0.31 (CGP: 62nd percentile) -Hispanic: CGI: -0.35 (CGP: 36th percentile) -White: CGI: 0.01 (CGP: 50th percentile)	>= 0 (CGP >= 50th percentile)	
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) N/A	2023-24: (2024 Dashboard) N/A	2024-25 (2024 Dashboard): N/A	2025-26: (2026 Dashboard) >= 50.0%	N/A (First year of operation)
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: N/A	2023-24: N/A	2024-25: N/A 2025-26 (As of 6.10.26):	2025-26: (CDE DataQuest) >= 10.0% 2.14	N/A (First year of operation)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				13.6%		
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: N/A	2023-24: N/A	2024-25: N/A	2025-26: -All Students: >= 31.00%	N/A (First year of operation)

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

MSAOC implemented the actions associated with this goal by providing all students with access to standards-aligned curriculum, differentiated instruction, targeted interventions, and data-driven instructional practices. Teachers regularly analyzed student performance data, including classroom assessments and NWEA MAP results, to inform instruction and provide appropriate supports for English Learners, students with disabilities, and other student groups. Professional development focused on instructional effectiveness, differentiation, and student engagement to strengthen classroom practices.

As a newly established school, implementation efforts focused on building foundational academic systems, establishing assessment and progress-monitoring processes, and ensuring equitable access to high-quality instruction. Key successes included providing access to instructional programs and services for all students, achieving 100% access to programs and services, and establishing observation and coaching systems to support instructional quality. Challenges included the limited availability of historical state assessment data and the need to develop baseline measures for several academic indicators. Despite these challenges, the school successfully implemented the planned actions and established a strong foundation for continued academic growth and improvement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

MSA-OC's overall enrollment was lower than projected in its first year, and accordingly, adjustments to the budget were made. For the actions below where there is a Budgeted dollar amount and an Actual amount of $0.00, those costs were reallocated to support MSA-OC's fiscal stability.

Goal 2 Action 1
Budgeted: $1,051,521
Actual: $964,736

Explanation: The projected expenses are within the budgeted range. All actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 2
Budgeted: $24,000
Actual: $0.00

Goal 2 Action 3
Budgeted: $405,636
Actual: $439,854
Explanation: Intervention/enrichment material costs were slightly higher than initially projected, leading to the Actual amount exceeding the Budgeted amount by $34,218.

Goal 2 Action 4
Budgeted: $0.00
Actual: $0.00

Goal 2 Action 5
Budgeted: $342,646
Actual: $252,646
Explanation: Lower than anticipated enrollment for the first year meant that fewer expenses related to students with disabilities were required. Hence, spending for this Action was $90,000 lower than initially projected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under this goal have been effective in establishing a strong foundation for academic achievement and continuous improvement. Students had access to standards-aligned curriculum, differentiated instruction, intervention supports, and instructional programs designed to meet diverse learning needs. Professional development, instructional coaching, and classroom observations supported the implementation of high-quality instructional practices. The school achieved 100% access to programs and services for all students and successfully implemented systems for progress monitoring and data-driven decision-making. While state assessment data and historical trend data remain limited due to the school's recent establishment, current academic and instructional indicators demonstrate that the actions are contributing positively toward progress on this goal and positioning the school for continued growth in student achievement.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections from prior implementation, no significant changes were made to the goal or overall focus on academic excellence. However, the school refined certain actions to strengthen data analysis, intervention systems, and instructional monitoring processes. As the school continues to establish baseline academic data, metrics and target outcomes will be reviewed annually to ensure they remain ambitious, measurable, and aligned with student needs. These refinements are intended to support continuous improvement and accelerate student achievement for all student groups.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal funds: -Cert Adminis: Federal CSP; Amount: $216,024.00 -STRS: Federal CSP; Amount: $41,260.58 -OASDI/Medicare: Federal CSP; Amount: $3,132.35 -Health & Welfare Benefits: Federal CSP; Amount: $12,243.75 -Unemployment Insurance: Federal CSP; Amount: $1,080.12	$1,173,174.54	No
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that	$19,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds:		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other	$416,678.97	Yes

Action #	Title	Description	Total Funds	Contributing
		support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Standards Plus, Quizizz, BrainPOP, Spelling City, Cambium Learning, Learning A-Z, Alexandria Library, Mystery Science and myON.) The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $20,000.00		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.		Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits. The following expenditures will be funded by federal Title funds: N/A		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A	$358,663.34	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA developed this goal to ensure that all students have access to a well-rounded, innovative education that prepares them for success in college, career, and an increasingly complex global society. Through rigorous academics, technology integration, STEAM learning experiences, and opportunities for creativity, critical thinking, and problem-solving, students develop the skills needed to thrive in the 21st century. This goal reflects the school's commitment to fostering innovation, adaptability, and independent learning while providing equitable access to programs and experiences that promote college and career readiness. By engaging students in meaningful, technology-rich learning opportunities, the school supports the development of lifelong learners who are prepared to contribute positively to their communities and future professions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: N/A	2024-25: N/A	2025-26: 0%	2026-27: >= 10%	N/A (First year of operation)
3.2	Percentage of students in the current graduating class who have taken a	2023-24: N/A	2024-25: N/A	2025-26: 0%	2026-27: >= 90%	N/A (First year of operation)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)					
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: N/A	2024-25: N/A	2025-26: 100%	2026-27: >= 80%	N/A (First year of operation)

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During this year, the school implemented the actions associated with this goal by providing students with access to technology-integrated instruction, STEAM learning opportunities, and engaging educational experiences designed to promote creativity, innovation, and college and career readiness. Students participated in project-based learning activities and utilized digital learning tools to support academic growth and develop critical thinking and problem-solving skills.

A significant success was that 100% of students participated in a STEAM-focused project, experiment, model, or demonstration, exceeding the established target. As a newly established school serving elementary grades, some metrics related to advanced coursework and graduation pathway readiness were not yet applicable and will become more relevant as the school expands grade levels. No substantive differences occurred between the planned and actual implementation of actions. The school successfully established foundational systems and instructional practices that support innovation, technology integration, and 21st-century learning, positioning students for continued success in future years.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

MSA-OC's overall enrollment was lower than projected in its first year, and accordingly, adjustments to the budget were made. For the actions below where there is a Budgeted dollar amount and an Actual amount of $0.00, those costs were reallocated to support MSA-OC's fiscal stability.

Goal 3 Action 1
Budgeted: $0.00
Actual: $0.00

Goal 3 Action 2
Budgeted: $0.00
Actual: $0.00

Goal 3 Action 3
Budgeted: $0.00
Actual: $0.00

Goal 3 Action 4
Budgeted: $3,000
Actual: $0.00

Goal 3 Action 5
Budgeted: $74,900
Actual: $0.00

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under this goal have been effective in promoting innovation, technology integration, and 21st-century learning opportunities for students. Students participated in STEAM-focused learning experiences, project-based activities, and technology-enhanced instruction designed to foster creativity, critical thinking, collaboration, and problem-solving skills. A key indicator of success was that 100% of students completed a STEAM-focused project, experiment, model, or demonstration during the school year. As a newly established elementary school, some metrics related to advanced coursework and college and career readiness pathways are not yet applicable; however, the foundational systems and instructional practices implemented to date have successfully advanced progress toward the goal and will support continued growth as the school expands.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections from prior implementation, no significant changes were made to the goal or its focus on innovation, technology integration, and college and career readiness. The school will continue to expand opportunities for students to engage in STEAM learning, project-based learning, and technology-enhanced instruction. Minor refinements were made to strengthen implementation, monitoring, and documentation of student participation in innovative learning experiences. These adjustments will support continuous improvement and ensure students continue to develop the creativity, critical thinking, collaboration, and adaptability skills necessary for future success.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities. Expenditures associated with this action include the following: college/career-related materials and activities. The following expenditures will be funded by federal Title funds: N/A		Yes
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation,		

Action #	Title	Description	Total Funds	Contributing
		critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A		
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A		Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A	$2,000.00	
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics,	$71,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: N/A	2024-25: N/A	2025-26 (As of 5/15/26): 8	2026-27: >= 8	N/A (First year of operation)
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: N/A	2024-25: N/A	2025-26 (As of 5/15/26): 8	2026-27: >= 4	N/A (First year of operation)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: N/A	2024-25: N/A	2025-26 (As of 5/15/26): 50	2026-27: >= 10	N/A (First year of operation)
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: N/A	2024-25: N/A	2025-26 (As of 6/9/26): 16.3%	2026-27: >= 15.0%	N/A (First year of operation)
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: N/A	2024-25: N/A	2025-26 P-2 ADA: 93.85%	2026-27: (P-2 ADA) >= 92.00%	N/A (First year of operation)
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) N/A	2024-25: (2024 Dashboard) N/A	2024-25 (2025 Dashboard): N/A 2025-26 (As of 5/22/26): 23.9%	2025-26: (2026 Dashboard) <= 20.0%	N/A (First year of operation)
4.7	Student Suspension Rate (Source: CA School Dashboard,	2022-23: (2023 Dashboard) N/A	2023-24: (2024 Dashboard) N/A	2024-25 (2025 Dashboard): N/A 2025-26 (As of 5/22/26): 1.9%	2025-26: (2026 Dashboard) <= 2.5%	N/A (First year of operation)
4.8	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) N/A	2023-24: (CDE DataQuest) N/A	2024-25 (2025 Dashboard): N/A 2025-26 (As of 5/22/26):	2025-26: (CDE DataQuest) <= 0.50%	N/A (First year of operation)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				0.00%		
4.9	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: N/A	2024-25: N/A	2025-26: -Students: 100.0% -Families: 68.9% -Staff: 85.0%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	N/A (First year of operation)
4.10	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama	2023-24: N/A	2024-25: N/A	2025-26: -Students: 72% -Families: 93% -Staff: 56%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	N/A (First year of operation)
4.11	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: N/A	2024-25: N/A	2025-26: -Students: 80% -Families: 85% -Staff: 47%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	N/A (First year of operation)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.12	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) N/A	2024-25: (Spring 2024 to Fall 2024) N/A	2025-26 (Spring 2025 to Fall 2025): N/A	2026-27: (Spring 2026 to Fall 2026) >= 85%	N/A (First year of operation)

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

This school implemented the actions associated with this goal by creating meaningful opportunities for family, student, staff, and community engagement. Regular Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) meetings were held, and the school hosted numerous family engagement activities, celebrations, informational workshops, and community events to strengthen partnerships and foster a sense of belonging. Attendance monitoring, student support systems, positive school culture initiatives, and communication efforts were also implemented to promote student engagement and connectedness.

Key successes included holding eight PAC meetings, eight ELAC meetings, and approximately 50 family engagement events throughout the year. The school maintained a strong average daily attendance rate of 93.85%, a low suspension rate of 1.9%, and zero expulsions. Panorama survey results also indicated strong student participation and positive family satisfaction levels. As a newly established school, challenges included building awareness, increasing family participation in survey completion, and establishing baseline data for several metrics. No substantive differences occurred between the planned and actual implementation of actions, and the school successfully established a strong foundation for a connected, safe, and supportive school community.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

MSA-OC's overall enrollment was lower than projected in its first year, and accordingly, adjustments to the budget were made. For the actions below where there is a Budgeted dollar amount and an Actual amount of $0.00, those costs were reallocated to support MSA-OC's fiscal stability.

Goal 4 Action 1
Budgeted: $0.00
Actual: $0.00

Goal 4 Action 2
Budgeted: $208,211
Actual: $215,927
Explanation: Costs associated with this Action were within the Budgeted range, and associated activities proceeded as initially planned.

Goal 4 Action 3
Budgeted: $12,000
Actual: $224,127
Explanation: Clerical & technical costs associated with this Action were significantly higher than initially projected, leading to an Actual value $212,127 higher than initially budgeted.

Goal 4 Action 4
Budgeted: $0.00
Actual: $0.00

Goal 4 Action 5
Budgeted: $159,306
Actual: $114,642
Explanation: As a result of lower-than-expected initial enrollment, fewer staff were needed in MSA-OC's first year. As a result, expenditures for this Action were $44,664 lower than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under this goal have been effective in strengthening relationships among students, families, staff, and the broader school community. Regular PAC and ELAC meetings, family engagement events, consistent communication, attendance monitoring, and student support systems contributed to a strong sense of connectedness and community involvement. The school successfully exceeded its targets for family engagement opportunities, holding 50 events and eight PAC and ELAC meetings. Student attendance remained strong at 93.85%, the suspension rate remained low at 1.9%, and there were no expulsions. Survey results also reflected positive student and family experiences. While continued efforts are needed to increase survey participation and strengthen staff satisfaction measures, the actions implemented to date have been effective in advancing the goal of fostering a safe, supportive, and connected school community.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections from prior implementation, no significant changes were made to the goal or its focus on strengthening connections among students, families, staff, and the community. However, the school will continue to refine family engagement strategies, expand opportunities for educational partner participation, and strengthen communication efforts to increase survey participation and overall stakeholder engagement. Minor adjustments to implementation and monitoring processes will support continuous improvement while maintaining a safe, welcoming, and connected school environment. The established metrics and target outcomes remain appropriate and will continue to guide progress toward this goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A		Yes
4.2	Building relationships and partnerships with families for student outcomes	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off	$115,989.50	

Action #	Title	Description	Total Funds	Contributing
		and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title I funds: -Teacher Salaries: Title I; Amount: $2,000.00 -STRS: Title I; Amount: $382.00 -OASDI/Medicare: Title I; Amount: $29.00 -Unemployment Insurance: Title I; Amount: $10.00		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as	$10,714.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Instructional Materials & Supplies: Resource: Title I		

Action #	Title	Description	Total Funds	Contributing
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: N/A		Yes
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	$160,568.50	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$414,240	$28,666

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.071%	0.000%	$0.00	26.071%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials,	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers	Goal 2: For all students, but particularly for the EL and LTEL student groups: • Percentage of students who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students.	have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula **Scope:**	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who have created or demonstrated a

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:**	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "average approval rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4	based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			" (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. **Scope:** LEA-wide	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students'	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:**	grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way	• Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured	connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:** It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students,	Goal 4: • School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Student Suspension Rate (Source: CA School Dashboard, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	• Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

If applicable - For this upcoming academic year, MSA OC will utilize the concentration grant add-on funds ($28,666) in the following manner:

MSA OC will be using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.
By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,588,870	414,240	26.071%	0.000%	26.071%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,297,354.07	$325,366.14	$96,988.43	$305,488.11	$3,025,196.75	$1,988,942.90	$1,036,253.85

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$30,557.50	$30,557.50				$30,557.50	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$0.00	$240,296.00	$240,296.00				$240,296.00	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$0.00	$298,893.00	$298,893.00				$298,893.00	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$14,000.00	$14,000.00				$14,000.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$73,554.05	$39,707.35	$103,935.09			$9,326.31	$113,261.40	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$1,056,774.54	$116,400.00	$802,445.31		$96,988.43	$273,740.80	$1,173,174.54	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$19,000.00	$19,000.00				$19,000.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$396,678.97	$20,000.00	$315,434.33	$81,244.64		$20,000.00	$416,678.97	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing								
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$228,663.34	$130,000.00	$115,941.84	$242,721.50			$358,663.34	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
3	3.4	Physical education, activity, and fitness	Low Income			Low Income	All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$71,400.00	$70,000.00	$1,400.00			$71,400.00	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	Ongoing	$114,989.50	$1,000.00	$113,568.50			$2,421.00	$115,989.50	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,714.00	$5,000.00	$10,714.00				$10,714.00	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$112,568.50	$48,000.00	$160,568.50				$160,568.50	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,588,870	414,240	26.071%	0.000%	26.071%	$589,716.83	0.000%	37.115 %	**Total:**	$589,716.83
								LEA-wide Total:	$589,716.83
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$14,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,000.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$315,434.33	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools		
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	STEM and GATE programs			English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness			Low Income	All Schools	$2,000.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Building relationships and partnerships with families for student outcomes			English Learners Foster Youth Low Income	All Schools	$113,568.50	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,714.00	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,568.50	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,219,158.00	$2,281,334.11

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$11,558	
1	**1.2**	Instructional materials and technology	No	$283,500	
1	**1.3**	Clean and safe facilities that support learning	No	$560,629	
1	**1.4**	Healthy and nutritious meals	Yes	$10,000	
1	**1.5**	Well-orchestrated Home Office support services	No	$72,251	$69,402.43
2	**2.1**	Broad course of study and standards based curriculum	No	$1,051,521	$964,735.60
2	**2.2**	Professional development for high-quality instruction	Yes	$24,000	
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$405,636	$439,853.95
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$0.00	
2	**2.5**	Support for students with disabilities	No	$342,646	$252,646.15
3	**3.1**	College/Career readiness programs and activities	Yes	$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs		$0.00	
3	3.3	Digital literacy and citizenship programs	Yes	$0.00	
3	3.4	Physical education, activity, and fitness		$3,000	
3	3.5	Additional programs and activities that support well-rounded education	Yes	$74,900	
4	4.1	Seeking family input for decision-making	Yes	$0.00	
4	4.2	Building relationships and partnerships with families for student outcomes		$208,211	$215,926.69
4	4.3	MTSS - PBIS and SEL support	Yes	$12,000	$224,127.00
4	4.4	Annual educational partner surveys	Yes	$0.00	
4	4.5	Community outreach and partnerships	Yes	$159,306	$114,642.29

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
220,534	$0.00	$778,623.24	($778,623.24)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes				
2	2.2	Professional development for high-quality instruction	Yes				
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes		$439,853.95		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes				
3	3.1	College/Career readiness programs and activities	Yes				
3	3.3	Digital literacy and citizenship programs	Yes				
3	3.5	Additional programs and activities that support well-rounded education	Yes				
4	4.1	Seeking family input for decision-making	Yes				
4	4.3	MTSS - PBIS and SEL support	Yes		$224,127.00		
4	4.4	Annual educational partner surveys	Yes				
4	4.5	Community outreach and partnerships	Yes		$114,642.29		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$0,00	220,534	0.000%	0.000%	$778,623.24	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

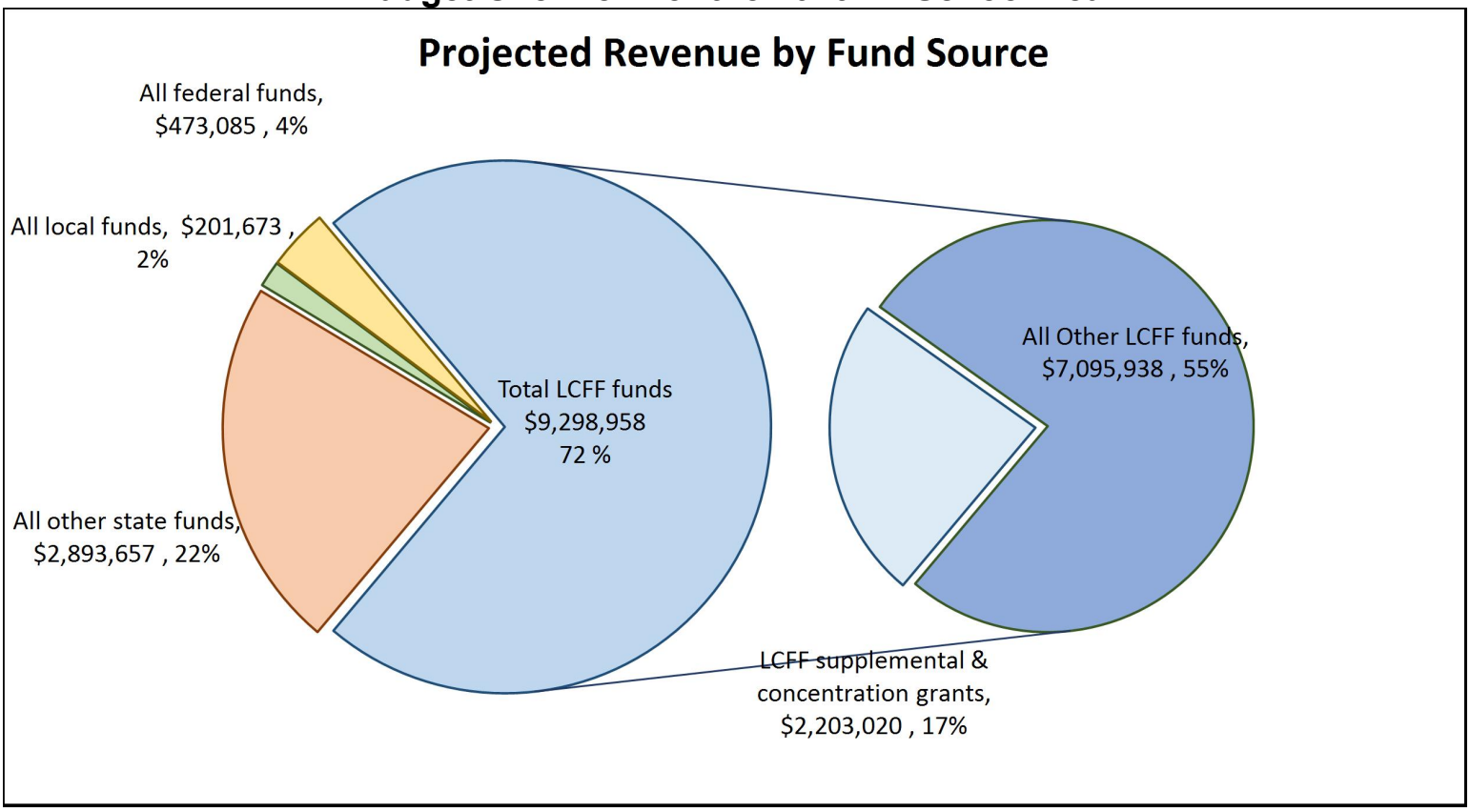
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy - Santa Ana
CDS Code: 30-76893-0130765
School Year: 2026-27
LEA contact information:
Steven Keskinturk
Principal
skeskinturk@magnoliapublicschools.org
(714) 479-0115

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

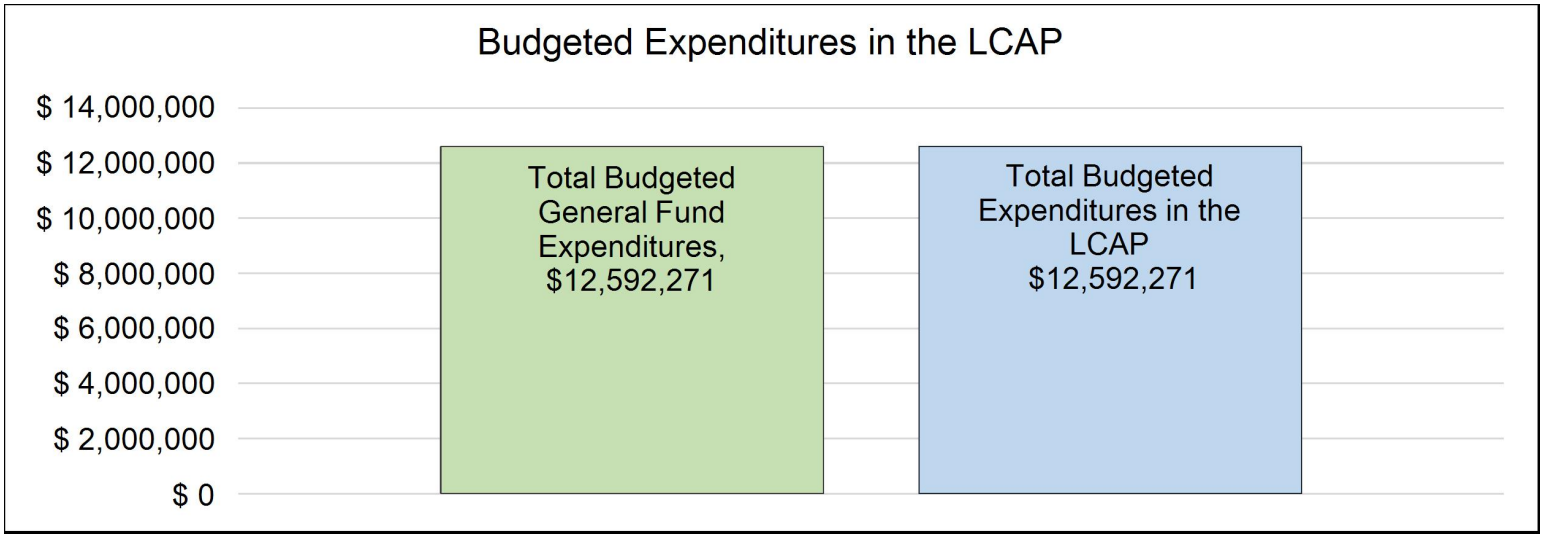


This chart shows the total general purpose revenue Magnolia Science Academy - Santa Ana expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy - Santa Ana is $12,867,373, of which $9,298,958 is Local Control Funding Formula (LCFF), $2,893,657 is other state funds, $201,673 is local funds, and $473,085 is federal funds. Of the $9,298,958 in LCFF Funds, $2,203,020 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy - Santa Ana plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy - Santa Ana plans to spend $12,592,271 for the 2026-27 school year. Of that amount, $12,592,271 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

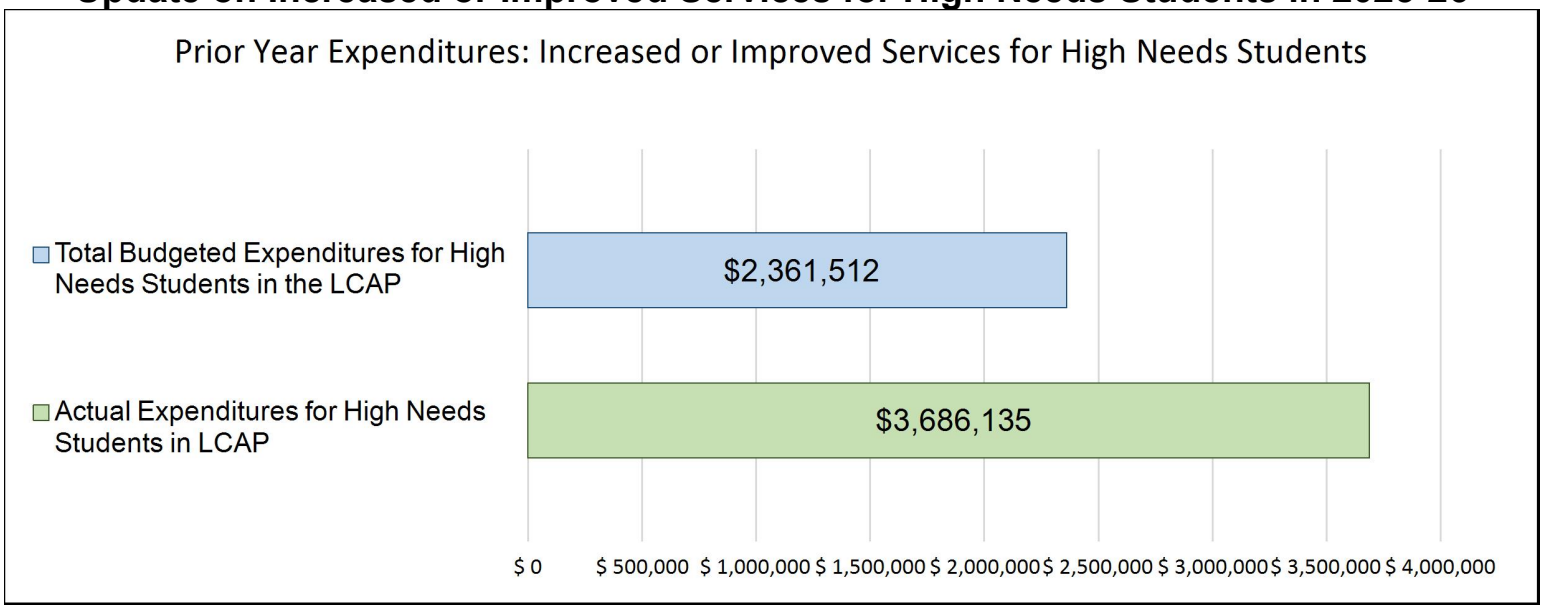
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Magnolia Science Academy - Santa Ana is projecting it will receive $2,203,020 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy - Santa Ana must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy - Santa Ana plans to spend $2,247,309 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Magnolia Science Academy - Santa Ana budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy - Santa Ana estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy - Santa Ana's LCAP budgeted $2,361,512 for planned actions to increase or improve services for high needs students. Magnolia Science Academy - Santa Ana actually spent $$3,686,135 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy - Santa Ana	Steven Keskinturk Principal	skeskinturk@magnoliapublicschools.org (714) 479-0115

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS)
The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS) is a 501(c)(3) non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. MPS' vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of our society. MPS' educational approach is based on the conviction that science, technology, engineering, and math (STEM) education is essential in improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. MPS operates 10 charter school sites throughout California with an increasing trend of academic success, organizational, and financial stability.

Magnolia Science Academy Santa Ana (MSA-SA)
Magnolia Science Academy-Santa Ana (MSA-SA) is the home of the PIRATES! MSA-SA is authorized and monitored by the State Board of Education. MSA-SA is a public charter school for grades TK–12 with a mission to provide a college preparatory educational program emphasizing STEAM education in a safe environment that cultivates respect for self and others. MSA-SA offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong core knowledge presented in ways that are relevant and inspiring for our students. Tutoring, morning intervention, after-school program, Saturday Academy, and school-to-university partnerships (e.g. dual enrollment partnerships with local community colleges) supplement classroom instruction at MSA-SA. MSA-SA creates a supportive and caring environment with small class sizes and strong student-parent-teacher communication, and improves students' knowledge and skills in core subjects, thereby increasing their 21st century skills as well as their

chances of success in higher education and beyond. MSA SA provides students with a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society, and therefore, fulfill the intent of the California Charter Schools Act.

In the 2024-25 academic year, Magnolia Science Academy-Santa Ana continued its eighth school year in our campus at 2840 West 1st Street, Santa Ana. The new facility was funded by the State of California Prop 1D funding. The new building has 34 classrooms with state of the art science and computer labs, library and learning centers. Phase II construction is completed and includes a gym, playgrounds and an outside cafeteria to serve several functions. MSA-SA has adopted McGraw-Hill digital and in print curriculum across all four core subjects (Math, History, Science, and English). We have a 1:1 technology to student ratio and all classrooms with state of the art technology.

In March 2019, The State Board of Education(SBE) renewed Magnolia Science Academy-Santa Ana for 5 years.

Magnolia Science Academy Santa Ana
Address: 2840 W 1st. Santa Ana, CA, 92307
Phone: 714-479-0115
Email: skeskinturk@magnoliapublicschools.org

Our Mission
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

During the 2025–26 school year, MSA Santa Ana demonstrated continued academic growth across multiple state and local indicators. One of the most significant accomplishments was the improvement in CAASPP performance in both English Language Arts and Mathematics. ELA proficiency increased from 47.53% to 49.82% of students meeting or exceeding standards, while Math proficiency increased from 39.78% to 42.11%. These gains were evident across several student groups, including English Learners, Hispanic students, and Socioeconomically Disadvantaged students. English Learners showed particularly strong improvement, increasing from 9.09% to 15.19% proficiency in ELA and from 16.89% to 22.22% proficiency in Math.

Distance from Standard (DFS) data also reflected meaningful progress. In ELA, the school improved from 8.3 points below standard to 3.1 points below standard, moving significantly closer to grade-level performance. Similar gains were observed in Mathematics, where DFS improved from 36.5 points below standard to 26.0 points below standard. Subgroup performance improved across nearly every category, including English Learners, Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students, indicating that intervention systems and targeted instructional supports are helping close achievement gaps.

Local assessment data further confirmed the effectiveness of instructional programs. MAP Reading growth increased from 58.1% to 66.7% of students meeting growth targets, while MAP Math growth increased from 63.8% to 70.2%. Students continued to demonstrate growth above national norms, with MAP Conditional Growth Percentiles remaining above the 80th percentile in both ELA and Mathematics. These results suggest that small-group instruction, intervention programs, and data-driven instructional planning are positively impacting student learning outcomes.

MSA Santa Ana also maintained 100% access to programs and services for all student groups, ensuring that students continued to receive equitable access to instructional, intervention, and support services. This reflects the school's commitment to meeting the academic and social-emotional needs of all learners.

CHALLENGES
Despite these positive outcomes, several areas require continued attention and improvement.

English Learner outcomes remain an area of focus. While English Learners demonstrated substantial academic growth in both ELA and Mathematics, the percentage of English Learners making progress toward English proficiency increased from 34% to 43.3%. This improvement reflects positive momentum; however, continued emphasis on strengthening both Designated and Integrated ELD instruction, enhancing progress monitoring, and providing targeted language-development supports will be important to sustain and accelerate this growth.

Reclassification rates also remain below desired levels. Although the percentage of English Learners reclassified as Fluent English Proficient increased slightly from 13.9% to 15.3%, additional efforts are needed to identify and support students who are approaching reclassification criteria. Continued emphasis on ELPAC preparation, language development, and parent engagement will be important to accelerating reclassification outcomes.

Implementation of instructional monitoring systems was another challenge during the year. Completion of classroom observations declined from 66% to 40%, limiting opportunities for instructional feedback, coaching, and continuous improvement. Strengthening observation systems and coaching cycles will be a priority moving forward to ensure consistent implementation of high-quality instructional practices.

While student growth remained strong overall, Conditional Growth Index (CGI) scores declined slightly from the previous year in both Reading and Mathematics. Although students continued to perform well above national growth expectations, maintaining the exceptionally high growth levels achieved in prior years will require continued focus on differentiated instruction and targeted intervention.

Overall, the review of Dashboard and local data demonstrates that MSA Santa Ana is making meaningful progress toward improving student achievement and closing achievement gaps. Continued focus on English Learner outcomes, instructional monitoring, and targeted intervention supports will help sustain academic growth and advance equitable outcomes for all students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	We invited our parents to the Data Walks, where they engaged in numerous, robust conversations about the LCAP. We also discussed, on a quarterly basis, our ELAC and school site-related items that relate to the LCAP. Every Friday during our Coffee with the Principals, our parents continue to collaborate in rich conversations around our LCAP.
Students	We invited our students to the Data Walks, where they engaged in numerous, robust conversations about the LCAP with parents and teachers. Our students are also part of the Community Advisory Committee, and they were also part of the LCAP goal conversations - the students know that every goal we have impacts their success.
Teachers	Teachers are involved in all aspects of our LCAP because we meet weekly during staff meetings. On a monthly basis, our teachers meet in grade-level and department meetings to deep-dive into the LCAP goals. The teachers are also part of the Data Walks and were very involved in that whole process.
School administrators	The school site administration team collaborates on a daily basis to ensure that all decisions are based on and aligned with our LCAP goals.
Other school personnel	We invite and ensure all educational partners, including our front office staff, custodial staff, and support, also have voice during our Data Walks as well as the CAC committee. They are also involved in our weekly staff meetings.

Educational Partner(s)	Process for Engagement
SELPA	We ensure that our SPED team has a voice and collaborates on our LCAP goals. We also inform our El Dorado SELPA with our decision making, as we are inclusive to all.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Annually, our LCAP is directly influenced by the feedback of our educational partners. This is done through our weekly Coffee With the Principal, in addition to our Data Walks, CAC, ELAC, and any town hall meetings that may arise based upon the direct feedback by all educational partners. At the end of every year, our educational partners participate in our Panorama survey, and it is the results of this survey that will directly drive and influence change, next steps, and directly impact our LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 90.6%	2022-23: 88.8%	2023-24: 91.9%	2024-25: > 85%	+1.3 percentage points
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25):	2025-26 (As of 5/22/26):	2026-27: 0%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0	2025-26 (As of 5/22/26): 0	2026-27: 0	0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 75%	2024-25: (Fall 2023 to Fall 2024) 79%	2025-26 (Fall 2024 to Fall 2025): 91%	2026-27: (Fall 2025 to Fall 2026) >= 80%	+16 percentage points
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 95.0%	2024-25: (As of 5/31/25) 95.3%	2025-26 (As of 5/15/26): 95.6%	2026-27: >= 95.0%	+0.6 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of Goal 1 during the 2025–26 school year was largely successful, with most planned metrics executed as intended and resulting in measurable progress toward maintaining a high-quality learning environment. However, one area—teacher retention—presented a notable challenge that marked a substantive difference between the plan and its implementation.

Planned Metrics Implemented Successfully
Several planned metrics were implemented with high fidelity:

Assignment Monitoring (Metric 1.1): The percentage of teaching assignments with a “Clear” monitoring outcome was high in 2025–26, reflecting strong compliance with assignment standards and improved staffing practices compared to prior years. This shows that the majority of teaching assignments were appropriately staffed and credentialed.

Instructional Materials (Metric 1.2): All students had access to their standards-aligned instructional materials for use at school and home, resulting in a 0% deficiency rate as of June 5, 2026. This fully met the expected target and maintained regulatory compliance.

Facilities Maintenance (Metric 1.3): The school reported 0 instances as of June 5, 2026, where facilities failed to meet the “good repair” standard, indicating effective preventative maintenance and timely responses to facility issues.

Teacher Attendance (Metric 1.5): Teachers maintained a strong attendance rate of 95.6% as of May 31, 2026, meeting the 95% target and supporting consistency in classroom instruction.

These successes reflect the school’s effective operational systems and its consistent commitment to ensuring a safe, well-resourced, and instructionally sound learning environment.

Substantive Difference in Implementation – Teacher Retention
A key success was seen in Metric 1.4, where the teacher retention rate for Fall 2025 to Fall 2026 increased from 79% to 91%, exceeding the 80% target and reflecting improved staff engagement and stronger long-term commitment; continued focus on sustaining supportive structures, recognition systems, professional growth opportunities, and clear communication will be important to maintain this positive trend.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $40,858.00
Actual: $52,072.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 2
Budgeted: $855,764.57
Actual: $909,232.57
Explanation: The material difference was due to the number of teachers who continued their education practices.

Goal 1 Action 3
Budgeted: $581,984.38
Actual: $752,768.30
Explanation: The expenses in this action increased due to the increase in enrollment numbers.

Goal 1 Action 4
Budgeted: $54,756.20
Actual: $58,120.92

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 5
Budgeted: $1,464,737.00
Actual: $1,496,653.85
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the implementation of Goal 1 metrics during the 2025–26 school year was largely effective, with four out of five metrics meeting or exceeding their respective targets. These results demonstrate the school's strong operational systems and its commitment to maintaining a high-quality learning environment. However, one area—teacher retention—did not fully achieve the expected outcome and presents an area for targeted improvement moving forward.

Ineffective or Partially Effective Metric
Metric 1.4 – Teacher Retention
The teacher retention rate for Fall 2025 to Fall 2026 increased significantly from 79% to 91%, exceeding the 80% target and indicating strong improvements in staff engagement and long-term commitment. This positive trend suggests that existing efforts to strengthen workplace support, professional growth pathways, and recognition systems are having a meaningful impact. Continued emphasis on mentorship, celebrating staff contributions, and maintaining clear and consistent internal communication will help sustain and further build on these gains in retention outcomes.

Effective Metrics
Metric 1.1 – Appropriately Assigned Teachers
91.9% of teaching assignments received a "Clear" outcome in assignment monitoring, indicating that most teachers were appropriately credentialed and placed. This reflects strong HR oversight and improvement over prior years in ensuring compliance with credentialing requirements and clarity of assignments.

Metric 1.2 – Access to Instructional Materials
0% of students lacked access to standards-aligned instructional materials for both school and home use, fully meeting the goal. This outcome reflects efficient materials management and consistent attention to curricular equity and compliance with state requirements.

Metric 1.3 – Facilities in Good Repair
The school reported 0 instances of facilities failing to meet the "good repair" standard. This demonstrates highly effective facilities management, timely maintenance procedures, and full compliance with state expectations for school environments.

Metric 1.5 – Teacher Attendance

The teacher attendance rate reached 95.6% as of May 31, 2026, meeting the 95% goal. This indicates reliable daily presence, strong staff commitment, and a stable instructional environment that supports student learning continuity.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following a review of 2025-26 Year 1 outcomes and implementation practices, several targeted adjustments have been made to improve the effectiveness of Goal 1 in maintaining a high-quality learning environment for all students.

Changes to Implementation Supports – Teacher Retention (Metric 1.4)
The teacher retention rate at the 80% goal, highlighted the need to strengthen efforts to retain effective educators. In response, the school will:
Expand teacher recognition and appreciation programs to promote morale and retention.
Improve onboarding and mentorship systems for new and early-career teachers.
Develop leadership development opportunities for interested staff to promote internal growth and long-term investment.

Based on the strong improvement in teacher retention from 79% to 91%, no major changes were made to the planned goal or target outcome for the coming year, as the current 80% benchmark has been exceeded; however, refinements will be made to strengthen and sustain this progress by expanding mentorship and onboarding supports, enhancing staff recognition systems, and improving opportunities for professional growth and leadership development to ensure continued stability and long-term staff retention.

Metrics and Monitoring Enhancements
All existing metrics for Goal 1 will remain unchanged to support consistent year-over-year comparison. The school will continue its mid-year metric check-ins to monitor progress in real time and make mid-course corrections where needed—particularly for areas like credential monitoring and teacher support.

Sustained and Expanded Effective Practices
The following metrics met or exceeded their targets and will continue with the same benchmarks:

Assignment Monitoring (Metric 1.1): With 91.9% of teaching assignments evaluated as “Clear,” the school will maintain existing credential review processes while introducing minor improvements to pre-semester assignment audits for continued alignment.

Instructional Materials (Metric 1.2): With 0% of students lacking access to standards-aligned materials, current procurement, distribution, and digital access practices will continue with no changes needed.

Facilities Maintenance (Metric 1.3): Reporting 0 instances of facilities not meeting the “good repair” standard confirms that routine inspections and maintenance tracking are effective. These practices will be sustained and documented quarterly.

Teacher Attendance (Metric 1.5): The teacher attendance rate of 95.6% met the goal. Existing wellness supports, attendance monitoring systems, and accountability structures will remain in place.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	$47,072.00	No
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review	$1,061,982.57	No

Action #	Title	Description	Total Funds	Contributing
		budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A		
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.	$801,407.24	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A		
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	$64,191.92	Yes
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and	$1,819,287.54	No

Action #	Title	Description	Total Funds	Contributing
		accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal funds: -Clerical & Tech: Federal CSP; Amount: $25,431.21 -STRS: Federal CSP; Amount: $4,859.04 -OASDI/Medicare: Federal CSP; Amount: $368.88 -Health & Welfare Benefits: Federal CSP; Amount: $4,652.63 -Unemployment Insurance: Federal CSP; Amount: $127.20		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: 100%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 70%	2024-25: (As of 5/29/25) 66%	2025-26 (As of 6/10/26): 40%	2026-27: >= 85%	-30 percentage points
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 86%	2024-25: (First semester) 84%	2025-26 (First semester): 80%	2026-27: (First semester) >= 80%	-6 percentage points
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 43.68% -English Learners: 4.84% -Socioeconomically Disadvantaged: 39.66% -Students with Disabilities: 24.45% -Asian: * -Hispanic: 41.42%	2023-24: -All Students: 47.53% -English Learners: 9.09% -Socioeconomically Disadvantaged: 44.50%	2024-25: -All Students: 49.82% -English Learners: 15.19% -Socioeconomically Disadvantaged: 45.96%	2025-26: -All Students: >= 46.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 42.00% -Students with	-All Students: +6.14 percentage points -English Learners: +10.35 percentage points -Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: 57.9%	-Students with Disabilities: 18.36% -Hispanic: 43.31% -White: 71.43%	-Students with Disabilities: 20.83% -Hispanic: 44.86% -White: 85.00%	Disabilities: >= 25.00% -Hispanic: >= 44.00% -White: >= 55.00%	+6.30 percentage points -Students with Disabilities: -3.62 percentage points -Hispanic: +3.44 percentage points -White: +27.10 percentage points
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 14.6 points below standard -English Learners: 56.2 points below standard -Socioeconomically Disadvantaged: 23.4 points below standard -Students with Disabilities: 75.7 points below standard -Asian: * -Hispanic: 21.2 points below standard -White: 71.9 points above standard	2023-24: (2024 Dashboard) -All Students: 8.3 points below standard -English Learners: 42.8 points below standard -Socioeconomically Disadvantaged: 15.5 points below standard -Students with Disabilities: 77.9 points below standard -Hispanic: 18.9 points below standard -White: 61.9 points above standard	2024-25: (2025 Dashboard) -All Students: 3.1 points below standard -English Learners: 40.1 points below standard -Socioeconomically Disadvantaged: 10.4 points below standard -Students with Disabilities: 71.2 points below standard -Hispanic: 14.4 points below standard -White: 75.2 points above standard	2025-26: (2026 Dashboard) -All Students: 5.0 points below standard -English Learners: 47.0 points below standard -Socioeconomically Disadvantaged: 14.0 points below standard -Students with Disabilities: 66.0 points below standard -Hispanic: 12.0 points below standard -White: 72.0 points above standard	-All Students: +11.5 points -English Learners: +16.1 points -Socioeconomically Disadvantaged: +13.0 points -Students with Disabilities: +9.7 points -Hispanic: +9.2 points -White: +3.3 points
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment	2023-24: (Fall to Spring) -All Students: 57.4% -English Learners: 63.2%	2024-25: (Fall to Spring) -All Students: 58.1% -English Learners: 57.6%	2025-26 (Fall to Spring): -All Students: 66.7% -English Learners: 66.3%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50%	-All Students: +9.3 percentage points -English Learners: +3.1 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	from fall to spring (Source: NWEA MAP)	-Socioeconomically Disadvantaged: 56.6% -Students with Disabilities: 52.9% -Hispanic: 56.3% -White: 62.8%	-Socioeconomically Disadvantaged: 54.9% -Students with Disabilities: 47.5% -Hispanic: 55.9% -White: 72.5%	-Socioeconomically Disadvantaged: 64.7% -Students with Disabilities: 64.4% -Hispanic: 64.9% -White: 66.7%	-Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%	-Socioeconomically Disadvantaged: +8.1 percentage points -Students with Disabilities: +11.5 percentage points -Hispanic: +8.6 percentage points -White: +3.9 percentage points
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 0.89 (CGP: 81st percentile) -English Learners: CGI: 1.84 (CGP: 97th percentile) -Socioeconomically Disadvantaged: CGI: 0.92 (CGP: 82nd percentile) -Students with Disabilities: CGI: 0.44 (CGP: 67th percentile) -Hispanic: CGI: 0.78 (CGP: 78th percentile) -White: CGI: 1.91 (CGP: 97th percentile)	2024-25: (Fall to Spring) -All Students: CGI: 0.96 (CGP: 83rd percentile) -English Learners: CGI: 2.42 (CGP: 99th percentile) -Socioeconomically Disadvantaged: CGI: 1.05 (CGP: 85th percentile) -Students with Disabilities: CGI: 0.40 (CGP: 66th percentile) -Hispanic: CGI: 0.85 (CGP: 80th percentile) -White: CGI: 2.30 (CGP: 99th percentile)	2025-26 (Fall to Spring): -All Students: CGI: 0.94 (CGP: 83rd percentile) -English Learners: CGI: 0.87 (CGP: 81st percentile) -Socioeconomically Disadvantaged: CGI: 0.67 (CGP: 75th percentile) -Students with Disabilities: CGI: 0.56 (CGP: 71st percentile) -Hispanic: CGI: 0.72 (CGP: 76th percentile) -White: CGI: 1.24 (CGP: 89th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)	-All Students: +0.05 CGI (+2 percentile points) -English Learners: -0.97 CGI (-16 percentile points) -Socioeconomically Disadvantaged: -0.25 CGI (-7 percentile points) -Students with Disabilities: +0.12 CGI (+4 percentile points) -Hispanic: -0.06 CGI (-2 percentile points) -White: -0.67 CGI (-8 percentile points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 34.77% -English Learners: 7.94% -Socioeconomically Disadvantaged: 30.77% -Students with Disabilities: 19.56% -Asian: * -Hispanic: 31.12% -White: 52.64%	2023-24: -All Students: 39.78% -English Learners: 16.89% -Socioeconomically Disadvantaged: 34.07% -Students with Disabilities: 18.37% -Hispanic: 33.63% -White: 72.41%	2024-25: -All Students: 42.11% -English Learners: 22.22% -Socioeconomically Disadvantaged: 38.82% -Students with Disabilities: 18.75% -Hispanic: 36.73% -White: 80.00%	2025-26: -All Students: >= 37.00% -English Learners: >= 10.00% -Socioeconomically Disadvantaged: >= 34.00% -Students with Disabilities: >= 20.00% -Hispanic: >= 35.00% -White: >= 50.00%	-All Students: +7.34 percentage points -English Learners: +14.28 percentage points -Socioeconomically Disadvantaged: +8.05 percentage points -Students with Disabilities: -0.81 percentage points -Hispanic: +5.61 percentage points -White: +27.36 percentage points
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 39.9 points below standard -English Learners: 74.7 points below standard -Socioeconomically Disadvantaged: 48.9 points below standard -Students with Disabilities: 88.3 points below standard -Asian: * -Hispanic: 50.0 points below standard -White: 45.4 points above standard	2023-24: (2024 Dashboard) -All Students: 36.5 points below standard -English Learners: 62.9 points below standard -Socioeconomically Disadvantaged: 49.4 points below standard -Students with Disabilities: 96.7 points below standard	2024-25: (2025 Dashboard) -All Students: 26.0 points below standard -English Learners: 56.9 points below standard -Socioeconomically Disadvantaged: 32.0 points below standard -Students with Disabilities: 84.1 points below standard	2025-26: (2026 Dashboard) -All Students: 30.0 points below standard -English Learners: 65.0 points below standard -Socioeconomically Disadvantaged: 39.0 points below standard -Students with Disabilities: 79.0 points below standard	-All Students: +13.9 points -English Learners: +17.8 points -Socioeconomically Disadvantaged: +16.9 points -Students with Disabilities: +9.3 points -Hispanic: +14.0 points -White: -1.4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Hispanic: 50.9 points below standard -White: 33.7 points above standard	-Hispanic: 37.6 points below standard -White: 43.4 points above standard	-Hispanic: 36.0 points below standard -White: 46.0 points above standard	
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 61.7% -English Learners: 47.8% -Socioeconomically Disadvantaged: 60.6% -Students with Disabilities: 52.2% -Hispanic: 60.1% -White: 72.1%	2024-25: (Fall to Spring) -All Students: 63.8% -English Learners: 57.6% -Socioeconomically Disadvantaged: 64.6% -Students with Disabilities: 55.6% -Hispanic: 62.1% -White: 70.0%	2025-26 (Fall to Spring): -All Students: 70.2% -English Learners: 64.5% -Socioeconomically Disadvantaged: 66.0% -Students with Disabilities: 56.6% -Hispanic: 68.0% -White: 79.7%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%	-All Students: +8.5 percentage points -English Learners: +16.7 percentage points -Socioeconomically Disadvantaged: +5.4 percentage points -Students with Disabilities: +4.4 percentage points -Hispanic: +7.9 percentage points -White: +7.6 percentage points
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 0.93 (CGP: 82nd percentile) -English Learners: CGI: 0.37 (CGP: 64th percentile) -Socioeconomically Disadvantaged: CGI: 0.93 (CGP: 82nd percentile) -Students with Disabilities: CGI: 0.19 (CGP: 58th percentile)	2024-25: (Fall to Spring) -All Students: CGI: 1.56 (CGP: 94th percentile) -English Learners: CGI: 1.53 (CGP: 94th percentile) -Socioeconomically Disadvantaged: CGI: 1.78 (CGP: 96h percentile) -Students with Disabilities: CGI:	2025-26 (Fall to Spring): -All Students: CGI: 0.93 (CGP: 82nd percentile) -English Learners: CGI: 0.89 (CGP: 81st percentile) -Socioeconomically Disadvantaged: CGI: 0.75 (CGP: 77th percentile) -Students with Disabilities: CGI:	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI	-All Students: 0.00 CGI (0 percentile points) -English Learners: +0.52 CGI (+17 percentile points) -Socioeconomically Disadvantaged: -0.18 CGI (-5 percentile points) -Students with Disabilities: +0.42 CGI (+15 percentile points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Hispanic: CGI: 0.77 (CGP: 78th percentile) -White: CGI: 1.84 (CGP: 97th percentile)	1.79 (CGP: 96th percentile) -Hispanic: CGI: 1.64 (CGP: 95th percentile) -White: CGI: 1.13 (CGP: 87th percentile)	0.61 (CGP: 73rd percentile) -Hispanic: CGI: 0.82 (CGP: 79th percentile) -White: CGI: 1.10 (CGP: 86th percentile)	>= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)	-Hispanic: +0.05 CGI (+1 percentile point) -White: -0.74 CGI (-11 percentile points)
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 73.3%	2023-24: (2024 Dashboard) 34.0%	2024-25 (2025 Dashboard): 43.4%	2025-26: (2026 Dashboard) >= 50.0%	-29.9 percentage points
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 22.6%	2023-24: (Internal) 10.2%	2024-25 (Internal): 13.9% 2025-26 (As of 6.10.26): 15.3%	2025-26: (CDE DataQuest) >= 10.0%	-7.3 percentage points
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 29.63% -English Learners: 4.17% -Socioeconomically Disadvantaged: 28.42% -Students with Disabilities: 12.5% -Hispanic: 26.59%	2023-24: -All Students: 34.72% -English Learners: 2.70% -Socioeconomically Disadvantaged: 30.00% -Students with Disabilities: 21.74%	2024-25: -All Students: 27.05% -English Learners: 0.00% -Socioeconomically Disadvantaged: 21.28% -Students with Disabilities: 5.00% -Hispanic: 21.50%	2025-26: -All Students: >= 31.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 30.00% -Students with Disabilities: >= 15.00%	-All Students: -2.58 percentage points -English Learners: -4.17 percentage points -Socioeconomically Disadvantaged: -7.14 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Hispanic: 30.39% -White: 76.92%	-White: 38.89%	-Hispanic: >= 29.00% -White: *	-Students with Disabilities: -7.50 percentage points -Hispanic: -5.09 percentage points -White: N/A

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–26 school year, MSA Santa Ana made meaningful progress in implementing the planned actions under Goal 2, which emphasizes equitable access to high-quality instruction and academic growth for all students. While most actions were successfully implemented, a few areas—such as classroom observations and reclassification of English learners—require targeted attention moving forward.

Successful Implementation Areas
A majority of indicators demonstrated strong implementation and student progress:

Access to Programs and Services (Metric 2.1): MSA Santa Ana maintained 100% access for students to all required programs and services, matching the previous year's level and affirming compliance with Local Indicator Priority 7.

Academic Performance and Proficiency:

ELA (Metric 2.4): 49.82% of students met or exceeded the CAASPP ELA standard, an increase from 47.53% in 2023–24. Gains were observed across subgroups, including English Learners (from 9.09% to 15.19%) and Hispanic students (from 43.31% to 44.86%).

Math (Metric 2.8): 42.11% of students met or exceeded the CAASPP Math standard, improving from 39.78% in the prior year. Notably, English Learners increased their performance from 16.89% to 22.22%, and Hispanic students improved from 33.63% to 36.73%.

Science (Metric 2.14): 27.05% of students met or exceeded standard on the CAASPP Science assessment, reflecting a decline from 34.72%, and indicating a need to strengthen instructional alignment to science standards and enhance academic language and inquiry-based science practices.

Growth Measures:

MAP Reading (Metric 2.6): All Students meeting growth targets increased from 58.1% to 66.7%. English Learners increased from 57.6% to 66.3%.Socioeconomically Disadvantaged students increased from 54.9% to 64.7%. Students with Disabilities increased from 47.5% to 64.4%. Hispanic students increased from 55.9% to 64.9%.

MAP Math (Metric 2.10): All Students meeting growth targets increased from 63.8% to 70.2%. English Learners increased from 57.6% to 64.5%. Socioeconomically Disadvantaged students increased from 64.6% to 66.0% Students with Disabilities increased from 55.6% to 56.6%. Hispanic students increased from 62.1% to 68.0%. White students increased from 70.0% to 79.7%.

Conditional Growth Index (CGI):

ELA (Metric 2.7): ELA growth remained strong nationally, although slightly lower than the previous year. All Students maintained a CGI of 0.94, representing growth at the 83rd national percentile. English Learners achieved a CGI of 0.87 (81st percentile).White students achieved a CGI of 1.24 (89th percentile).

Math (Metric 2.11): Math growth remained above national norms. All Students earned a CGI of 0.93 (82nd percentile). English Learners earned a CGI of 0.89 (81st percentile). White students earned a CGI of 1.10 (86th percentile)

Distance from Standard (DFS):

ELA (Metric 2.5): ELA DFS improved for all students and most subgroups, indicating students are moving closer to grade-level proficiency. All Students improved from 8.3 points below standard to 3.1 points below standard. English Learners improved from 42.8 points below standard to 40.1 points below standard

Math (Metric 2.9): Math DFS improved across all major student groups. All Students improved from 36.5 points below standard to 26.0 points below standard. English Learners improved from 62.9 points below standard to 56.9 points below standard.

These trends affirm that MSA Santa Ana’s instructional framework and academic interventions are yielding positive outcomes in both proficiency and growth for the general student population and key subgroups.

Areas Requiring Improvement
Despite these strong results, a few implementation gaps were identified:

Classroom Observations (Metric 2.2):Completion of formal and informal classroom observations decreased from 66% in 2024–25 to 40% in 2025–26. This indicates a need to strengthen systems for observation scheduling, coaching cycles, and documentation to ensure consistent instructional monitoring and feedback.

English Learner Progress Indicator (ELPI) Growth (Metric 2.12): The percentage of English Learners making progress toward English proficiency increased from 34% to 43.4%. This improvement reflects positive momentum; however, continued emphasis on strengthening

both Designated and Integrated ELD instruction, enhancing progress monitoring, and providing targeted language-development supports will be important to sustain and accelerate this growth

Reclassification Rate (Metric 2.13): The percentage of English Learners reclassified as Fluent English Proficient increased slightly from 13.9% to 15.3%, but remains below the level needed to accelerate long-term EL success. Continued efforts to identify eligible students earlier and provide targeted support toward meeting reclassification criteria are needed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $3,175,181.93
Actual: $3,631,446.60
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 2
Budgeted: $42,017.06
Actual: $33,381.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 3
Budgeted: $640,991.32
Actual: $660,477.44
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 4
Budgeted: $0.00
Actual: $0.00
Explanation:

Goal 2 Action 5
Budgeted: $1,025,553.86
Actual: $1,065,807.65
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the implementation of Goal 2 metrics in 2025–26 demonstrated strong progress in academic achievement and student growth, while also highlighting key areas that require targeted improvement—particularly in instructional monitoring and English Learner progress.

Effective Metrics
Metric 2.1 – Access to Programs and Services
MSA Santa Ana maintained 100% access to required academic programs and services, fully meeting the goal and confirming strong compliance with Local Indicator Priority 7. This reflects a well-coordinated infrastructure ensuring equitable educational opportunities for all students.

Metric 2.4 – CAASPP ELA Proficiency
49.82% of students met or exceeded standards, surpassing the prior year's 47.53% performance. Subgroup gains among English Learners and Hispanic students indicate the impact of targeted ELA supports.

Metric 2.5 – ELA Distance from Standard (DFS)
DFS improved from 8.3 points below standard to 3.1 points below, demonstrating academic recovery and increasing proficiency across core groups.

Metric 2.6 – MAP Reading Growth
66.7% of students met or exceeded reading growth targets, surpassing the 50% benchmark and validating the effectiveness of differentiated literacy instruction and progress monitoring.

Metric 2.7 – MAP ELA Conditional Growth Index (CGI)
The school recorded a CGI of 0.94, slight decrease from 0.96 and indicating sustained strong growth, particularly among English Learners (CGI 0.87) and White students (CGI 1.24).

Metric 2.8 – CAASPP Math Proficiency
42.11% of students met or exceeded standards, up from 39.78%. The growth of English Learners and Hispanic students reflects well-targeted math supports.

Metric 2.9 – Math Distance from Standard (DFS)
DFS improved from 36.6 to 26.0 points below standard, indicating continued closing of learning gaps in mathematics.

Metric 2.10 – MAP Math Growth
70.2% of students met their growth targets, exceeding the benchmark of 50% and affirming the effectiveness of math intervention and instruction systems.

Metric 2.11 – MAP Math CGI

A CGI of 0.93 was achieved, representing strong national growth, particularly for Students with Disabilities (0.61) and Socioeconomically Disadvantaged students (0.75).

Metric 2.14 – CAASPP Science Proficiency
27.05% of students met or exceeded standard, down from 34%, indicating need for improvement instruction and assessment alignment in science education.

Ineffective or Partially Effective Metrics
Metric 2.2 – Classroom Observations
Completion of formal and informal classroom observations decreased from 66% in 2024–25 to 40% in 2025–26. This indicates a need to strengthen systems for observation scheduling, coaching cycles, and documentation to ensure consistent instructional monitoring and feedback

Metric 2.12 – English Learner Progress (ELPI)
Implementation of actions to support English Learner progress has shown emerging effectiveness in moving toward the intended goal. The increase in the percentage of English Learners making progress toward English proficiency from 34% to 43.4% indicates that current instructional and support strategies are beginning to have a positive impact. In particular, strengthened focus on Designated and Integrated ELD instruction, along with improved instructional routines that incorporate academic language development, appears to be contributing to this upward trend

Metric 2.13 – Reclassification Rate
The percentage of English Learners reclassified as Fluent English Proficient increased slightly from 13.9% to 15.3%, but remains below the level needed to accelerate long-term EL success. Continued efforts to identify eligible students earlier and provide targeted support toward meeting reclassification criteria are needed.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of reflective analysis of the 2025–26 implementation outcomes, targeted changes have been made to Goal 2: Academic Growth and Instructional Access to strengthen areas of underperformance and expand on existing academic gains.

Refinements to Metrics and Supports
Classroom Observations (Metric 2.2)
Completion of formal and informal classroom observations declined from 66% in 2024–25 to 40% in 2025–26, indicating a need for stronger systems to support instructional monitoring and coaching. To improve implementation during the 2026–27 school year:
Observation schedules will be embedded into leadership calendars and monitored monthly.
Administrative walkthroughs and coaching cycles will be streamlined to ensure timely feedback and follow-up support.

Instructional leadership team members will participate in targeted walkthroughs to increase the frequency of classroom feedback. Observation documentation and progress monitoring systems will be reviewed regularly to ensure accountability.

The target for observation completion will remain unchanged, with additional structures and supports implemented to improve completion rates.

Exploration of peer walkthroughs and informal observation models will be piloted to increase instructional feedback frequency.
The 85% target for observation completion will remain unchanged, with added structural and administrative supports.

English Learner Progress (Metric 2.12)
The percentage of English Learners making progress toward English proficiency increased from 34% to 43.4%. While performance demonstrates notable improvement, continued refinement of language development supports and progress monitoring is still needed. In response, 2026–27 implementation will include:
Strengthening Designated ELD instruction through common pacing, lesson planning support, and instructional walkthroughs.
Expanding professional development on Integrated ELD strategies across all content areas.
Implementing trimester EL progress reviews to identify students requiring additional interventions.
Increasing collaboration between ELD teachers, intervention staff, and content-area teachers to support language development goals.
Expanding family outreach efforts focused on English Learner achievement and language acquisition.

Reclassification Rate (Metric 2.13)
Although the reclassification rate increased slightly from 13.9% to 15.3%, the rate remains below desired levels and indicates that additional supports are needed to help eligible students meet reclassification criteria. To address this need:
Reclassification monitoring meetings will be conducted each trimester to identify students nearing eligibility.
ELPAC preparation and language support opportunities will be expanded for long-term English Learners and students approaching proficiency.
Parent communication regarding reclassification requirements and progress will be strengthened.
Intervention supports will be aligned to address specific language skill gaps identified through ELPAC and local assessment data.

Metrics Maintained or Expanded
Several metrics showed strong or improved performance and will be maintained with minor enhancements:

Access to Programs and Services (Metric 2.1): MSA Santa Ana maintained 100% access to required programs and services. No changes to this metric are planned. Continued collaboration among Special Education, English Learner, intervention, and student support teams will ensure equitable access for all students.

Academic Performance (Metrics 2.4, 2.8, 2.14): Schoolwide proficiency increased in both ELA and Mathematics, with notable gains among English Learners, Hispanic students, and Socioeconomically Disadvantaged students. To build on these results: Tiered academic intervention systems will continue. Data-driven instructional planning will be strengthened through PLC collaboration. Expanded opportunities for advanced coursework and enrichment will be provided to support academic growth for all students.

MAP Growth and Conditional Growth Index (Metrics 2.6, 2.7, 2.10, 2.11): MAP Reading and Math growth targets increased substantially, with students continuing to demonstrate growth above national norms. To sustain these outcomes: Small-group instruction and targeted intervention programs will continue. MAP data cycles will be utilized to identify student needs and monitor intervention effectiveness. Professional development will focus on differentiation and standards-based instruction.

Distance from Standard (Metrics 2.5, 2.9): Significant improvements in ELA and Math Distance from Standard measures indicate that students are moving closer to grade-level proficiency. Continued implementation of intervention programs, data analysis cycles, and targeted supports for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students will remain a priority.

Summary
Reflections from the 2025–26 implementation of Goal 2 confirmed the effectiveness of the school's academic programs, intervention systems, and instructional practices, as evidenced by gains in ELA and Mathematics achievement, MAP growth, and Distance from Standard measures. Areas identified for improvement include classroom observation completion, English Learner progress, and reclassification outcomes. Changes for 2026–27 focus on strengthening instructional monitoring systems, enhancing language development supports, and increasing opportunities for English Learners to successfully meet reclassification criteria while continuing to expand successful academic practices across all grade levels and student groups.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.	$3,921,904.01	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -Professional Development: Title II; Amount: $10,000.00 -Prof Dev-Other: Title II; Amount: $10,000.00	$33,381.00	Yes
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other	$662,235.37	Yes

Action #	Title	Description	Total Funds	Contributing
		state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Infinite Campus fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Spelling City, Seesaw, and MyON.) The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $43,912.38 -Teacher Salaries: Title I; Amount: $110,132.00 -STRS: Title I; Amount: $21,038.57 -OASDI/Medicare: Title I; Amount: $1,597.17 -Health & Welfare Benefits: Title I; Amount: $17,431.43 -Unemployment Insurance: Title I; Amount: $550.75 -Educational Software: Title IV, Part A ESEA (ESSA); Amount: $3,353.84		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits. The following expenditures will be funded by federal Title funds: N/A		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in	$1,167,407.82	No

Action #	Title	Description	Total Funds	Contributing
		collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 10%	2024-25: (As of 6/5/25) 18%	2025-26 (As of 5/22/26): 9%	2026-27: >= 10%	-1 percentage point

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 97%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 90%	+3 percentage points
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 94%	2024-25: (As of 6/5/25) 87%	2025-26 (As of 5/22/26): 99%	2026-27: >= 80%	+5 percentage points
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 72.4%	2023-24 (2024 Dashboard): 77.1%	2024-25 (2025 Dashboard): 81.6% 2025-26 (As of 5/22/26): 81.6%	2025-26: (2026 Dashboard) >= 55.0%	+9.2 percentage points
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 61.11%	2023-24: 78.95%	2024-25: 68.63% 2025-26 (As of 5/22/26): 23.33%	2025-26: >= 55.00%	+7.52 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 33.33%	2023-24: 50.00%	2024-25: 43.14% 2025-26 (As of 5/22/26): 38.74%	2025-26: >= 35.00%	+9.81 percentage points
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 56.0%	2023-24: 66.3%	2024-25: 80.3%	2025-26: >= 55.0%	+24.3 percentage points
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 27.6%	2023-24: 47.2%	2024-25: 58.3%	2025-26: >= 55.0%	+30.7 percentage points
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 27.6%	2023-24 (2024 Dashboard): 54.3%	2024-25 (2005 Dashboard): 83.9% 2025-26 (As of 5/22/26): 73.5%	2025-26: (2026 Dashboard) >= 35.0%	+56.3 percentage points
3.10	Percentage of cohort graduates who have successfully completed	2022-23 (CDE DataQuest): 100.0%	2023-24 (2024 Dashboard): 82.9%	2024-25 (2025 Dashboard): 0.0%	2025-26: (2026 Dashboard) >= 90.0%	-14.3 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 85.7%		
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2023-24 (2024 Dashboard): 0.0%	2024-25 (2005 Dashboard): 6.5% 2025-26 (As of 5/22/26): 0%	2025-26: (2026 Dashboard) >= 10.0%	+6.5 percentage points
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2023-24 (2024 Dashboard): 0.0%	2024-25 (2005 Dashboard): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (2026 Dashboard) >= 10.0%	0 percentage points
3.13	Percentage of cohort graduates who have earned a Seal of	2022-23 (CDE DataQuest): 20.7%	2023-24 (CDE DataQuest): 20.0%	2024-25 (CDE DataQuest): 15.8%	2025-26: (CDE DataQuest) >= 20.0%	-4.9 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy (Source: CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 14.3%		
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 34.5%	2023-24 (CDE DataQuest): 37.1%	2024-25 (CDE DataQuest): 52.6% 2025-26 (As of 5/22/26): 34.7%	2025-26: (CDE DataQuest) >= 30.0%	+18.1 percentage points
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 65.7%	2024-25 (As of 5/23/25): 77.8%	2025-26 (As of 5/22/26): 59.2%	2026-27: >= 50.0%	-6.5 percentage points
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 94%	2024-25 (As of 5/23/25): 100%	2025-26 (As of 5/22/26): 100%	2026-27: >= 90%	+6 percentage points
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 83%	2024-25 (As of 5/23/25): 83%	2025-26 (As of 5/22/26): 63%	2026-27: >= 60%	-20 percentage points
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 75.0%	Class of 2022: 76.3%	Class of 2023: 83.9%	Class of 2024: >= 60%	+8.9 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of Goal 3 during the 2024–25 school year was largely successful, with the vast majority of actions executed as planned and resulting in strong student outcomes. The school met or exceeded performance targets for most indicators related to college readiness, advanced coursework, and STEAM engagement. However, several substantive differences between planned and actual implementation emerged, particularly in areas involving ELA college readiness, full tracking of dual enrollment access, and integration of career technical education (CTE) pathways.

Implementation Successes
Many of the school's planned actions for Goal 3 were implemented effectively and led to measurable success:

Technology and STEAM Access (Metrics 3.2 & 3.3):
All graduating students (100%) took a Computer/Technology course or engaged in blended learning (Metric 3.2), and 99% of students created or demonstrated a STEAM-related project (Metric 3.3). These results reflect full implementation of innovation-focused learning strategies and continued commitment to project-based learning experiences.

College and Career Indicator (Metric 3.4):
Overall implementation was effective, with planned college and career readiness actions implemented largely as intended, contributing to an increase in the College/Career Indicator (CCI) Prepared rate from 77.1% to 81.6%. Exceeding the 72.4% baseline and surpassing the internal benchmark of 61.2%. This affirms the school's alignment with state-defined college and career readiness standards.

Advanced Math Enrollment (Metric 3.1):
Participation in accelerated or advanced math coursework or clubs decreased from 18% to 9%. While the metric declined, the school remains committed to expanding access to advanced coursework, strengthening the mathematics pipeline beginning in earlier grades, and providing targeted academic support to prepare more students for success in advanced mathematics courses.

Dual Enrollment Completion (Metric 3.9):
73.5% of students completed two college-level semesters with a C or better, decreased from 83.9%. indicating a decline in completion rates despite continued access to dual enrollment opportunities.This change suggests a need to further strengthen academic preparation, student supports, and monitoring systems to ensure students persist and succeed in college-level coursework, while continuing to build on established dual enrollment partnerships and advising structures.

Math Readiness and Achievement (Metrics 3.6, 3.7, 3.8):
EAP Math went from 43.14% in 2024-25 to 38.74% (internal data)
AP scores of 3 or higher in current year went from 66.3% in 2023-24 to 80.3% in 2024-25
AP scores of 3 or higher in HS years went from 47.2% in 2023-24 to 58.3% in 2024-25

AP scores of 3 or higher increased from 66.3% to 80.3% and from 47.2% to 58.3% across high school cohorts—indicating effective instructional supports and student preparation.EAP Math readiness declined from 43.14% to 38.74%, highlighting inconsistencies in college readiness alignment within math instruction.

Postsecondary Preparedness (Metrics 3.10, 3.14–3.17):
A-G completion:85.7%
Golden State Seal: 56.2%
Advanced/Honors Diplomas: 59.2%
College Acceptance: 100% overall, with63% to four-year institutions
These outcomes demonstrate sustained success in preparing students for postsecondary opportunities through coursework, recognitions, and counseling supports.

Areas of Continued Improvement
Several actions showed progress but did not yet reach the desired targets:

ELA Readiness on CAASPP (Metric 3.5):
23.3% of students demonstrated ELA readiness on the CAASPP EAP—down from 68.63%. Continued literacy interventions and cross-curricular writing support remain essential.

Seal of Biliteracy (Metric 3.13):
14.3% of graduates earned the Seal of Biliteracy, down from 15.8% the prior year. While the program is well-established, increased awareness and support for multilingual students may help reverse this decline.

CTE + A-G Integration (Metrics 3.11 & 3.12):
While the school has started building Career Technical Education (CTE) programs, no students have yet been tracked as completing state-aligned CTE sequences or integrated CTE + A-G pathways. Developing clear tracking systems and aligning student schedules with these options will be essential in the upcoming year.

College-Going Rate (Metric 3.18):
The most recent verified college-going rate (Class of 2023) was 83.9%, which shows a gap compared to the 100% acceptance rate. This underscores the need for improved post-graduation follow-up, financial aid support, and summer bridge programming to ensure students enroll after acceptance.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $128,848.59
Actual: $170,996.79
Explanation: Due to increase of enrollment our expenses in this action increased.

Goal 3 Action 2
Budgeted: $636.00
Actual: $636.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 3
Budgeted: $292,622.44
Actual: $301,292.48
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 4
Budgeted: $327,069.63
Actual: $326,137.83
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 5
Budgeted: $715,652.02
Actual: $697,610.77
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Implementation of Goal 3 during the 2025-26 school year demonstrated substantial effectiveness across most planned actions, with the majority of outcome targets met or exceeded. At the same time, several key metrics revealed specific areas for refinement, especially related to ELA readiness, pathway tracking, and postsecondary transition follow-through.

Effective Metrics (Met or Exceeded Goals)
Metric 3.1 – Accelerated Math Enrollment
9% of students participated in advanced or accelerated math opportunities, declined from previous year’s 18%. This shows the need for improved access and stronger academic counseling in advanced math pathways.

Metric 3.2 – Computer/Technology Access

100% of graduating students completed a Computer/Technology course or participated in blended learning, confirming full implementation of digital readiness expectations and equity in access to tech-integrated instruction.

Metric 3.3 – STEAM Projects
99% of students created or presented a STEAM-related project, demonstrating strong engagement with innovation-focused and hands-on learning across grade levels.

Metric 3.4 – College and Career Indicator (CCI)
81.6% of students achieved “Prepared” status on the CCI, exceeding both the baseline (72.4%) and internal benchmark (61.2%). This reflects broad success across multiple college- and career-readiness pathways.

Metric 3.5 - CAASPP ELA EAP Readiness
Only 23.33% of students demonstrated ELA readiness, which is down from 68.63% and falls short of the school’s aspirational target. Strong focus on academic writing, nonfiction reading, and performance task strategies in 10th and 11th grade will be prioritized.

Metrics 3.6–3.8 – Math Readiness and AP Performance

3.6 – CAASPP Math EAP Readiness: 38.74% of 11th graders demonstrated college readiness in math, down from 43.14%.

3.7 – AP Exam Scores: 80.3% of AP test-takers earned a 3 or higher, improving from 66.3%.

3.8 – Senior AP Pass Rate: 58.3% of seniors passed at least one AP exam with a score of 3+, up from 47.2%.
These increases reflect significant instructional improvements, test preparation, and student support structures in math and AP coursework.

Metrics 3.9 – Dual Enrollment Completion
73.5% of students completed two semesters of college coursework with a C or better. This marks a major success in expanding dual enrollment participation and improving student outcomes in college-level classes.

Metrics 3.10, 3.14–3.17 – Postsecondary Preparedness and Success

3.10 – A-G Completion: 85.7%

3.14 – Golden State Seal: 34.7%

3.15 – Advanced/Honors Diplomas: 59.2%

3.16 – College Acceptance (All): 100%

3.17 – College Acceptance (4-Year): 63%

These strong outcomes demonstrate consistent preparation and support for college-bound students through academic planning, recognition programs, and advising.

Ineffective or Partially Effective Metrics
Metric 3.5 – CAASPP ELA EAP Readiness
65.35% of students demonstrated ELA readiness, up from 61.11%, but still short of the school's aspirational target. Additional focus on academic writing, nonfiction reading, and performance task strategies in 10th and 11th grade will be prioritized.

Metric 3.13 – Seal of Biliteracy
14.3% of students earned the Seal of Bilateracy, a drop from 15.8% the prior year. Increased outreach, targeted preparation for the language assessment, and clearer guidance on eligibility criteria are needed to improve participation.

Metrics 3.11 & 3.12 – CTE and A-G + CTE Completion
No students were tracked as having completed CTE sequences or the integrated A-G + CTE pathway. While CTE programs have been launched, there is a need for clear tracking systems, formalized course sequences, and counseling structures that ensure students are placed on qualifying pathways and can complete them by graduation.

Metric 3.18 – College-Going Rate
The most recent verified college-going rate (Class of 2023) was 83.9%, showing a gap compared to the school's 100% acceptance rate. Strengthening financial aid education, post-graduation transition supports, and follow-up systems will be essential to ensure students enroll and persist in college after high school.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Accelerated Math Enrollment (Metric 3.1)

Participation in advanced and accelerated math opportunities declined from 18% to 9%, indicating a need to improve access to advanced coursework and strengthen student pathway planning. In response, the school will:

Increase academic counseling and pathway planning beginning in middle school.
Review placement criteria to ensure equitable access to advanced math opportunities.
Expand outreach to students and families regarding accelerated course options.
Monitor enrollment data annually to identify and address participation gaps among student groups.
CAASPP ELA EAP Readiness (Metric 3.5)

While ELA college readiness declined from 68.63% to 23.33%, results remained below the school's long-term goal. Additional supports will be implemented to strengthen literacy skills, increase access to rigorous coursework, and provide targeted interventions to better prepare students for college-level reading and writing expectations.

Additional emphasis will be placed on academic writing, evidence-based analysis, and nonfiction reading across content areas.
Junior-level ELA courses will incorporate more EAP-aligned performance tasks and college-readiness assessments.
Teachers will utilize interim assessment data to identify students requiring targeted intervention and support.
Seal of Biliteracy (Metric 3.13)

The percentage of students earning the Seal of Biliteracy declined from 20.7% to 16.7%. To increase participation and recognition of multilingual achievement:

Students will be identified earlier and monitored for Seal eligibility beginning in 9th grade.
Additional support and preparation opportunities will be provided for qualifying language proficiency assessments.
Families and students will receive clearer communication regarding eligibility requirements and application timelines.
Collaboration between ELD, World Language, and counseling staff will be strengthened to support candidate identification.
Career Technical Education Pathways (Metrics 3.11 and 3.12)

No students were reported as completing a CTE pathway or an integrated A-G plus CTE sequence. Reflection on implementation revealed that pathway tracking systems and course sequencing structures require further development. In response:

Formal CTE pathway maps and completion criteria will be developed and communicated to students and families.
Student information systems will be updated to improve pathway tracking and reporting.
Counselors will conduct annual pathway reviews with students to ensure course enrollment aligns with pathway completion requirements.
Partnerships with industry and postsecondary institutions will continue to expand career exploration opportunities.
College-Going Rate (Metric 3.18)

Although 100% of graduates were accepted to college, the verified college-going rate remained at 76.3%, highlighting a gap between acceptance and enrollment. To improve postsecondary matriculation:

Financial aid workshops and FAFSA/CADAA completion supports will be expanded.
Counselors will increase outreach to students and families during the spring and summer transition period.
Follow-up systems will be implemented to monitor enrollment and address barriers to matriculation.
Alumni outreach and college transition support efforts will be strengthened.
Metrics Maintained or Expanded

Several metrics demonstrated strong performance and will continue with minor enhancements to sustain success.

Computer and Technology Access (Metric 3.2)

The school maintained 100% participation in Computer Technology coursework or blended learning experiences. No changes to the metric are planned. The school will continue providing equitable access to technology-rich learning opportunities and digital literacy instruction.

STEAM Projects (Metric 3.3)

With 99% of students completing a STEAM-related project, implementation of project-based learning and innovation-focused experiences will continue. Additional opportunities for interdisciplinary projects and community partnerships will be explored.

College and Career Indicator (Metric 3.4)

The College and Career Indicator increased to 81.6%, exceeding established benchmarks. Current practices supporting dual enrollment, Advanced Placement coursework, college advising, and academic pathway development will be maintained and expanded where appropriate.

AP and Dual Enrollment Success (Metrics 3.7, 3.8, and 3.9)

Significant gains were observed in AP exam performance and dual enrollment completion rates. To sustain this progress:

AP preparation and academic support programs will continue.
Dual enrollment partnerships and course offerings will be maintained and expanded when feasible.
Student participation in rigorous coursework will continue to be promoted through counseling and academic planning.
Postsecondary Preparedness Metrics (Metrics 3.10, 3.14–3.17)

Strong outcomes in A-G completion, Golden State Seal attainment, Advanced/Honors Diploma completion, and college acceptance rates indicate that existing college readiness systems are effective. The school will continue investing in academic advising, pathway planning, college application support, and recognition programs that promote postsecondary success.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment,	$181,964.55	Yes

Action #	Title	Description	Total Funds	Contributing
		AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: -Clerical & Tech: Federal CSP; Amount: $33,476.73 -STRS: Federal CSP; Amount: $6,394.68 -OASDI/Medicare: Federal CSP; Amount: $485.46 -Health & Welfare Benefits: Federal CSP; Amount: $2,713.58 -Unemployment Insurance: Federal CSP; Amount: $167.40		
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.	$636.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: -Educational Software: Title IV, Part A ESEA (ESSA); Amount: $636.00		
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: -Educational Software: Title IV, Part A ESEA (ESSA); Amount: $3,587.04	$301,016.68	Yes
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for	$319,970.12	Yes

Action #	Title	Description	Total Funds	Contributing
		PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: -Educational Software: Title IV, Part A ESEA (ESSA); Amount: $424.00		
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.	$824,773.40	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: -Certified Pupil Support Salaries: Title IV, Part A ESEA (ESSA); Amount: $8,030.00 -STRS: Title IV, Part A ESEA (ESSA); Amount: $1,548.87 -OASDI/Medicare: Title IV, Part A ESEA (ESSA); Amount: $117.58 -Health & Welfare Benefits: Title IV, Part A ESEA (ESSA); Amount: $1,628.86 -Unemployment Insurance: Title IV, Part A ESEA (ESSA); Amount: $40.55		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7	2024-25: (As of 6/5/25) 8	2025-26 (As of 5/15/26): 8	2026-27: >= 8	+1
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 4	2024-25: (As of 6/5/25) 4	2025-26 (As of 5/15/26): 4	2026-27: >= 4	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 50	2024-25: (As of 6/5/25) 81	2025-26 (As of 5/15/26): 89	2026-27: >= 10	+39
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 28.9%	2024-25: (As of 6/5/25) 30.3%	2025-26 (As of 6/10/26): 21.5%	2026-27: >= 15.0%	-7.4 percentage points
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 94.21%	2024-25 P-2 ADA: 94.58%	2025-26 P-2 ADA: 94.94%	2026-27: (P-2 ADA) >= 92.00%	+0.73 percentage points
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 16.8%	2023-24: (2024 Dashboard) 14.9%	2024-25 (2025 Dashboard): 15.1% 2025-26 (As of 5/22/26): 14.3%	2025-26: (2026 Dashboard) <= 20.0%	-1.7 percentage points
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 7.1%	2024-25: (As of 6/5/25) 0.0%	2025-26 (As of 6/10/26): 2.0%	2026-27: <= 2.0%	-5.1 percentage points
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.0%	2024-25 (CDE DataQuest): 0.0% 2025-26 (As of 6/10/26): 0.0%	2025-26: (CDE DataQuest) <= 2.0%	0 percentage points
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 97.2%	2023-24: (2024 Dashboard) 100.0%	2024-25 (2025 Dashboard): 94.7%	2025-26: (2026 Dashboard) >= 95.0%	-2.5 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2025-26 (As of 5/22/26): 100.0%		
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 2.6%	2023-24: (2024 Dashboard) 3.3%	2024-25 (2025 Dashboard): 2.0% 2025-26 (As of 5/22/26): 1.6%	2025-26: (2026 Dashboard) <= 2.5%	-0.6 percentage points
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.73%	2024-25 (CDE DataQuest): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (CDE DataQuest) <= 0.50%	0 percentage points
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 95.6% -Families: 81.4% -Staff: 100.0%	2024-25: -Students: 96.7% -Families: 71.5% -Staff: 73.4%	2025-26: -Students: 97.6% -Families: 77.9% -Staff: 89.1%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	-Students: +2.0 percentage points -Families: -3.5 percentage points -Staff: -10.9 percentage points
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline,	2023-24: -Students: 70.0% -Families: 95.0% -Staff: 88.0%	2024-25: -Students: 72% -Families: 97% -Staff: 81%	2025-26: -Students: 71% -Families: 93% -Staff: 72%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	-Students: +1 percentage point -Families: -2 percentage points -Staff: -16 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 82% -Families: 96% -Staff: 96%	2024-25: -Students: 82% -Families: 97% -Staff: 91%	2025-26: -Students: 78% -Families: 86% -Staff: 77%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	-Students: -4 percentage points -Families: -10 percentage points -Staff: -19 percentage points
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 89.44%	2024-25: (Spring 2024 to Fall 2024) 89%	2025-26 (Spring 2025 to Fall 2025): 93%	2026-27: (Spring 2026 to Fall 2026) >= 85%	+3.56 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Implementation of Goal 4 during the 2025–26 school year demonstrated a blend of strong execution and key implementation challenges, particularly in the areas of stakeholder participation, absenteeism, and satisfaction. While many planned metrics were delivered as intended and yielded measurable success, others showed partial implementation or room for growth due to structural limitations or competing priorities.

Successful Implementation Areas
Several metrics were carried out as planned and met or exceeded their performance targets:

Family Engagement and Participation Events (Metrics 4.1 & 4.3):

The school hosted 89 parent engagement activities and conducted 8 PAC meetings, exceeding the prior year's numbers and meeting expectations for structured family involvement. These efforts reflect the school's organizational commitment to inclusive, community-based decision-making.

Teacher Home Visits (Metric 4.4):
21.5% of students received a home visit from a teacher, a slight decrease from the previous year. This steady growth demonstrates the school's continued commitment to personal outreach and building home-school connections.

Student Outcomes and Safety (Metrics 4.6, 4.8–4.11):
The graduation rate reached 100%. The student suspension rate dropped significantly to 1.6%, well below the prior year's 2.9%, indicating effective implementation of behavior supports and restorative practices.

Attendance and Retention (Metrics 4.5, 4.6, 4.15):
The P–2 ADA rate held steady at 94.94%, showing positive progress in attendance initiatives. The student retention rate also remained strong at 93%, reflecting successful engagement and support systems.

Stakeholder Satisfaction (Metric 4.14):
Overall satisfaction remained high or improved across groups:
Students: 78%
Families: 86% (down from 97%)
Staff: 77% (down from 91%)
These results reflect continued trust in the school's learning environment and staff dedication.

Areas of Continued Improvement
While many targets were met, several metrics still show areas for improvement:

ELAC Participation (Metric 4.2):
The number of ELAC meetings held remained at 4, meeting the baseline but showing no progress. Further efforts are needed to grow English Learner family involvement through more targeted outreach and flexible scheduling.

Survey Participation (Metric 4.12):
Students: 97.6%
Families: 77.9%
Staff: 89.1%
While student participation increased, both family and staff response rates declined from the previous year. This trend suggests potential barriers in communication, accessibility, or engagement and highlights the need to refine survey rollout processes.

Survey Approval (Metric 4.13):
Students: 71%

Families: 93%
Staff: 72%
Despite high family approval, modest student scores and a dip in staff approval indicate the need for deeper efforts to support morale, connectedness, and responsiveness to feedback.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $275.00
Actual: $275.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 2
Budgeted: $340,571.13
Actual: $318,374.95
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 3
Budgeted: $519,095.63
Actual: $464,379.88
Explanation: Expenses in this action decreased due to the new staffing structure.

Goal 4 Action 4
Budgeted: $2,650.00
Actual: $0.00
Explanation: The staff was not able to participate to the training this year.

Goal 4 Action 5
Budgeted: $726,447.04
Actual: $654,452.10
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The implementation of Goal 4 in the 2025–26 school year produced a mix of strong execution and areas in need of further attention. While many targets were successfully met—particularly in family engagement, school safety, and retention—some key metrics related to stakeholder participation, satisfaction, and EL family engagement revealed opportunities for continued improvement.

Effective Metrics (Met or Exceeded Targets)
Metric 4.1 – Parent Advisory Committee (PAC):
The school conducted 8 PAC meetings, fully meeting the annual goal. These meetings supported inclusive parent engagement in school planning and helped elevate family voice in decision-making.

Metric 4.3 – Parent Engagement Activities:
With 89 family engagement events hosted, the school significantly surpassed its engagement benchmarks, demonstrating a strong organizational commitment to building connections between families and the school community.

Metric 4.4 – Teacher Home Visits:
21.5% of students received a home visit, slightly less than last year. This reflects an expanding culture of teacher outreach and relationship-building between school and home.

Metric 4.5 – Average Daily Attendance (P–2 ADA):
The ADA rate of 94.94% exceeded the baseline, supporting consistent student presence and reflecting successful attendance monitoring and parent communication efforts.

Metric 4.6 – Chronic Absenteeism:
The chronic absenteeism rate was 14.3%, showing effective use of tiered attendance supports, early follow-up systems, and incentives to encourage regular student attendance.

Metric 4.8 – High School Dropout Rate:
Maintained at 0%, this result affirms the effectiveness of credit monitoring systems, academic advising, and student support interventions in ensuring successful on-time graduation.

Metric 4.9 – Graduation Rate:
MSA Santa Ana reached a 100% graduation rate, exceeding state expectations and showcasing strong academic guidance, credit recovery systems, and student retention efforts.

Metric 4.10 – Suspension Rate:
The student suspension rate was 1.6%. This suggests that restorative practices and staff training in proactive behavior interventions are taking effect.

Metric 4.11 – Expulsion Rate:

The school reported 0 expulsions, consistent with its ongoing commitment to a restorative, inclusive discipline model.

Metric 4.15 – Student Retention:
The student retention rate held steady at 93%, maintaining alignment with internal targets and demonstrating the school's ability to keep students enrolled and engaged year-over-year.

Metric 4.14 – Stakeholder Satisfaction:
Satisfaction levels remained strong across key groups:
Students: 78%
Families: 86%
Staff: 777%
These outcomes indicate broad trust in school leadership and positive perceptions of the learning environment, particularly among students and families.

Ineffective or Partially Effective Metrics (Did Not Meet Targets)
Metric 4.2 – English Learner Advisory Committee (ELAC):
While the school held 4 ELAC meetings, matching the baseline, there was no growth compared to prior years. This indicates the need for more robust outreach, flexible scheduling, and engagement strategies to better include EL families in school governance and communication.

Metric 4.12 – Stakeholder Survey Participation:
Survey response rates revealed mixed results:
Students: 97.6%
Families: 77.9%
Staff: 89.1%
Although student participation improved, the drop in family and staff response rates suggests barriers in communication, timing, or engagement. Survey rollout systems may need to be revised for accessibility, timing, and incentives.

Metric 4.13 – Stakeholder Approval Ratings:
Approval levels were uneven across groups:
Students: 71%
Families: 93%
Staff: 72% (down from 81%)
The drop in staff approval suggests a need for closer listening, workload review, and improved communication around decision-making and campus culture. Student feedback, while improved, still highlights areas for deeper connection and support.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following a review of 2025–26 outcomes for Goal 4—focused on enhancing school climate, stakeholder engagement, and student connectedness—several adjustments have been made for the 2026–27 school year. These changes reflect a continued commitment to equity and community engagement while responding to participation declines, feedback from staff and families, and identified needs in absenteeism and communication systems.

Changes to Actions and Supports
Strengthen ELAC Engagement and Visibility (Metric 4.2)
Although the school met the baseline of 4 ELAC meetings, there was no growth from the prior year. To deepen English Learner family participation:
The school will publish and follow a consistent bimonthly ELAC calendar aligned with PAC and SSC schedules.
Multilingual outreach will be expanded, and EL parent representatives will be involved in co-facilitating meetings.
Virtual attendance and child supervision options will be added to increase accessibility.

Enhance Survey Outreach and Response Strategies (Metric 4.12)
Family and staff participation in the annual stakeholder survey declined, signaling the need to rework engagement methods. As a result:
Survey windows will be extended and tied to campus events (e.g., Open House, parent-teacher conferences).
Reminders will be sent in multiple languages and formats, including text, and flyers.
Modest incentives and public celebration of participation milestones will be introduced to encourage response rates.

Improve Communication and Climate Listening Systems (Metric 4.13)
Declines in staff approval and only moderate student approval suggest the need for more responsive feedback loops. In 2026–27, MSA Santa Ana will:
Hold quarterly stakeholder listening circles with students and staff to gather input and report back on progress.
Conduct short mid-year “pulse” surveys to assess climate and allow for quicker interventions.
Integrate SEL and school culture questions into existing check-ins and advisory programming.

Metrics and Monitoring Adjustments
Core metrics and targets will remain consistent to preserve year-over-year comparability. However, mid-year data reviews will be formalized, particularly for Metrics 4.2, 4.12, and 4.13, to allow for timely adjustments.

For stakeholder satisfaction (Metric 4.14), interim indicators—such as participation in events, advisory engagement, and student leadership activities—will be added to contextualize progress beyond end-of-year survey data.

Chronic absenteeism and attendance efforts will continue, with monthly attendance recovery monitoring and expanded wellness referrals to support students facing barriers to consistent attendance.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses. The following expenditures will be funded by federal Title funds: N/A	$275.00	Yes
4.2	Building relationships and partnerships with	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments	$320,148.44	Yes

Action #	Title	Description	Total Funds	Contributing
	families for student outcomes	for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -Teacher Salaries: Title I; Amount: $10,000.00 -STRS: Title I; Amount: $1,910.00 -OASDI/Medicare: Title I; Amount: $145.00 -Unemployment Insurance: Title I; Amount: $50.00		

Action #	Title	Description	Total Funds	Contributing
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.	$496,327.97	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: -Instructional Materials & Supplies: Title I; Amount: $10,000.00 -Educational Software: Title IV, Part A ESEA (ESSA); Amount: $3,000.00 -Non-Instructional Student Support: Title III - Immigrant Education; Amount: $1,599.54 -Non-Instructional Student Support: ARP HCY II; Amount: $8,755.00 -Teacher Salaries: Title II; Amount: $4,000.00		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: N/A		Yes
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify	$568,288.98	Yes

Action #	Title	Description	Total Funds	Contributing
		and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal funds: -Classified Support: Federal CSP; Amount: $76,259.76 -Clerical & Tech: Federal CSP; Amount: $21,755.28 -PERS: Federal CSP; Amount: $20,448.52 -OASDI/Medicare: Federal CSP; Amount: $7,500.06 -Health & Welfare Benefits: Federal CSP; Amount: $9,769.87 -Unemployment Insurance: Federal CSP; Amount: $381.36 -Other Benefits: Federal CSP; Amount: $2,176.80		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,203,020	$164,532

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.691%	0.000%	$0.00	23.691%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials,	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers	Goal 2: For all students, but particularly for the EL and LTEL student groups: • Percentage of students who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students.	have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP	Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3.	years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• College-Going Rate (Source: CDE DataQuest)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. **Scope:** LEA-wide	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning.	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. **Scope:**	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy,	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:** LEA-wide	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math,	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning;

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. **Scope:** LEA-wide	Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision	Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout	teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			"Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental,	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased	• High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:** It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP,	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school	Goal 4: • School experience survey "participation rates" by students, families, and staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	(Source: Local Indicator Priority 6, Panorama Education) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of seniors who have

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA Santa Ana will utilize the concentration grant add-on funds ($164,532) in the following manner:

MSA Santa Ana is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	9,298,958	2,203,020	23.691%	0.000%	23.691%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,616,859.17	$2,359,954.39	$0.00	$615,457.05	$12,592,270.61	$7,908,616.14	$4,683,654.47

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$47,072.00	$47,072.00				$47,072.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$0.00	$1,061,982.57	$1,051,601.57	$10,381.00			$1,061,982.57	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$244,990.24	$556,417.00	$766,006.48	$35,400.76			$801,407.24	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$28,948.92	$35,243.00	$64,191.92				$64,191.92	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$35,438.96	$1,783,848.58	$1,783,848.58			$35,438.96	$1,819,287.54	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$3,677,824.01	$244,080.00	$3,623,707.07	$298,196.94			$3,921,904.01	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$33,381.00	$13,381.00			$20,000.00	$33,381.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$610,729.15	$51,506.22	$294,129.97	$170,089.26		$198,016.14	$662,235.37	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$1,035,407.82	$132,000.00	$97,314.88	$945,092.94		$125,000.00	$1,167,407.82	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$181,964.55	$0.00	$33,946.94	$104,779.76		$43,237.85	$181,964.55	
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$636.00				$636.00	$636.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$297,429.64	$3,587.04	$297,429.64			$3,587.04	$301,016.68	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$193,246.12	$126,724.00	$309,546.12	$10,000.00		$424.00	$319,970.12	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$439,205.40	$385,568.00	$326,960.93	$486,446.61		$11,365.86	$824,773.40	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$275.00	$275.00				$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$300,168.92	$19,979.52	$308,043.44			$12,105.00	$320,148.44	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$414,973.43	$81,354.54	$463,973.43	$5,000.00		$27,354.54	$496,327.97	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$448,288.98	$120,000.00	$135,430.20	$294,567.12		$138,291.66	$568,288.98	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
9,298,958	2,203,020	23.691%	0.000%	23.691%	$2,247,308.59	0.000%	24.167 %	**Total:**	$2,247,308.59
								LEA-wide Total:	$2,247,308.59
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$64,191.92	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,381.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$294,129.97	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	$0.00	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,946.94	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$297,429.64	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$309,546.12	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$326,960.93	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$308,043.44	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$463,973.43	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$135,430.20	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,935,711.80	$11,594,116.13

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$40,858.00	$52,072.00
1	**1.2**	Instructional materials and technology	No	$855,764.57	$909,232.57
1	**1.3**	Clean and safe facilities that support learning	No	$581,984.38	$752,768.30
1	**1.4**	Healthy and nutritious meals	Yes	$54,756.20	$58,120.92
1	**1.5**	Well-orchestrated Home Office support services	No	$1,464,737.00	$1,496,653.85
2	**2.1**	Broad course of study and standards based curriculum	No	$3,175,181.93	$3,631,446.60
2	**2.2**	Professional development for high-quality instruction	Yes	$42,017.06	$33,381.00
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$640,991.32	$660,477.44
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$0.00	
2	**2.5**	Support for students with disabilities	No	$1,025,553.86	$1,065,807.65
3	**3.1**	College/Career readiness programs and activities	Yes	$128,848.59	$170,996.79

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$636.00	$636.00
3	3.3	Digital literacy and citizenship programs	Yes	$292,622.44	$301,292.48
3	3.4	Physical education, activity, and fitness	Yes	$327,069.63	$326,137.83
3	3.5	Additional programs and activities that support well-rounded education	Yes	$715,652.02	$697,610.77
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$340,571.13	$318,374.95
4	4.3	MTSS - PBIS and SEL support	Yes	$519,095.63	$464,379.88
4	4.4	Annual educational partner surveys	Yes	$2,650.00	
4	4.5	Community outreach and partnerships	Yes	$726,447.04	$654,452.10

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,077,904	$2,361,511.59	$3,686,135.16	($1,324,623.57)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$54,756.20	$58,120.92		
2	2.2	Professional development for high-quality instruction	Yes	$22,017.06	$33,381.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$343,678.01	$660,477.44		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	$0.00			
3	3.1	College/Career readiness programs and activities	Yes	$73,447.10	$170,996.79		
3	3.2	STEM and GATE programs	Yes		$636.00		
3	3.3	Digital literacy and citizenship programs	Yes	$289,035.40	$301,292.48		
3	3.4	Physical education, activity, and fitness	Yes	$300,386.17	$326,137.83		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$375,059.46	$697,610.77		
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$315,286.13	$318,374.95		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$469,408.17	$464,379.88		
4	4.4	Annual educational partner surveys	Yes				
4	4.5	Community outreach and partnerships	Yes	$118,162.89	$654,452.10		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$5,531,292	2,077,904	0.000%	37.566%	$3,686,135.16	0.000%	66.641%	$0.00	0.000%

Powered by BoardOnTrack

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

Powered by BoardOnTrack

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

Powered by BoardOnTrack

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 2 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

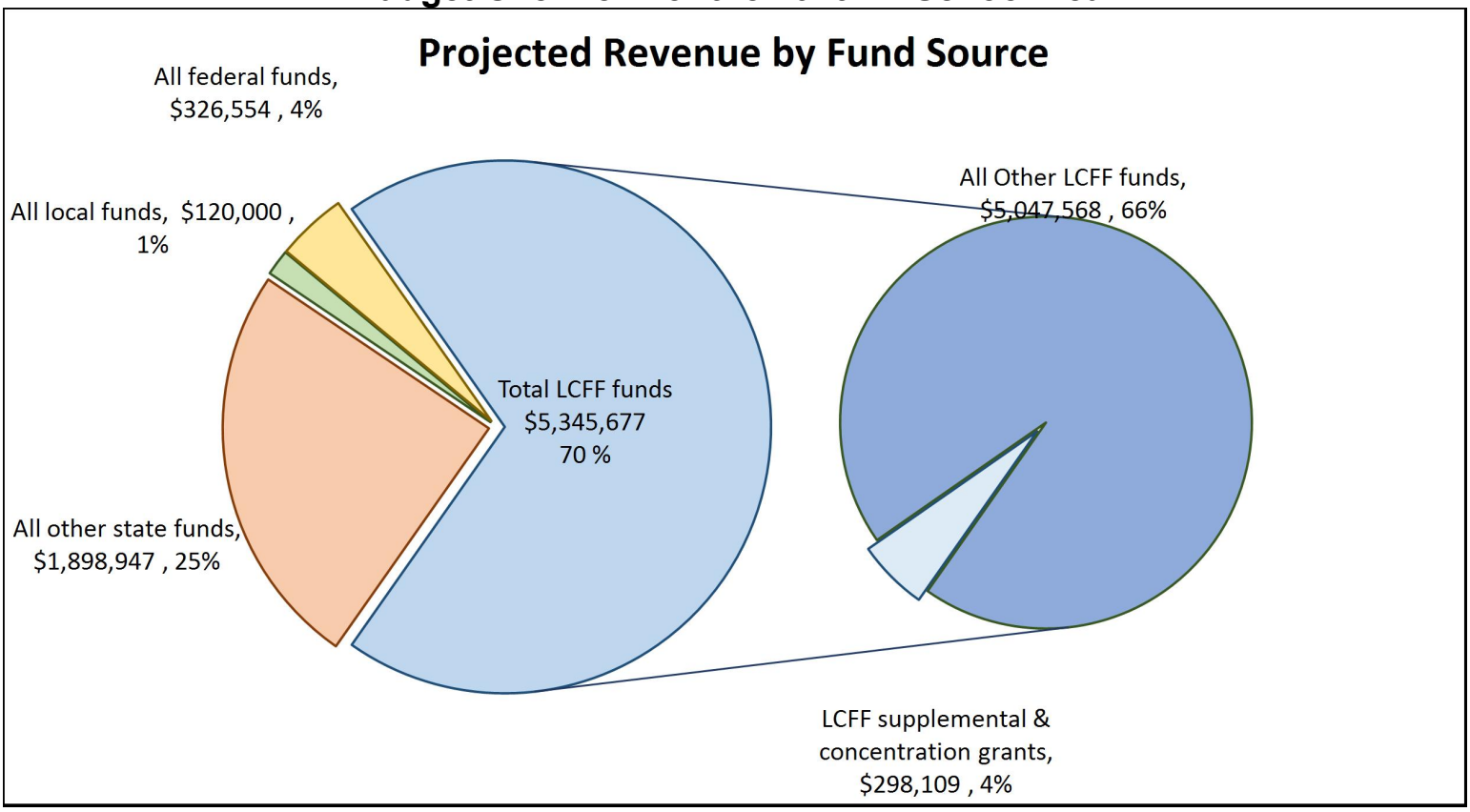
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy San Diego
CDS Code: 37-68338-0109157
School Year: 2026-27
LEA contact information:
Megan Craig
Principal
gserce@magnoliapublicschools.org
(619) 644-1300

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

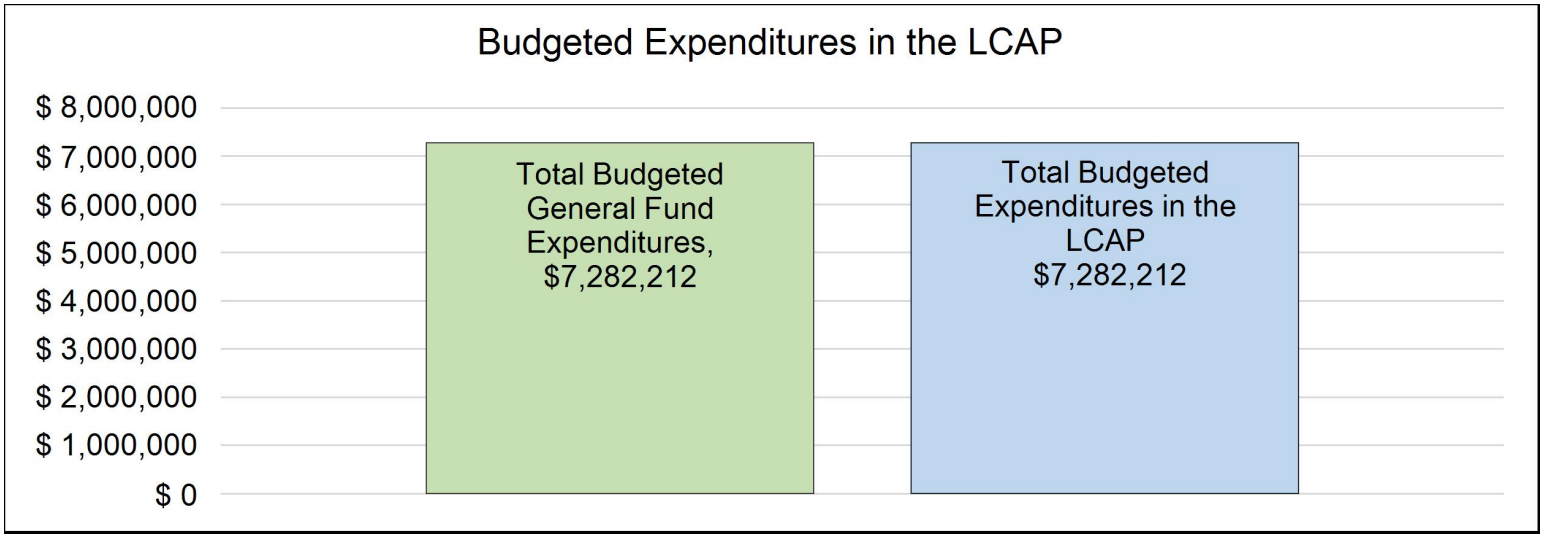


This chart shows the total general purpose revenue Magnolia Science Academy San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy San Diego is $7,691,178, of which $5,345,677 is Local Control Funding Formula (LCFF), $1,898,947 is other state funds, $120,000 is local funds, and $326,554 is federal funds. Of the $5,345,677 in LCFF Funds, $298,109 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy San Diego plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy San Diego plans to spend $7,282,212 for the 2026-27 school year. Of that amount, $7,282,212 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

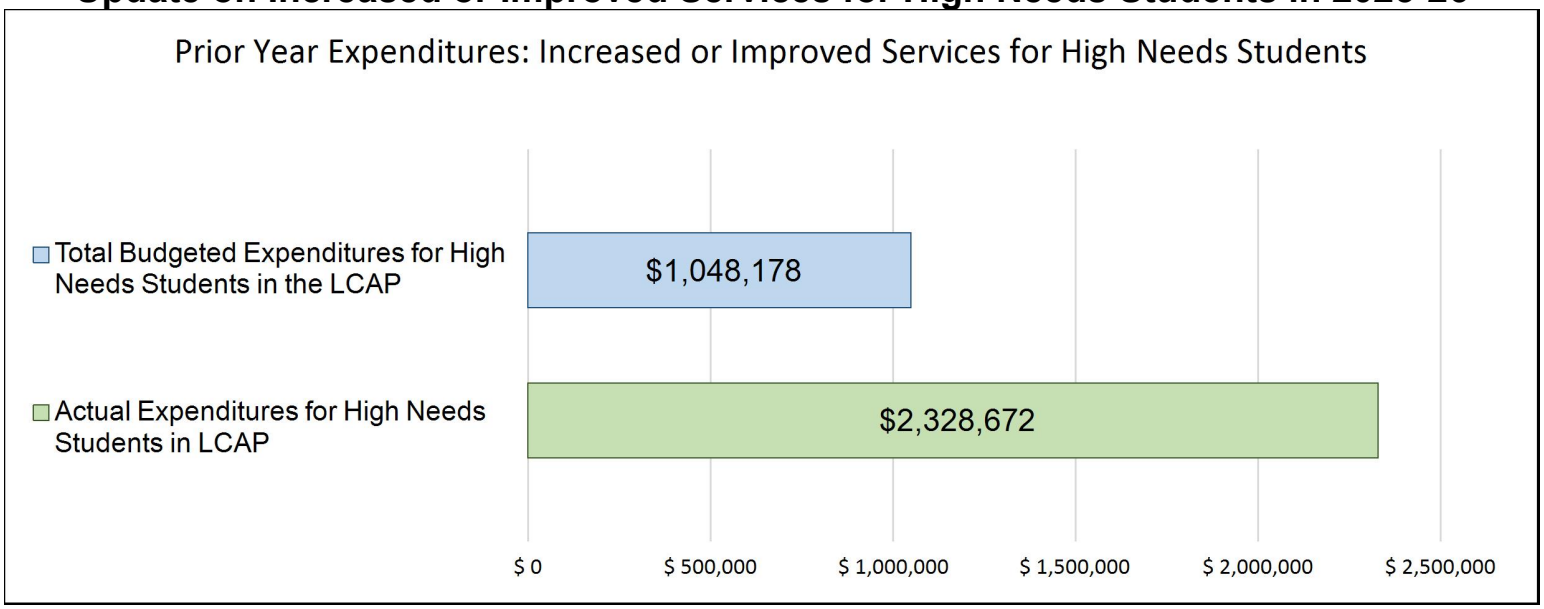
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Magnolia Science Academy San Diego is projecting it will receive $298,109 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy San Diego plans to spend $1,064,409 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Magnolia Science Academy San Diego budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy San Diego estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy San Diego's LCAP budgeted $1,048,178 for planned actions to increase or improve services for high needs students. Magnolia Science Academy San Diego actually spent $$2,328,672 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy San Diego	Megan Craig Principal	mcraig@magnoliapublicschools.org (619) 644-1300

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Magnolia Science Academy San Diego (MSA-San Diego) is an independent public charter school located in the Allied Gardens community. MSA-San Diego serves around 480 students in grades 6–8, with class sizes averaging 32 or fewer students. The school was founded in the fall of 2005 by a group of scientists and engineers devoted to math, science, and technology education. Magnolia's mission is to provide a high-quality college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others.

MSA-San Diego is recognized as a California Distinguished School in 2021, 2024, and 2026 reflecting its commitment to excellence in education. Additionally, the school has been awarded the California PBIS Platinum Award twice in the past two years, highlighting its effective implementation of Positive Behavioral Interventions and Supports. We also were named as a National Blue Ribbon School in 2025-26.

MSA-San Diego offers a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as enrichment classes, athletics programs, free tutoring, after-school clubs, character education classes, field trips, community meetings, and more. We provide a comprehensive learning experience designed to meet the needs of our students through effective site-based instruction, rich hands-on learning, and foundational skills presented in ways that are relevant and inspiring.

Classroom instruction at MSA-San Diego is supplemented by tutoring and after-school programs. Starting in the 2013–14 school year, MSA-San Diego transitioned to a 1:1 program with computers in every classroom. Since then, MSA-San Diego's Robotics, SeaPerch, and Archery teams, as well as the School Band, have won first place in multiple state and local competitions.

MSA-San Diego is a member of the Magnolia Public Schools family and collaborates with sister schools and other educational organizations to offer the best quality education to our students.

Magnolia Science Academy San Diego
Address: 6525 Estrella Ave., San Diego, CA, 92120
Phone: 619-644-1300
Email: mcraig@magnoliapublicschools.org

MISSION
Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

VISION
Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

Recognition and Awards:

California Distinguished School: Recognized by the CDE in 2021, 2024, 2026
Platinum CA PBIS Status: Achieved the highest recognition
FIA Rating: Received the highest rating (3 out of 3) for Behavior/SE Support
State Testing Performance: MSA-San Diego's overall performance in the latest California School Dashboard is blue in Math and ELA
Named an ERP Honor Roll School
National Blue Ribbon School Award
Received $100,000 grant from the Girard Foundation
Visited by the Walton Family Foundation and Silicon Schools

Staff and Student Survey Results:

76% Student Overall Satisfaction Rate in Educational Partners Survey
88% Family Overall Satisfaction Rate in Educational Partners Survey
83% Staff Overall Satisfaction Rate in Great Place to Work Survey

Academic and Extracurricular Programs:

High participation in Ed Partners Survey with 97% parent favorable rate on providing a Climate of Support for Academic Learning
SBAC Continued Growth: Significant growth for Students with Disabilities (SWD) in Math & ELA
83% RFEP rate for English Learners (ELs)
AMC 8 Math Competition: Top 10 in nation
MSA-San Diego outperformed all charter middle schools in San Diego and all middle schools in the Navajo community
Started two new parent-led clubs for street hockey and fishing

Community and Parent Engagement:

High School parent workshop and 15 schools represented at theHigh School Fair
Monthly Parent Advisory Committee and Parent Task Force meetings
High participation in student-led parent-teacher conferences
Hosted 20+ presenters at the College and Career Day
Continued our student leadership committee, MSA Wizards Council
Participated in the Community Engagement Initiative (CEI)
Hosted over 20 community engagement events on campus (Bingo, Welcome Back picnic, Back to School night, etc..)

Professional Development:

Continuation of Restorative Practices and Multi Tierred Systems of Support (MTSS) to improve school culture.
Professional developments for staff and teacher leaders including a focus on Student Collaboration & Rigor with the Center for Model Schools
Universal Design for Learning (UDL) training from our SPED department
SELPA Training on Descalation Strategies and Non-Verbal Redirection

Student Opportunities and Achievements:

Field trips to the Zoo, Safari Park, Sea World, Washington DC, and the USS Midway
High participation in Khan Night with the Math Department
Girls Basketball runner up in the YMCA League Championships
Archery team won the San Diego Conference and State Girls championships in Olympic Archery in Schools (OAS) competitions
Participation in the San Diego Festival of Science and Engineering with over 40 students, attracting over 5,000 visitors to Magnolia booths
Hosted the SD STEAM Expo with over 400 visitors in attendance
Hosted, organized, or participated in over 20 school and community events throughout the school year
Hosted daily Live Donuts in The Morning announcements via YouTube to bring the community together during advisory class

CHALLENGES

Academic Achievement:

-Overall math is strong at Green on the CA Dashboard from 2024-25, with students 26.9 points above standard, but growth was essentially flat, maintaining only 0.4 points. Several subgroups are below standard: Hispanic students are Yellow at 8.2 below standard, students with disabilities are Yellow at 29.3 below standard, and socioeconomically disadvantaged students are slightly below standard at 0.4 below standard. Asian students and students of two or more races also declined in math, even though they remain above standard.

Suspension:

-The overall suspension rate is Green on the CA Dashboard from 2024-25 at 1.9%, which is below the state rate. But several groups are Orange: socioeconomically disadvantaged students at 4.4%, students with disabilities at 3.0%, students of two or more races at 3.0%, and White students at 2.3%. African American students and English Learners are Gray due to small counts, but their rates increased and appear high: 11.8% and 7.7%, respectively.

Intervention Programs:

-Continually refine intervention programs to close the achievement gap for all student groups

-Establish a stronger and more structured tier two system for interventions.

Student Voice and Feedback:

-Improve the meeting cycles between the Wizard Council and school leadership to gather student feedback more frequently

Chronic Absenteeism:

-Overall chronic absenteeism is Yellow on the CA Dashboard from 2024-25 at 13.8%, which is better than the state rate of 17.1% and improved by 6.1 points, but it remains elevated compared with pre-pandemic levels. The biggest subgroup concern is Two or More Races, which is Orange at 17.7% and increased by 2.6 points. Hispanic students, socioeconomically disadvantaged students, students with disabilities, and White students are all Yellow

Support for English Learners:

-The English Learner Progress Indicator shows No Performance Review/Gray on the CA Dashboard in 2024-25, with only 10 students, but the underlying data is concerning: in 2025, 0% of ELs progressed at least one ELPI level, while 100% maintained lower ELPI levels. This is a major signal even though the group is small.

Parent and Community Engagement:

-Boost participation in parent workshops

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	At MSA-San Diego, we understand that active parent engagement is crucial for student success and school improvement. Our approach to engaging parents is multi-faceted and inclusive, ensuring that their voices are heard and their feedback is valued. Here's how we engage parents in the development process of the Local Control and Accountability Plan (LCAP): Regular Meetings We hold monthly Parent Task Force (PTF) meetings annually to discuss various school matters, gather input, and involve parents in decision-making processes. Additionally, we conduct monthly Parent Advisory Council (PAC) meetings throughout the year, specifically focusing on the LCAP and school improvement plans. These meetings provide a platform for parents to share their insights and collaborate on school initiatives. Surveys To gather comprehensive feedback, we conduct parent surveys that include questions about their experiences and perceptions of the school. These surveys cover topics such as safety, school connectedness, culture, and climate. The high participation rate in these surveys provides valuable insights that inform our school improvement strategies and LCAP development. Home Visits

Educational Partner(s)	Process for Engagement
	Our staff has conducted over 45 in-person and virtual home visits to engage parents directly in their homes. These visits offer an opportunity to discuss their child's progress, gather feedback, and address any concerns they may have. This personalized approach ensures that we understand the unique needs of each family and incorporate their input into the LCAP. School Events and Activities We organize at least 25 parent activities and workshops throughout the year, covering a range of topics including social-emotional learning (SEL), character education, and academic support. Additionally, we host a STEAM Expo to connect parents with various community organizations and resources, further supporting their involvement and engagement. Communication Channels Regular newsletters and updates are sent to parents to keep them informed about school events, important dates, and ongoing initiatives. We also use various digital platforms, including email, social media, and our school website, to communicate with parents and gather their feedback. These channels ensure that parents are always up-to-date and can easily share their thoughts and concerns. Advisory Roles Parents on the PTF and PAC also serve as our parent advisory committee for the LCAP. This involvement ensures that parent feedback is directly integrated into the development and review of the LCAP. By having parents in these advisory roles, we ensure that their perspectives are considered in our planning process, leading to more effective and inclusive school policies. By engaging parents through these multiple channels, MSA-San Diego fosters a collaborative environment where parents feel valued and involved in their child's education. This comprehensive approach ensures that we receive diverse perspectives and maintain strong partnerships with our parent community, ultimately enhancing the educational experience for all students.

Powered by BoardOnTrack

Educational Partner(s)	Process for Engagement
Students	At MSA-San Diego, student involvement in the development of the Local Control and Accountability Plan (LCAP) is a fundamental priority. We believe that incorporating student perspectives is essential for creating a supportive and effective learning environment. Our comprehensive approach ensures that students' voices are heard and their feedback is integrated into our planning process. Here's how we engage students in the LCAP development process: Student Leadership and Voice The MSA Wizard Council, our student leadership committee, is central to our LCAP development efforts. This council meets regularly with school leadership to discuss various aspects of the school's performance and gather input on LCAP priorities. We are committed to improving the frequency and structure of these meetings to ensure that student feedback is continuously gathered and addressed. Surveys We conduct comprehensive student experience surveys that include specific questions about safety, school connectedness, culture, and climate. The insights from these surveys are crucial for identifying areas of improvement and setting priorities for the LCAP. The high participation rate in these surveys ensures that we capture a wide range of student perspectives. Direct Communication Classroom discussions and advisory sessions provide regular platforms for students to express their thoughts and suggestions regarding school improvement. Teachers facilitate these sessions to ensure that all students have the opportunity to contribute their ideas. Additionally, our daily "Live Donuts in the Morning" YouTube announcements keep students informed about LCAP-related activities and gather their feedback on ongoing initiatives. Student-Led Events and Activities Student-led events, such as the "Celebrations of Math, Science, History, PE, etc.." and parent-teacher conferences, offer opportunities for students to showcase their achievements and provide feedback on school programs and initiatives. These events also serve as forums

Educational Partner(s)	Process for Engagement
	for students to discuss their needs and expectations directly with school staff and administrators. Recognition and Incentives Our Positive Behavioral Interventions and Supports (PBIS) platform, Kickboard, recognizes students for positive behavior and adherence to The WIZARD Way. This system encourages students to engage in discussions about school improvement and provides a framework for rewarding constructive feedback and suggestions. Integration of Feedback Feedback gathered from the Wizards Council, student surveys, and classroom discussions is systematically reviewed and integrated into the LCAP. This ensures that student perspectives are considered in our planning process, leading to a more inclusive and effective LCAP. By actively involving students in the LCAP development process, MSA-San Diego ensures that their voices are heard and their needs are met. This comprehensive approach not only enhances the learning experience but also fosters a sense of ownership and responsibility among students, contributing to a positive and inclusive school culture.
Teachers and staff	At MSA-San Diego, engaging teachers and staff in the development of the Local Control and Accountability Plan (LCAP) is essential for creating a supportive and effective learning environment. Our approach ensures that their expertise and insights are integral to our school improvement strategies. Here's how we engage teachers and staff in the LCAP development process: Regular Meetings and Professional Development We conduct weekly staff meetings to provide continuous opportunities for teachers and staff to discuss school matters, share their insights, and contribute to the decision-making process. These meetings serve as a platform for open dialogue, allowing staff to voice their opinions on school policies and practices.

Educational Partner(s)	Process for Engagement
	In addition, we provide extensive professional development sessions focused on key areas such as the Multi-Tiered System of Support (MTSS), social-emotional learning (SEL), and Restorative Practices. These sessions are not only aimed at enhancing staff skills but also at gathering feedback on the implementation and effectiveness of these programs, which is then integrated into the LCAP. Surveys Comprehensive surveys are conducted to gather feedback from teachers and staff on various aspects of the school environment, including safety, connectedness, culture, and climate. These surveys provide valuable data that informs our school improvement strategies and LCAP priorities. The high participation rate in these surveys ensures that a wide range of perspectives is considered. Direct Communication and Advisory Roles Teachers and staff have direct communication channels with school leadership through regular check-ins, staff meetings, and advisory roles. Key staff members are involved our Leadership group that contribute to the development and review of the LCAP. Their feedback is crucial for understanding the on-ground realities and for making informed decisions. Additionally, staff and teachers are represented in the Parent Advisory Council (PAC), ensuring that their perspectives are included in the LCAP discussions and development. Recognition and Incentives We use the Positive Behavioral Interventions and Supports (PBIS) platform, Kickboard, to recognize staff who demonstrate outstanding commitment to The WIZARD Way. This system encourages staff to engage in school improvement discussions and provides a framework for acknowledging their contributions to the LCAP development process. Collaborative Work Culture We have established a collaborative work culture where teachers and staff are encouraged to share their ideas and collaborate on school improvement initiatives. This culture is reinforced through team-building activities, professional learning communities, and

Educational Partner(s)	Process for Engagement
	collaborative planning sessions. The favorable staff survey results on collaboration reflect the effectiveness of this approach. Feedback Integration Feedback gathered from surveys, meetings, professional development sessions, and direct communication is systematically reviewed and integrated into the LCAP. This ensures that the insights and expertise of teachers and staff are central to our planning process, leading to more effective and comprehensive school policies. By engaging teachers and staff through these multiple channels, MSA-San Diego fosters a collaborative and inclusive environment where their voices are valued. This comprehensive approach not only enhances the learning experience for students but also ensures that our school improvement strategies are informed by those who are directly involved in the educational process.
School administrators	At MSA-San Diego, school administrators play a pivotal role in the development of the Local Control and Accountability Plan (LCAP). Their leadership, strategic insights, and direct involvement are crucial for the success of our school improvement initiatives. Here's how we engage school administrators in the LCAP development process: Strategic Leadership Meetings We hold regular weekly strategic leadership meetings that include all school administrators. These meetings are designed to review school performance data, discuss priorities, and develop actionable plans for school improvement. Administrators bring their unique perspectives and expertise to these discussions, ensuring that the LCAP is comprehensive and aligned with the school's goals. Data-Driven Decision Making School administrators are integral to the data collection and analysis process. They review performance metrics from the SBAC (Smarter Balanced Assessment Consortium), IAB (Interim Assessment Blocks), and NWEA (Northwest Evaluation Association) for Fall, Winter, and Spring. Additionally, they analyze feedback from the Kelvin pulse check SEL survey and comprehensive Panorama surveys, which

Educational Partner(s)	Process for Engagement
	include data on school climate, safety, connectedness, and overall satisfaction from students, parents, and staff. This data-driven approach allows administrators to identify key areas of need and develop targeted strategies for inclusion in the LCAP. Their role in interpreting this data ensures that the LCAP is grounded in evidence and focused on measurable outcomes. Professional Development and Training Administrators participate in professional development sessions that focus on key areas such as the Multi-Tiered System of Support (MTSS), social-emotional learning (SEL), Artificial Intelligence (AI) and Restorative Practices. These sessions not only enhance their skills but also provide a forum for discussing best practices and integrating new strategies into the LCAP. By staying informed about the latest educational trends and techniques, administrators can make well-informed contributions to the LCAP. Collaborative Planning Sessions We organize collaborative planning sessions where administrators work closely with teachers, staff, and other stakeholders to develop and refine the LCAP. These sessions foster a team-based approach, allowing administrators to facilitate discussions, mediate differing viewpoints, and ensure that the final plan reflects the collective vision of the school community. Direct Communication and Feedback Channels Administrators maintain open lines of communication with all members of the school community, including students, parents, teachers, and staff. Regular check-ins and feedback sessions allow them to gather insights and address concerns in real-time. This direct engagement ensures that the LCAP is responsive to the needs of all stakeholders and that administrators can promptly incorporate feedback into the planning process. Representation in Advisory Committees School administrators are actively involved in advisory committees, including the Parent Advisory Council (PAC). Administrators attend all PAC meetings as non-members to address questions, present

Educational Partner(s)	Process for Engagement
	updates, and gather feedback. This involvement ensures that the administrative perspective is represented in discussions about the LCAP and allows them to advocate for necessary resources, support structures, and policy changes that benefit the entire school community. Integration of Feedback and Continuous Improvement The feedback gathered from various stakeholders, including teachers, staff, parents, and students, is systematically reviewed and integrated into the LCAP. Administrators play a key role in this process, ensuring that the plan is continuously refined and improved based on real-world experiences and outcomes. Their commitment to continuous improvement ensures that the LCAP remains a dynamic and effective tool for school development. By engaging school administrators through these structured and collaborative processes, MSA-San Diego ensures that their leadership and insights are central to the development of the LCAP. This comprehensive approach not only enhances the effectiveness of the plan but also fosters a culture of shared responsibility and collective ownership among all members of the school community.
SELPA	At MSA-San Diego, engaging the Special Education Local Plan Area (SELPA) in the development of the Local Control and Accountability Plan (LCAP) is essential to ensure that the needs of students with disabilities are effectively addressed. Our collaborative approach ensures that SELPA's expertise and insights are integral to our school improvement strategies. Here's how we engage SELPA in the LCAP development process: Regular Consultative Meetings We hold regular consultative meetings with SELPA representatives. These meetings are designed to review and discuss the needs of students with disabilities, evaluate current support structures, and identify areas for improvement. SELPA's specialized knowledge and experience provide valuable insights that inform our LCAP priorities and strategies.

Educational Partner(s)	Process for Engagement
	Professional Development and Training We collaborate with SELPA to provide professional development sessions focused on best practices in special education, the Multi-Tiered System of Support (MTSS), and social-emotional learning (SEL). These sessions are aimed at enhancing the skills of our staff and ensuring that the needs of students with disabilities are met effectively. SELPA's involvement in these sessions ensures that our training programs are comprehensive and aligned with the latest educational standards and practices. Direct Communication and Feedback Channels SELPA maintains open lines of communication with school leadership and staff. Regular check-ins and feedback sessions allow SELPA representatives to gather insights and address concerns in real-time. This direct engagement ensures that the LCAP is responsive to the needs of students with disabilities and that SELPA can promptly incorporate feedback into the planning process. Integration of Feedback and Continuous Improvement The feedback gathered from various stakeholders, including SELPA representatives, is systematically reviewed and integrated into the LCAP. SELPA plays a key role in this process, ensuring that the plan is continuously refined and improved based on real-world experiences and outcomes. Their commitment to continuous improvement ensures that the LCAP remains a dynamic and effective tool for school development. By engaging SELPA through these structured and collaborative processes, MSA-San Diego ensures that the needs of students with disabilities are effectively addressed in the LCAP. This comprehensive approach not only enhances the effectiveness of the plan but also fosters a culture of shared responsibility and collective ownership among all members of the school community.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted Local Control and Accountability Plan (LCAP) at MSA-San Diego was significantly influenced by the comprehensive feedback provided by our educational partners, including parents, students, teachers, staff, administrators, and SELPA representatives. Regular

meetings, surveys, home visits, and collaborative planning sessions ensured diverse perspectives were considered. Insights from parent and student surveys, feedback from Parent Advisory Council (PAC) meetings, and data analysis from assessments like SBAC, IAB, and NWEA were integral in identifying key areas of need. Professional development sessions and direct communications further informed our strategies, ensuring the plan addressed specific requirements such as enhanced support for students with disabilities and the implementation of effective intervention programs. This collaborative and data-driven approach led to a robust LCAP that reflects the collective vision and priorities of our school community, aiming to enhance student achievement and overall school improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 89.7%	2022-23: 88.9%	2023-24: 90.4%	2024-25: > 85%	+0.7 percentage points
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25):	2025-26 (As of 5/22/26):	2026-27: 0%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0	2025-26 (As of 5/22/26): 0	2026-27: 0	0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 75%	2024-25: (Fall 2023 to Fall 2024) 86%	2025-26 (Fall 2024 to Fall 2025): 91%	2026-27: (Fall 2025 to Fall 2026) >= 80%	+16 percentage points
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 97.2%	2024-25: (As of 5/31/25) 96.7%	2025-26 (As of 5/15/26): 96.2%	2026-27: >= 95.0%	-1.0 percentage point

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 1: Action 1: Teacher assignments and credentials - Our School and the MPS Human Resources team conducted credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Our school supports our teachers’ credentialing needs such as induction, mentor support and professional development. We also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Our School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.

Goal 1: Action 2: Instructional materials and technology - Our school manages the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Our school annually reviews alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Our school annually review budgets and plans to ensure adequate budget for instructional materials. We ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. We provided effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.We provided instructional materials and technology for our students and staff as planned. This year we were able to add a new Science Curriculum with lab materials and workbooks for students. We also added a new History curriculum. We additionally purchased new chromebooks for the following year.

Goal 1: Action 3: Clean and safe facilities that support learning - We strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. We continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. We were able to complete annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies are quickly remedied. Daily general cleaning from our custodial provider maintains campus cleanliness. We continued to provide two full time custodians to our campus due to our increased enrollment numbers. Maintenance and repairs are provided by custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Our school updates and continually monitors our comprehensive safety and security plan, conducts necessary safety training for all staff and continues to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. We have procured and maintain necessary safety/emergency supplies, equipment and items. We have established schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Due to a tragic accident at a neighborhood school, we added additional supervision to a road crossing near our campus.

Goal 1: Action 4: Healthy and nutritious meals - Our school maintains nutrition education resources and continues to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Our school promotes healthy food and beverage choices for all students throughout campus, as well as encourages participation in school meal programs. We continue to provide free breakfast and lunch with our full time meal server.

Goal 1: Action 5: Well-orchestrated Home Office support services - The MPS Home Office provides services to our school, supports and holds us accountable for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of our 12 schools, which reduces program and operations-related burdens of our school administration and enables us to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $37,883.00
Actual: $48,021.00
Explanation: The projected expenses are line with the planned initiatives, with a slight deviation. The difference in the projected expenses are due to additional professional development for our staff and Livescan/TB reimbursement to volunteers which is a new requirement this year.

Goal 1 Action 2
Budgeted: $481,601.27
Actual: $470,314.29
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 3
Budgeted: $1,251,346.54
Actual: $1,008,967.83
Explanation: The projected expenses are line with the planned initiatives, with a slight deviation. The difference in the projected expenses are due to increase in lease interest expense.

Goal 1 Action 4
Budgeted: $71,587.20
Actual: $73,410.16
Explanation: The projected expenses are line with the planned initiatives, with a slight deviation. The difference in the projected expenses are due to increased enrollment and number of student meals.

Goal 1 Action 5
Budgeted: $562,524.97
Actual: $896,395.04
Explanation: The projected expenses are line with the planned initiatives, but due to increased costs, above budget. The main driver of this increase is the CMO fee, which rose from $449k to $765k per the updated schedule.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

During the 2025-26 academic year, Magnolia Science Academy – San Diego made consistent progress toward achieving the goals outlined in the Local Control and Accountability Plan (LCAP). The implementation of planned actions was broadly effective across all goal areas, as evidenced by both quantitative metrics and qualitative outcomes.

All actions under Goal 1 were implemented with fidelity and demonstrated clear effectiveness. Credential verification, support for intern teachers, and administrator tuition reimbursement helped maintain a teacher retention rate of 86%, exceeding the target benchmark. Instructional materials were expanded to include updated science and history curricula, and new Chromebooks were purchased, enhancing technology access. The school maintained its facilities in “good repair” and improved specific campus features, such as repainting and safety netting. The nutrition program continued uninterrupted, supporting student wellness, while the MPS Home Office provided ongoing compliance and operational support. All associated metrics—such as teacher attendance and availability of instructional materials—met or exceeded expectations, with no substantive barriers encountered.

Expenditures were consistent with planned budgets, with only minor adjustments (e.g., increased spending on facilities repairs and new curriculum).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes are recommended. All actions under Goal 1 will be continued without modification, as they are successfully supporting a high-quality learning environment.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.	$41,767.00	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees. The following expenditures will be funded by federal Title funds: N/A		
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A	$536,992.57	No
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and	$1,010,403.83	No

Action #	Title	Description	Total Funds	Contributing
		safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A		
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, refreshments and office supplies related to the Healthy and nutritious meals	$74,489.84	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal funds: -Clerical & Tech: Federal CSP; Amount: $25,431.21 -STRS: Federal CSP; Amount: $4,859.04 -OASDI/Medicare: Federal CSP; Amount: $368.88 -Health & Welfare Benefits: Federal CSP; Amount: $4,652.63 -Unemployment Insurance: Federal CSP; Amount: $127.20	$935,138.73	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: 100%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 100%	2024-25: (As of 5/29/25) 125%	2025-26 (As of 6/10/26): 98%	2026-27: >= 85%	-2 percentage points
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 91%	2024-25: (First semester) 95%	2025-26 (First semester): 94%	2026-27: (First semester) >= 80%	+3 percentage points
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 63.01% -English Learners: 0.00% -Socioeconomically Disadvantaged: 52.03% -Students with Disabilities: 33.33% -Asian: 64.1% -Hispanic: 50.68%	2023-24: -All Students: 68.88% -English Learners: * -Socioeconomically Disadvantaged: 59.70%	2024-25: -All Students: 72.42% -English Learners: * -Socioeconomically Disadvantaged: 60.51%	2025-26: -All Students: >= 60.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 50.00% -Students with	-All Students: +9.41 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: +8.48 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: 73.95% -Two or More Races: 75.00% -African American: 43.33%	-Students with Disabilities: 48.00% -Asian: 74.41% -Hispanic: 53.73% -White: 77.25%	-Students with Disabilities: 44.94% -Asian: 75.56% -Hispanic: 61.07% -White: 81.93% -Two or More Races: 79.66% -African American: 47.06%	Disabilities: >= 35.00% -Two or More Races: >= 60.00% -Asian: >= 60.00% -Hispanic: >= 50.00% -White: >= 60.00%	-Students with Disabilities: +11.61 percentage points -Asian: +11.46 percentage points -Hispanic: +10.39 percentage points -White: +7.98 percentage points -Two or More Races: +4.66 percentage points -African American: +3.73 percentage points
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 27.2 points above standard -English Learners: 44.4 points below standard -Socioeconomically Disadvantaged: 1.3 points below standard -Students with Disabilities: 39.1 points below standard -Two or More Race: 33.0 points above standard -African American: 15.8 points below standard -Asian: 41.9 points above standard -Hispanic: 4.1 points above standard	2023-24: (2024 Dashboard) -All Students: 45.6 points above standard -English Learners: 9.4 points below standard -Socioeconomically Disadvantaged: 7.2 points above standard -Students with Disabilities: 7.0 points below standard -Asian: 60.4 points above standard -Hispanic: 161 points above standard	2024-25: (2025 Dashboard) -All Students: 50.8 points above standard -English Learners: 12.0 points above standard -Socioeconomically Disadvantaged: 24.9 points above standard -Students with Disabilities: 1.5 points below standard -Two or More Races: 61.0 points above standard	2025-26: (2026 Dashboard) -All Students: 28.0 points above standard -English Learners: 35.0 points below standard -Socioeconomically Disadvantaged: 2.0 points above standard -Students with Disabilities: 30.0 points below standard -Two or More Races: 34.0 points above standard	-All Students: +23.6 points -English Learners: +56.4 points -Socioeconomically Disadvantaged: +26.2 points -Students with Disabilities: +37.6 points -Two or More Races: +28.0 points -African American: +35.0 points -Asian: +19.7 points -Hispanic: +14.7 points -White: +24.8 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: 48.3 points above standard	-White: 69.7 points above standard	-African American: 19.2 points above standard -Asian: 61.6 points above standard -Hispanic: 18.8 points above standard -White: 73.1 points above standard	-African American: 6.0 points below standard -Asian: 43.0 points above standard -Hispanic: 8.0 points above standard -White: 49.0 points above standard	
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 55.7% -English Learners: 43.8% -Socioeconomically Disadvantaged: 54.6% -Students with Disabilities: 53.4% -Asian: 40.0% -Hispanic: 62.0% -White: 56.6%	2024-25: (Fall to Spring) -All Students: 57.9% -English Learners: 40.0% -Socioeconomically Disadvantaged: 53.5 -Students with Disabilities: 53.6% -Hispanic: 56.8% -Asian: 58.0% -White: 56.7%	2025-26 (Fall to Spring): -All Students: 70.8% -English Learners: 100.0% -Socioeconomically Disadvantaged: 68.1% -Students with Disabilities: 70.3% -Hispanic: 71.1% -Asian: 86.1% -White: 63.1%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -African American: >= 50% -Asian: >= 50% -Hispanic: >= 50% -White: >= 50%	-All Students: +15.1 percentage points -English Learners: +56.2 percentage points -Socioeconomically Disadvantaged: +13.5 percentage points -Students with Disabilities: +16.9 percentage points -Asian: +46.1 percentage points -Hispanic: +9.1 percentage points -White: +6.5 percentage points
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress	2023-24: (Fall to Spring) -All Students: CGI: 0.07 (CGP: 53rd percentile) -English Learners: CGI: 0.26 (CGP: 60th percentile)	2024-25: (Fall to Spring) -All Students: CGI: 0.07 (CGP: 53rd percentile)	2025-26 (Fall to Spring): -All Students: CGI: 0.99 (CGP: 84th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >=	-All Students: +0.92 CGI -English Learners: +1.59 CGI -Socioeconomically

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	-Socioeconomically Disadvantaged: CGI: 0.04 (CGP: 52nd percentile) -Students with Disabilities: CGI: 0.55 (CGP: 71st percentile) -Asian: CGI: -0.79 (CGP: 22nd percentile) -Hispanic: CGI: 0.37 (CGP: 65th percentile) -White: CGI: 0.16 (CGP: 56th percentile)	-English Learners: CGI: 0.28 (CGP: 61st percentile) -Socioeconomically Disadvantaged: CGI: -0.01 (CGP: 49th percentile) -Students with Disabilities: CGI: -0.16 (CGP: 44th percentile) -Hispanic: CGI: 0.15 (CGP: 56th percentile) -Asian: CGI: -0.12 (CGP: 45th percentile) -White: CGI: 0.03 (CGP: 51st percentile)	-English Learners: CGI: 1.85 (CGP: 97th percentile) -Socioeconomically Disadvantaged: CGI: 0.94 (CGP: 83rd percentile) -Students with Disabilities: CGI: 0.82 (CGP: 79th percentile) -Hispanic: CGI: 0.97 (CGP: 83rd percentile) -Asian: CGI: 1.24 (CGP: 89th percentile) -White: CGI: 0.94 (CGP: 83rd percentile)	50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -African American: CGI >= 0 (CGP >= 50th percentile) -Asian: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)	Disadvantaged: +0.90 CGI -Students with Disabilities: +0.27 CGI -Asian: +2.03 CGI -Hispanic: +0.60 CGI -White: +0.78 CGI
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 54.65% -English Learners: 5.88% -Socioeconomically Disadvantaged: 41.22% -Students with Disabilities: 34.67% -Two or More Races: 60.41% -Asian: 71.8% -Hispanic: 40.45% -White: 67.6%	2023-24: -All Students: 60.32% -English Learners: * -Socioeconomically Disadvantaged: 46.16% -Students with Disabilities: 41.89% -Asian: 81.39% -Hispanic: 45.52% -White: 70.48%	2024-25: -All Students: 60.09% -English Learners: * -Socioeconomically Disadvantaged: 49.69% -Students with Disabilities: 39.33% -African American: 41.18%	2025-26: -All Students: >= 55.00% -English Learners: >= 10.00% -Socioeconomically Disadvantaged: >= 44.00% -Students with Disabilities: >= 36.00% -Two or More Races: >= 55.00% -African American:	-All Students: +5.44 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: +8.47 percentage points -Students with Disabilities: +4.66 percentage points -African American: N/A

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				-Two or More Races: 57.63% -Asian: 71.11% -Hispanic: 44.97% -White: 73.49%	>= 30.00% -Asian: >= 60.00% -Hispanic: >= 44.00% -White: >= 60.00%	-Two or More Races: -2.78 percentage points -Asian: -0.69 percentage points -Hispanic: +4.52 percentage points -White: +5.89 percentage points
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 8.5 points above standard -English Learners: 60.2 points below standard -Socioeconomically Disadvantaged: 27.0 points below standard -Students with Disabilities: 56.5 points below standard -Two or More Races: 14 points above standard -African American: 41.7 points below standard -Asian: 34.5 points above standard -Hispanic: 22.8 points below standard -White: 35.9 points above standard	2023-24: (2024 Dashboard) -All Students: 26.6 points above standard -English Learners: 24.9 points below standard -Socioeconomically Disadvantaged: 12.1 points below standard -Students with Disabilities: 35.4 points below standard -Asian: 65.7 points above standard -Hispanic: 9.3 points below standard -White: 52.4 points above standard	2024-25 (2025 Dashboard): -All Students: 26.9 points above standard -English Learners: 17.1 points below standard -Socioeconomically Disadvantaged: 0.4 points below standard -Students with Disabilities: 29.3 points below standard -African American: 31.4 points below standard -Two or More Races: 31.6 points above standard -Asian: 48.5 points above standard -Hispanic: 8.2 points below standard	2025-26: (2026 Dashboard) -All Students: 10.0 points above standard -English Learners: 51.0 points below standard -Socioeconomically Disadvantaged: 18.0 points below standard -Students with Disabilities: 47.0 points below standard -Two or More Races: 15.0 points above standard -African American: 32.0 points below standard -Asian: 35.0 points above standard -Hispanic: 13.0 points below standard	-All Students: +18.4 points -English Learners: +43.1 points -Socioeconomically Disadvantaged: +26.6 points -Students with Disabilities: +27.2 points -Two or More Races: +17.6 points -African American: +10.3 points -Asian: +14.0 points -Hispanic: +14.6 points -White: +19.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				-White: 55.5 points above standard	-White: 36.0 points above standard	
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 67.3% -English Learners: 70.6% -Socioeconomically Disadvantaged: 65.2% -Students with Disabilities: 67.1% -Asian: 78.7% -Hispanic: 58.3% -White: 73.2%	2024-25: (Fall to Spring) -All Students: 77.3% -English Learners: 72.7% -Socioeconomically Disadvantaged: 75.3% -Students with Disabilities: 78.7% -Hispanic: 71.8% -Asian: 86.3% -White: 80.2%	2025-26 (Fall to Spring): -All Students: 75.8% -English Learners: 50.0% -Socioeconomically Disadvantaged: 66.9% -Students with Disabilities: 69.1% -Hispanic: 72.4% -Asian: 64.1% -White: 82.2%	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -African American: >= 50% -Asian: >= 50% -Hispanic: >= 50% -White: >= 50%	-All Students: +8.5 percentage points -English Learners: -20.6 percentage points -Socioeconomically Disadvantaged: +1.7 percentage points -Students with Disabilities: +2.0 percentage points -Hispanic: +14.1 percentage points -Asian: -14.6 percentage points -White: +9.0 percentage points
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 1.11 (CGP: 87th percentile) -English Learners: CGI: 2.37 (CGP: 99th percentile) -Socioeconomically Disadvantaged: CGI: 1.01 (CGP: 84th percentile) -Students with Disabilities: CGI: 1.50 (CGP: 93rd percentile) -Asian: CGI: 1.22 (CGP: 89th percentile)	2024-25: (Fall to Spring) -All Students: CGI: 2.31 (CGP: 99th percentile) -English Learners: CGI: 0.99 (CGP: 84th percentile) -Socioeconomically Disadvantaged: CGI: 2.35 (CGP: 99th percentile) -Students with Disabilities: CGI:	2025-26 (Fall to Spring): -All Students: CGI: 0.99 (CGP: 82nd percentile) -English Learners: CGI: -0.29 (CGP: 39th percentile) -Socioeconomically Disadvantaged: CGI: 0.58 (CGP: 72nd percentile) -Students with	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th	-All Students: -0.12 CGI -English Learners: -2.66 CGI -Socioeconomically Disadvantaged: -0.43 CGI -Students with Disabilities: -0.81 CGI -Hispanic: +0.31 CGI -Asian: -0.25 CGI -White: -0.24 CGI

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Hispanic: CGI: 0.50 (CGP: 69th percentile) -White: CGI: 1.54 (CGP: 94th percentile)	2.62 (CGP: 94th percentile) -Hispanic: CGI: 2.07 (CGP: 98th percentile) -Asian: CGI: 2.70 (CGP: 100th percentile) -White: CGI: 2.30 (CGP: 99th percentile)	Disabilities: CGI: 0.69 (CGP: 76th percentile) -Hispanic: CGI: 0.81 (CGP: 79th percentile) -Asian: CGI: 0.97 (CGP: 83rd percentile) -White: CGI: 1.30 (CGP: 90th percentile)	percentile) -African American: CGI >= 0 (CGP >= 50th percentile) -Asian: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)	
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 73.1%	2023-24: (2024 Dashboard) 76.9%	2024-25 (2025 Dashboard): N/A	2025-26: (2026 Dashboard) >= 50.0%	N/A (2025 Dashboard data not available)
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 35.5%	2023-24: (Internal) 42.9%	2024-25 (Internal): 33.3% 2025-26 (As of 6/10/26): 87.5%	2025-26: (CDE DataQuest) >= 10.0%	+52.0 percentage points
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 52.52% -English Learners: 0.00% -Socioeconomically Disadvantaged: 44.23%	2023-24: -All Students: 64.43% -English Learners: * -Socioeconomically	2024-25: -All Students: 64.93% -English Learners: * -Socioeconomically	2025-26: -All Students: >= 50.00% -English Learners: >= 5.00% -Socioeconomically	-All Students: +12.41 percentage points -English Learners: N/A -Socioeconomically

Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Students with Disabilities: 24.19% -Two or More Races: 46.16% -African American: * -Asian: 63.63% -Hispanic: 46.42% -White: 58.70%	Disadvantaged: 50.00% -Students with Disabilities: 57.70% -Hispanic: 48.00% -White: 82.35%	Disadvantaged: 62.23% -Students with Disabilities: 56.00% -Two or More Races: 71.43% -African American: * -Asian: 63.16% -Hispanic: 54.00% -White: 75.55%	Disadvantaged: >= 45.00% -Students with Disabilities: >= 27.00% -Two or More Races: >= 45.00% -Asian: >= 60.00% -Hispanic: >= 45.00% -White: >= 55.00%	Disadvantaged: +18.00 percentage points -Students with Disabilities: +31.81 percentage points -Two or More Races: +25.27 percentage points -African American: N/A -Asian: -0.47 percentage points -Hispanic: +7.58 percentage points -White: +16.85 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 2:
Action 1: Broad course of study and standards-based curriculum - Our school provided students with a broad array of courses including core subjects (English, Mathematics, Social Sciences, and Science) and electives (Broadcasting, Spanish, Robotics, Band and Art). Our school also provided all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. Our school has designed the master schedule to meet the needs of our students to ensure all academic content areas are available to all students, including student groups. All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. Our school is appropriately staffed to implement the school master schedule.

Action 2: Professional development for high-quality instruction - Professional development occurs at the MPS organizational level and within our school. We ensure that curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff are provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough

protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at our school and at the Home Office assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders determine common staff development days and tailor staff development to individual staff needs.

Action 3: MTSS - Academic enrichment, intervention, and student support - Our school implements MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. We synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions are utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. We also provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, one on one executive funcioning support, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings are coordinated with our Guidance Counselor, teachers and other support roles (resource teachers, EL coordinator, department chairs, etc.)

Action 4: Designated and integrated ELD programs and support for ELs - Our school provides services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. We provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator (Dean of Academics) monitors EL student progress in program implementation according to our EL Master Plan. All of our teachers provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. We provide culturally and linguistically relevant materials for students. ELs receive further in-class instructional support which includes one-on-one teacher support and small group instruction. We strive to provide bilingual instructional or peer assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. We ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Our school also provides regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. These notifications include, but are not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.

Action 5: Support for students with disabilities - Students with disabilities receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including performance on statewide assessments. Students with disabilities have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams work in collaboration, monitor our scholars’ progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs are reviewed and present levels are updated during annual and triennial reviews as required by the IDEA.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $1,583,848.60
Actual: $1,739,989.24
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with a slight deviation due to our increased enrollment this year.

Goal 2 Action 2
Budgeted: $52,494.06
Actual: $64,346.06
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with a slight deviation due to our increased professional development needs and increasing costs.

Goal 2 Action 3
Budgeted: $320,616.61
Actual: $361,536.51
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with a slight deviation due to our increased enrollment this year.

Goal 2 Action 4
Budgeted: $0.00
Actual: $0.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives.

Goal 2 Action 5
Budgeted: $984,855.10
Actual: $950,066.55
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on the 2025-26 data available so far, our actions to date appear to be effective in maintaining student access to programs and services, supporting strong instructional implementation, and sustaining high levels of student course achievement. The school maintained 100% student access to programs and services in 2025-26, meeting the target and continuing the baseline level of full access. Administrative classroom observations were completed at 98%, exceeding the Year 3 target of at least 85%, which indicates that professional development, instructional monitoring, and feedback systems continue to be implemented with fidelity. In addition, 94% of students earned a grade of “C” or

better in core subjects and electives during the first semester, which is well above the Year 3 target of at least 80% and reflects continued student success in the instructional program.

The most recent preliminary state assessment and dashboard data also show areas of continued strength, while identifying student groups that require ongoing monitoring and support. In ELA, all students met or exceeded the 2025-26 target, with 72.42% meeting or exceeding standard in 2024-25 compared with the target of at least 60%. Socioeconomically disadvantaged students, students with disabilities, Asian students, Hispanic students, White students, students identifying as Two or More Races, and African American students also met or exceeded the listed ELA targets where data were available. ELA Distance from Standard results from the 2025 Dashboard show that all students performed 50.8 points above standard, with several student groups also above standard, including English Learners, socioeconomically disadvantaged students, Asian students, Hispanic students, White students, students identifying as Two or More Races, and African American students. Students with disabilities improved compared with baseline but remained slightly below standard, indicating a continued need for targeted supports.

In Mathematics preliminary data, all students also exceeded the 2025-26 target, with 60.09% meeting or exceeding standard in 2024-25 compared with the target of at least 55%. Socioeconomically disadvantaged students, students with disabilities, Asian students, Hispanic students, White students, and African American students met or exceeded their listed Mathematics targets where data were available. Mathematics Distance from Standard remained positive for all students overall at 26.9 points above standard on the 2025 Dashboard. However, several student groups, including English Learners, socioeconomically disadvantaged students, students with disabilities, African American students, and Hispanic students, remained below standard in Mathematics DFS, which indicates that subgroup performance should continue to be closely monitored and addressed through MTSS, intervention, and differentiated instructional supports.

Additional indicators also suggest that the school's actions are supporting student outcomes. The reclassification rate for English Learners was 88.0% as of June 5, 2026, exceeding the 2025-26 target of at least 10.0%. Preliminary Science results also remained strong, with 64.93% of all students meeting or exceeding standard in 2024-25, exceeding the 2025-26 target of at least 50%. Student groups with available Science data, including socioeconomically disadvantaged students, students with disabilities, Asian students, Hispanic students, White students, and students identifying as Two or More Races, also met or exceeded their listed targets.

The preliminary 2025-26 MAP growth data are now available and show strong evidence that the school's instructional, MTSS, intervention, and enrichment actions are contributing to measurable academic growth. In MAP Reading, 70.8% of MSA-SD students met their fall-to-spring growth targets, exceeding the 50% target by 20.8 percentage points. English Learners and students with disabilities also exceeded the target in Reading, with 100.0% of English Learners and 70.3% of students with disabilities meeting their growth targets. The Reading CGI/CGP results further support this positive trend, with all students earning a CGI of 0.99, which corresponds to the 84th percentile. English Learners earned a CGI of 1.85, or the 97th percentile, and students with disabilities earned a CGI of 0.82, or the 79th percentile.

Preliminary MAP Mathematics results also show strong overall growth. MSA-SD exceeded the 50% target for all students, with approximately three-fourths of students meeting their fall-to-spring Mathematics growth targets. Students with disabilities also exceeded the target in Mathematics, while English Learner results should continue to be monitored closely because the percentage meeting growth was closer to the target and the Mathematics CGI/CGP for English Learners was below the expected growth benchmark. Overall, the preliminary MAP data strengthen the conclusion that current actions are producing measurable academic growth, particularly in Reading and for students with disabilities, while also identifying English Learner Mathematics growth as an area for continued monitoring and targeted support.

Overall, based on the 2025-26 data available to date, our actions appear to be effective in maintaining full access to programs, supporting strong instructional implementation, sustaining high course achievement, meeting or exceeding several state assessment targets, and producing measurable academic growth on preliminary MAP measures. The preliminary MAP data strengthen the conclusion that MTSS, intervention, enrichment, and differentiated instructional supports are contributing to student progress, particularly in Reading and for students with disabilities. At the same time, the school should continue to monitor future Dashboard outcomes and subgroup results to ensure that growth is sustained for all student groups, with particular attention to English Learners in Mathematics and to student groups that remain below standard on Distance from Standard measures, including socioeconomically disadvantaged students, students with disabilities, African American students, and Hispanic students.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflection on prior practice and the 2025–26 data available to date, no major changes are recommended to Goal 2, the planned actions, or the overall structure of supports for the coming year. The current actions will be continued because they are supporting broad student access, strong instructional implementation, and high levels of student course performance.

Our school maintained 100% student access to all programs and services, and classroom observation completion remained above the target, indicating that systems for standards-based instruction, professional development, instructional monitoring, and program access continue to be implemented effectively. Student course performance also remained strong, with 94% of students earning a grade of “C” or better in core subjects and electives, exceeding the target of 80%.

As a result, the school will continue the current Goal 2 actions, including the broad course of study and standards-based curriculum, professional development for high-quality instruction, MTSS academic enrichment and intervention supports, designated and integrated ELD services, and supports for students with disabilities.

While no substantive changes are being made to the planned goal, metrics, target outcomes, or actions, the school will refine implementation based on areas identified for continued monitoring. Because some 2025–26 growth data, including MAP Reading, MAP Mathematics, and related CGI/CGP measures, is not yet available, our school will continue to monitor academic growth outcomes closely once complete data becomes available.

Our school will also continue to strengthen targeted supports for English Learners, socioeconomically disadvantaged students, and students with disabilities. This includes increased attention to academic language development, differentiated instruction, progress monitoring, intervention alignment, and collaboration among general education, special education, and EL support staff. Continued emphasis will be placed on ensuring that EL support strategies are aligned with English language development standards, reclassification criteria, and students’ individual academic needs.

Overall, the planned actions for Goal 2 will continue without major modification, with refinements focused on strengthening implementation, improving data monitoring, and accelerating progress for student groups with persistent performance gaps.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: -Teacher Salaries: Title I; Amount: $23,936.00 -STRS: Title I; Amount: $4,572.94 -OASDI/Medicare: Title I; Amount: $347.16 -Health & Wellness Benefits: Title I; Amount: $5,045.73 -Unemployment Insurance: Title I; Amount: $119.71	$1,719,936.45	No
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular	$54,783.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -Professional Development: Title II; Amount: $14,000.00		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)	$343,968.93	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: Dean of Academics salary and benefits, instructional aide salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, IXL, Quizizz, Membean, Cityspan, Newsela, and myON.) The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $32,342.51 -Educational Software: Title IV, Part A ESEA (ESSA); Amount: $3,370.80		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: -SpEd Ctrct Inst: IDEA SPED; Amount: $217,524.00 -Instructional Aides: Title I; Amount: $4,107.36 -PERS: Title I; Amount: $110.12 -OASDI/Medicare: Title I; Amount: $31.42 -Health & Welfare Benefits: Title I; Amount: $2,448.75 -Unemployment Insurance: Title I; Amount: $2.05	$985,067.65	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 22%	2024-25: (As of 6/5/25) 29%	2025-26 (As of 5/22/26): 35%	2026-27: >= 10%	+13 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 97%	2024-25: (As of 6/5/25) 84%	2025-26 (As of 5/22/26): 99%	2026-27: >= 90%	+2 percentage points
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 98%	2024-25: (As of 6/5/25) 98%	2025-26 (As of 5/22/26): 100%	2026-27: >= 80%	+2 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 3:
Action 1: College/Career readiness programs and activities - Our school promotes a college-going culture through college/career days, and other college/career related activities. We successfully hosted our College and Career Week event that extended into a month of extra activities with the addition of our Guidance Counselor who organized this event. Nearly 20 guest speakers participated, including representatives from colleges, the navy, various occupational and trade school programs, and businesses. Students also presented on different career pathways such as community colleges, trade schools, colleges/universities, and military branches. We were also able to add a High School Fair and workshops for parents and students.

Action 2: STEM and GATE programs - Our school offers STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students are provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We also provide information and access to quality out-of-school STEM activities and achievements. With the CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, our school designed and implemented computer science and engineering-related courses and activities, such as Scratch, Code.org activities, Robotics, etc. Gifted and talented students and students achieving above grade level are

engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing as well as during STEAM related after school clubs. Emphasis is on innovation, critical thinking, and logical reasoning. Learners are also challenged to investigate, use problem-based learning, and research. Our students engaged in numerous STEAM activities, including the San Diego STEAM Expo, MPS STEAM Expo, and the San Diego Festival of Science and Engineering. All of our students also participate in the Celebration of Science event and share projects with their peers.

Action 3: Digital Literacy and Citizenship Programs - Our school educates our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Our school offered Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers incorporate appropriate technology into lessons to support student learning and technology is kept up to date. Students are provided with opportunities to expand their literacy, computational, and communication skills with digital media; they write advanced essays, conduct internet research, and are engaged in data collection, presenting ideas and drawing conclusions. Our school staff teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.

Action 4: Access to Physical Education and Fitness Resources - Our school provides students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. Our curriculum promotes the benefits of a physically active lifestyle and helps students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. We offer recess before school and after lunch and students are provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, we ensure that our campus and facilities are safe, and that equipment is available to students to be active. We offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. We adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

Action 5: Additional Programs for a Well-Rounded Education - To provide a well-rounded education to our students, we strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, community service programs, clubs, etc. Our teachers and other staff offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, our school's Expanded Learning Opportunities Program (ELO-P) supports afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, and other areas.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $0.00
Actual: $0.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 2
Budgeted: $1.06
Actual: $0.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 3
Budgeted: $0.00
Actual: $0.00
Explanation: Due to the free resources, the projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 4
Budgeted: $268,748.52
Actual: $530,747.85
Explanation:The main variance here is primarily due to an unbudgeted purchase of $227k for Chromebooks that was added after the initial budget was set. The current chromebooks are 5-6 years old and performance has been an issue. After tech/financial research, the most cost efficient and highest performance chromebooks were selected to replace current inventory.

Goal 3 Action 5
Budgeted: $437,489.24
Actual: $415,316.10
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on the 2025–26 data available to date, the specific actions under Goal 3 have been effective in making progress toward providing students with college, career, STEAM, digital literacy, physical education, and well-rounded learning opportunities. The school exceeded all

available Year 3 target outcomes for the Goal 3 metrics, indicating that the actions implemented to date are supporting progress toward the goal.

Action 1, College/Career Readiness Programs and Activities, was effective in strengthening students' exposure to college and career pathways. The school successfully implemented College and Career Week, which expanded into a month of activities with the support of the Guidance Counselor. Nearly 20 guest speakers participated, including representatives from colleges, the Navy, occupational and trade programs, and businesses. Students also presented on different career pathways, and the school added a High School Fair and workshops for parents and students. These activities supported a stronger college-going and career-readiness culture.

Action 2, STEM and GATE Programs, was effective in expanding access to advanced math, STEAM activities, and enrichment opportunities. In 2025–26, 35% of students were enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, exceeding the Year 3 target of at least 10%. Students also participated in STEAM activities such as the San Diego STEAM Expo, MPS STEAM Expo, the San Diego Festival of Science and Engineering, and the Celebration of Science. In addition, 100% of students created or demonstrated a STEAM-focused project, experiment, model, or demo, exceeding the target of at least 80%. These outcomes suggest that the school's STEAM and GATE opportunities are being implemented effectively and reaching students broadly.

Action 3, Digital Literacy and Citizenship Programs, was also effective. In 2025–26, 99% of students in the current graduating class had taken a computer/technology course and/or experienced blended learning, exceeding the Year 3 target of at least 90%. The school continued to provide computer and digital literacy classes, blended learning experiences, and instruction in responsible technology use, including topics such as digital footprint, privacy, security, digital etiquette, and appropriate use of artificial intelligence. These efforts indicate strong implementation of digital literacy and citizenship supports.

Action 4, Access to Physical Education and Fitness Resources, was implemented as planned and supported students' access to physical education, physical activity, and safe fitness resources. The school provided standards-aligned physical education, opportunities for recess and movement throughout the day, and access to physical activity through clubs, sports, and other programming. Actual expenditures exceeded the budgeted amount due to upgrades to old equipment and the soccer field, which reflects an increased investment in student fitness resources and campus facilities. While this action does not have a specific outcome metric listed in the available data, implementation appears effective based on the school's continued provision of PE, activity opportunities, and facility improvements.

Action 5, Additional Programs for a Well-Rounded Education, was effective in supporting enrichment and broader student engagement. The school continued to offer elective courses, arts, music, language, clubs, field trips, community service, and Expanded Learning Opportunities Program supports. These programs helped provide students, including unduplicated students, with access to experiential learning and enrichment opportunities beyond the core academic program.

Overall, the Goal 3 actions to date have been effective. The strongest evidence of effectiveness is that the school exceeded all available 2025–26 target outcomes: 35% of students participated in accelerated or advanced math opportunities, 99% of graduating students accessed computer/technology coursework or blended learning, and 100% of students completed or demonstrated a STEAM-focused project. No major areas of ineffectiveness are evident from the available data. Continued monitoring should ensure that these opportunities remain accessible to all student groups and that increased investments in physical education and enrichment continue to support student engagement and well-rounded development.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflection on prior practice and the 2025–26 data available to date, no major changes are recommended to Goal 3, the metrics, target outcomes, or planned actions for the coming year. The current actions will be continued because they are effectively supporting college and career readiness, STEAM access, digital literacy, physical education, and well-rounded educational opportunities for students.

While no substantive changes are being made, the school will continue to refine implementation based on prior practice. College and career readiness activities will continue to be expanded and strengthened through guest speakers, student presentations, parent and student workshops, and high school transition activities. STEAM and advanced math opportunities will continue to be monitored to ensure broad and equitable access. Digital literacy instruction will continue to include responsible technology use, digital citizenship, and appropriate use of artificial intelligence. The school will also continue to maintain and improve physical education resources and enrichment opportunities, including clubs, electives, arts, athletics, field trips, and Expanded Learning Opportunities Program supports.

Overall, reflections on prior practice indicate that the planned Goal 3 actions are effective and should be maintained. Any changes for the coming year will be refinements to strengthen access, quality, and consistency of implementation rather than changes to the goal, metrics, targets, or core actions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities. Expenditures associated with this action include the following: college/career-related materials and activities. The following expenditures will be funded by federal Title funds: N/A	$0.00	Yes
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM	$1.06	Yes

Action #	Title	Description	Total Funds	Contributing
		activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A		
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.		Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A		
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: -PE Supplies: Title IV, Part A ESEA (ESSA); Amount: $1,742.00	$305,751.50	Yes
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential	$409,400.22	Yes

Action #	Title	Description	Total Funds	Contributing
		learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7	2024-25: (As of 6/5/25) 8	2025-26 (As of 5/15/26): 8	2026-27: >= 8	+1
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 0	2024-25: (As of 6/5/25) 0	2025-26 (As of 5/15/26): 8	2026-27: >= 4	+8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 25	2024-25: (As of 6/5/25) 25	2025-26 (As of 5/15/26): 27	2026-27: >= 10	+2
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 2.9%	2024-25: (As of 1/24/25) 10.4%	2025-26 (As of 5/22/26): 7.0%	2026-27: >= 15.0%	+4.1 percentage points
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.98%	2024-25 P-2 ADA: 94.74%	2025-26 P-2 ADA: 95.53%	2026-27: (P-2 ADA) >= 92.00%	+1.55 percentage points
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 21.6%	2023-24: (2024 Dashboard) 18.5%	2024-25 (2025 Dashboard): 13.8% 2025-26 (As of 5/22/26): 10.8%	2025-26: (2026 Dashboard) <= 20.0%	-10.8 percentage points
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%	2024-25: (As of 6/5/25) 0.7%	2025-26 (As of 6/10/26): 0.0%	2026-27: <= 2.0%	0 percentage points
4.8	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 2.5%	2023-24: (2024 Dashboard) 2.2%	2024-25 (2025 Dashboard): 1.9% 2025-26 (As of 5/22/26): 1.4%	2025-26: (2026 Dashboard) <= 2.5%	-1.1 percentage points
4.9	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00%	2024-25 (CDE DataQuest): 0.0%	2025-26: (CDE DataQuest) <= 0.50%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024-25: (As of 5/28/25) 0.0%	2025-26 (As of 5/22/26): 0.0%		
4.10	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 94.1% -Families: 65.0% -Staff: 100.0%	2024-25: -Students: 94.5% -Families: 65.1% -Staff: 91.7%	2025-26: -Students: 93.6% -Families: 88.3% -Staff: 100.0%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	-Students: -0.5 percentage points -Families: +23.3 percentage points -Staff: 0.0 percentage points
4.11	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 68.0% -Families: 96.0% -Staff: 88.0%	2024-25: -Students: 66% -Families: 96% -Staff: 82%	2025-26: -Students: 67% -Families: 95% -Staff: 80%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	-Students: -1 percentage point -Families: -1 percentage point -Staff: -8 percentage points
4.12	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other	2023-24: -Students: 82% -Families: 95% -Staff: 97%	2024-25: -Students: 77% -Families: 97% -Staff: 88%	2025-26: -Students: 76% -Families: 88% -Staff: 83%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	-Students: -6 percentage points -Families: -7 percentage points -Staff: -14 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)					
4.13	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 88.57%	2024-25: (Spring 2024 to Fall 2024) 89%	2025-26 (Spring 2025 to Fall 2025): 93%	2026-27: (Spring 2026 to Fall 2026) >= 85%	+4.43 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 4:
Action 1: Seeking family input for decision making - Our school builds the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. We provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC is composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Our school chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, our school conducts annual family surveys to seek feedback on school improvement.

Action 2: Building relationships and partnerships with families for student outcomes - Our school has developed the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff learns about each family's strengths, cultures, languages, and goals for their children. We promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and Student-Led Parent/Teacher conferences. Administrators greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. We provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. We communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff visit students at their homes to discuss student progress and enhance student learning and involvement.

We also support families to understand and exercise their legal rights and advocate for their own students and all students. We schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, internet and social media safety, using SIS to check student progress, study habits, and family literacy. We use a variety of communication channels to connect with families in a language that is understandable and accessible to them. Our parent communication software is utilized for voice and text communications, email, and push notifications. We provide language translators at parent meetings to the extent practicable.

Action 3: MTSS - PBIS and SEL support - Our school provides a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support is provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. We offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Our school implements a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. We also celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. We also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Action 4: Annual educational partner surveys - Our school annually administers school experience surveys to students, families, and staff. We implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.

Action 5: Community outreach and partnerships - We ahve established several community, business, institutional and civic partnerships that invest in and support the vision and goals of our school. School staff participate in local activities that engage community members and staff in communicating school successes to the broader community. We secure community support to sustain existing resources and add new resources that address emerging student needs. Our school leadership actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $2,172.00
Actual: $2,172.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 2
Budgeted: $130,268.33
Actual: $135,991.24
Explanation: All actions taken were in line with the planned initiatives, but the projected expenses are around $5k more than the budgeted amount due to our increased enrollment.

Goal 4 Action 3
Budgeted: $337,815.82
Actual: $324,012.23
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 4
Budgeted: $2,120.00
Actual: $2,120.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5
Budgeted: $456,885.31
Actual: $419,020.17
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on the 2025–26 data available to date, the specific actions under Goal 4 have been generally effective in making progress toward increasing family engagement, strengthening school connectedness, supporting attendance, and maintaining a safe and welcoming school environment. Most Goal 4 outcomes met or exceeded their Year 3 targets, indicating that the school's actions are supporting progress toward the goal.

Action 1, Seeking Family Input for Decision Making, was effective. The school held 8 Parent Advisory Committee meetings in 2025–26, meeting the Year 3 target of at least 8 meetings. The school also held 8 English Learner Advisory Committee meetings, exceeding the Year 3 target of at least 4 meetings. This reflects strong implementation of systems for family input, representation, and shared decision-making. The increase in ELAC meetings is especially significant because it shows strengthened engagement with English Learner families and improved structures for gathering input from this important educational partner group. To do this, we combined the Parent Advisory Committee and ELAC meetings.

Action 2, Building Relationships and Partnerships with Families for Student Outcomes, was effective overall, though one area needs continued attention. The school offered 27 parent engagement activities and events in 2025–26, exceeding the Year 3 target of at least 10 events. Family survey participation also increased substantially to 88.3%, exceeding the target of 75%, which suggests that family outreach and communication efforts are reaching more families. However, home visits reached 7.0%, which is below the Year 3 target of 15.0%. While the school continues to build relationships through orientations, conferences, communication systems, workshops, and family events, home visits remain an area for improvement.

Action 3, MTSS, PBIS, and SEL Support, was effective in supporting student engagement, attendance, behavior, and school climate. The 2025–26 P-2 ADA rate was 95.53%, exceeding the target of at least 92.00%. Chronic absenteeism decreased to 10.8%, which is well below the target of 20.0% or lower. The middle school dropout rate was 0.0%, meeting the target of 2.0% or lower. The suspension rate decreased to 1.4%, meeting the target of 2.5% or lower, and the expulsion rate remained at 0.0%, meeting the target of 0.50% or lower. These outcomes indicate that our school's attendance supports, PBIS systems, SEL supports, restorative practices, and student engagement efforts are having a positive impact.

Action 4, Annual Educational Partner Surveys, was effective in gathering feedback from students, families, and staff, though survey results show some areas for continued monitoring. Survey participation was strong for families and staff, with family participation at 88.3% and staff participation at 100%, both exceeding targets. Student participation was 93.6%, slightly below the 95% target. Average approval rates met the targets for all groups, with students at 67%, families at 95%, and staff at 80%. Overall satisfaction met the student target, with students at 76%, but family satisfaction was 88%, below the 95% target, and staff satisfaction was 83%, below the 85% target. This suggests that while the school is successfully gathering feedback and maintaining generally positive school climate indicators, additional follow-up is needed to better understand and respond to the decline in family and staff overall satisfaction.

Action 5, Community Outreach and Partnerships, was implemented as planned and contributed to the school's broader efforts to support students and families through community, business, institutional, and civic partnerships. Although this action does not have a single standalone outcome metric in the data provided, the school's strong attendance, reduced chronic absenteeism, strong family engagement participation, and high student retention rate suggest that outreach and partnership efforts are contributing positively to school connectedness and student support. Student retention increased to 93%, exceeding the Year 3 target of at least 85%.

Overall, the Goal 4 actions to date have been effective in making progress toward the goal. The strongest evidence of effectiveness includes meeting or exceeding targets for PAC meetings, ELAC meetings, parent engagement events, ADA, chronic absenteeism, dropout rate, suspension rate, expulsion rate, family and staff survey participation, average approval rates, and student retention. Areas of relative ineffectiveness or continued need include increasing home visits, improving student survey participation, and addressing lower family and

staff overall satisfaction rates. Moving forward, the school should continue the current Goal 4 actions while refining implementation in these targeted areas.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflection on prior practice and the 2025–26 data available to date, no major changes are recommended to Goal 4, the metrics, target outcomes, or planned actions for the coming year. The current actions will be continued because they are generally effective in supporting family engagement, educational partner input, student attendance, school connectedness, positive behavior supports, and a welcoming school climate.

In 2025–26, Magnolia Science Academy – San Diego maintained strong implementation of Goal 4 actions. The school held 8 Parent Advisory Committee meetings, meeting the Year 3 target, and held 8 English Learner Advisory Committee meetings, exceeding the Year 3 target. This reflects strengthened structures for family voice and decision-making, including increased opportunities for English Learner families to provide input. The school also hosted 27 parent engagement activities and events, exceeding the target of at least 10, and family survey participation increased to 88.3%, exceeding the target of 75%.

The school also showed strong progress in student engagement and school climate indicators. The P-2 ADA rate increased to 95.53%, chronic absenteeism decreased to 10.8%, the middle school dropout rate was 0.0%, the suspension rate decreased to 1.4%, and the expulsion rate remained at 0.0%. Student retention also increased to 93%, exceeding the target of at least 85%. These results indicate that the school's MTSS, PBIS, SEL, attendance, family engagement, and community partnership actions are supporting progress toward the goal.

As a result, the planned Goal 4 actions will continue without major modification. These include seeking family input for decision-making, building relationships and partnerships with families, implementing MTSS/PBIS/SEL supports, administering annual educational partner surveys, and strengthening community outreach and partnerships.

While no substantive changes are being made to the goal, metrics, target outcomes, or core actions, the school will refine implementation in response to areas identified through reflection on prior practice. The school will continue working toward the 15% home visit target, as the 2025–26 home visit rate was 7.0%. The school will also continue to strengthen student survey participation, which was slightly below target, and will follow up on family and staff overall satisfaction results to better understand areas for improvement and respond to stakeholder feedback.

For the coming year, the school will maintain its current Goal 4 structure while increasing focus on targeted refinements, including strengthening home visit systems, sustaining ELAC and PAC engagement, increasing student participation in school experience surveys, and using survey feedback to improve family and staff satisfaction. These refinements are intended to strengthen implementation while preserving the actions that are already producing positive outcomes for students and families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses. The following expenditures will be funded by federal Title funds: N/A	$2,172.00	Yes
4.2	Building relationships and partnerships with	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments	$130,193.98	Yes

Action #	Title	Description	Total Funds	Contributing
	families for student outcomes	for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -Teacher Salaries: Title I; Amount: $5,000.00 -STRS: Title I; Amount: $955.00 -OASDI/Medicare: Title I; Amount: $72.50 -Unemployment Insurance: Title I; Amount: $25.00		

Action #	Title	Description	Total Funds	Contributing
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.	$323,529.84	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: -Instructional Materials & Supplies: Title I; Amount: $2,104.10 -Educational Software: Title IV, Part A ESEA (ESSA); Amount: $5,300.00		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: N/A The following expenditures will be funded by federal Title funds: N/A		Yes
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.	$408,615.01	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal funds: -Certified Pupil Support Salaries: Federal CSP; Amount: $96,316.00 -Classified Support: Federal CSP; Amount: $72,177.36 -Clerical & Tech: Federal CSP; Amount: $21,755.28 -STRS: Federal CSP; Amount: $18,396.36 -PERS: Federal CSP; Amount: $19,354.68 -OASDI/Medicare: Federal CSP; Amount: $8,584.52 -Health & Welfare Benefits: Federal CSP; Amount: $27,915.81 -Other Benefits: Federal CSP; Amount: $2,176.80		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$298,109	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.577%	0.000%	$0.00	5.577%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials,	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers	Goal 2: For all students, but particularly for the EL and LTEL student groups: • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students.	have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who

Powered by BoardOnTrack

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. **Scope:** LEA-wide	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who have created or demonstrated a

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:** LEA-wide	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "average approval rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			" (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. **Scope:** LEA-wide	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students'	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way	• Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:** It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see	Goal 4: • School experience survey "participation rates" by students, families, and staff (Source: Local

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	Indicator Priority 6, Panorama Education) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	• Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Magnolia Science Academy – San Diego does receive LCFF supplemental funds but does not qualify for concentration grants—meaning it gets money for each high-need student (low-income, EL, foster), but not the extra concentration add-on. The school does not qualify for the LCFF concentration grant, because its unduplicated pupil percentage (UPP) is well below the 55% threshold required for that additional funding. As a result, this section is not applicable for the school.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,345,677	298,109	5.577%	0.000%	5.577%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,790,230.36	$1,865,865.78	$0.00	$626,115.47	$7,282,211.61	$4,194,602.67	$3,087,608.94

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$41,767.00	$41,767.00				$41,767.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$146,111.66	$390,880.91	$476,595.57	$60,397.00			$536,992.57	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$30,325.54	$980,078.29	$674,132.83	$336,271.00			$1,010,403.83	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$41,027.84	$33,462.00	$74,489.84				$74,489.84	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$35,438.96	$899,699.77	$899,699.77			$35,438.96	$935,138.73	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$1,592,546.45	$127,390.00	$1,581,961.99	$103,952.91		$34,021.55	$1,719,936.45	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$54,783.00	$21,826.00	$18,957.00		$14,000.00	$54,783.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$302,545.62	$41,423.31	$143,311.12	$164,944.50		$35,713.31	$343,968.93	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$767,543.65	$217,524.00	$51,664.14	$709,179.81		$224,223.70	$985,067.65	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1.06	$1.06				$1.06	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$255,896.50	$49,855.00	$304,009.50			$1,742.00	$305,751.50	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$243,339.22	$166,061.00	$136,237.68	$273,162.54			$409,400.22	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,172.00	$2,172.00				$2,172.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$116,267.48	$13,926.50	$102,093.45	$22,048.03		$6,052.50	$130,193.98	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$298,125.74	$25,404.10	$237,087.41	$79,038.33		$7,404.10	$323,529.84	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$365,434.01	$43,181.00	$43,181.00	$97,914.66		$267,519.35	$408,615.01	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,345,677	298,109	5.577%	0.000%	5.577%	$1,064,409.06	0.000%	19.912 %	**Total:**	$1,064,409.06
								LEA-wide Total:	$1,064,409.06
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$74,489.84	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,826.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$143,311.12	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	$0.00	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1.06	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$304,009.50	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$136,237.68	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,172.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$102,093.45	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$237,087.41	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,181.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,982,257.63	$7,442,426.27

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$37,883.00	$48,021.00
1	**1.2**	Instructional materials and technology	No	$481,601.27	$470,314.29
1	**1.3**	Clean and safe facilities that support learning	No	$1,251,346.54	$1,008,967.83
1	**1.4**	Healthy and nutritious meals	Yes	$71,587.20	$73,410.16
1	**1.5**	Well-orchestrated Home Office support services	No	$562,524.97	$896,395.04
2	**2.1**	Broad course of study and standards based curriculum	No	$1,583,848.60	$1,739,989.24
2	**2.2**	Professional development for high-quality instruction	Yes	$52,494.06	$64,346.06
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$320,616.61	$361,536.51
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$0.00	
2	**2.5**	Support for students with disabilities	No	$984,855.10	$950,066.55
3	**3.1**	College/Career readiness programs and activities	Yes	$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$1.06	
3	3.3	Digital literacy and citizenship programs	Yes		
3	3.4	Physical education, activity, and fitness	Yes	$268,748.52	$530,747.85
3	3.5	Additional programs and activities that support well-rounded education	Yes	$437,489.24	$415,316.10
4	4.1	Seeking family input for decision-making	Yes	$2,172.00	$2,172.00
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$130,268.33	$135,991.24
4	4.3	MTSS - PBIS and SEL support	Yes	$337,815.82	$324,012.23
4	4.4	Annual educational partner surveys	Yes	$2,120.00	$2,120.00
4	4.5	Community outreach and partnerships	Yes	$456,885.31	$419,020.17

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
313,663	$1,048,177.92	$2,328,672.32	($1,280,494.40)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$71,587.20	$73,410.16		
2	2.2	Professional development for high-quality instruction	Yes	$23,947.06	$64,346.06		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$151,431.80	$361,536.51		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	$0.00			
3	3.1	College/Career readiness programs and activities	Yes	$0.00			
3	3.2	STEM and GATE programs	Yes	$1.06			
3	3.3	Digital literacy and citizenship programs	Yes				
3	3.4	Physical education, activity, and fitness	Yes	$268,006.52	$530,747.85		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$119,269.28	$415,316.10		
4	4.1	Seeking family input for decision-making	Yes	$2,172.00	$2,172.00		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$124,061.02	$135,991.24		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$244,520.98	$324,012.23		
4	4.4	Annual educational partner surveys	Yes		$2,120.00		
4	4.5	Community outreach and partnerships	Yes	$43,181.00	$419,020.17		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,293,175	313,663	0.000%	7.306%	$2,328,672.32	0.000%	54.241%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

Powered by BoardOnTrack

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

Powered by BoardOnTrack

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Coversheet

Approval of the 2026-27 Adopted Budgets for All MPS Sites and Home Office Management Fee Policy

Section: VII. Action Items
Item: K. Approval of the 2026-27 Adopted Budgets for All MPS Sites and Home Office Management Fee Policy
Purpose: Vote
Submitted by:
Related Material: VII.K - Approval of 2026-27 Adopted Budgets_FINAL.pdf

Agenda Item:	VII.K – Action Item
Date:	June 17, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Cafer Turan, Interim Chief Financial Officer
RE:	Approval of the 2026-27 Adopted Budgets for All MPS Sites and Home Office Management Fee Policy

Action Proposed

Staff moves that the MPS Board adopt the 2026–27 Annual Budget as presented and and Home Office Management Fee Policy

Purpose:

The purpose of this item is to present the 2026–27 Annual Budget for Board adoption in accordance with applicable state and county requirements. The budget reflects updated revenue projections based on current LCFF planning factors, enrollment and ADA assumptions, staffing plans, and expenditure projections for the upcoming fiscal year beginning July 1, 2026.

Background:

California charter schools are required to adopt an annual budget for the upcoming fiscal year prior to July 1. The annual budget is submitted to the authorizing agency and the Los Angeles County Office of Education (LACOE) and serves as the organization's financial plan for the year. The Board is responsible for approving the budget, which establishes revenue and expenditure authority for all MPS sites and the central office (MERF).

- **Revenue Projections**Revenue projections based on 2026–27 LCFF rates, enrollment and ADA targets, and other state and federal funding sources
- **Expenditure Budget**Salary and benefit costs, operational expenses, CMO fees, and other expenditures by site and function, reflecting Board-approved budget reductions and staffing

plans

The 2026–27 budget was developed in alignment with the organization's fiscal stabilization priorities, including enrollment growth as the primary recovery lever, implementation of Board-approved budget reductions, and continued oversight of site-level spending.

Board adoption of the annual budget authorizes management to implement the financial plan for 2026–27 and provides the framework for ongoing budget-to-actual monitoring throughout the fiscal year.

Analysis:

The 2026–27 Annual Budget was developed using the 2026–27 LCFF rates published by the California Department of Education, enrollment and ADA projections by site, updated staffing plans, and expenditure assumptions informed by 2025–26 actuals and known cost changes. Budget reduction measures previously reviewed by the Board are incorporated into the preliminary budget presented for adoption.

In developing the 2026–27 budget, management evaluated:

- Enrollment trends and ADA projections
- One-time versus ongoing revenue sources
- Staffing levels, negotiated salary agreements, and benefit cost projections
- Facilities and debt service commitments
- Cash flow projections and reserve adequacy for the 2026–27 fiscal year and the two subsequent years

The multiyear projections reflect the organization's most current estimates for fiscal years 2026–27, 2027–28, and 2028–29. Where deficit spending is projected, management has identified corresponding budget adjustments and fiscal stabilization strategies—primarily enrollment growth at $14,912 per ADA—to maintain compliance with state reserve requirements and ensure long-term fiscal sustainability.

Cash flow projections indicate that the organization will maintain sufficient liquidity to meet its financial obligations throughout 2026–27.

Management Discussion

Revenue

The 2026–27 budget projects total revenues of approximately $60.7 million in LCFF across all sites, based on enrollment and ADA targets and the 2026–27 LCFF rate of approximately $14,912 per ADA. Total organization-wide revenues, including federal, state categorical, and local sources, are projected at approximately $92.5 million, or approximately $20,271 per ADA excluding fundraising and grant revenue. Enrollment growth remains the primary revenue recovery lever, with each ADA gained representing approximately $14,912 in additional LCFF entitlement.

Expenses

Total projected expenditures for 2026–27 reflect Board-approved budget reductions of approximately $797K (primarily in contingency and technology accounts), updated staffing plans, and renegotiated vendor contracts. CMO fees are budgeted at negotiated rates per site, with total CMO fee revenue to MERF of $6.45 million. Special education, substitute, and facilities costs continue to be monitored closely as the largest areas of variable spending.

Changes in Net Assets

The 2026–27 budget projects an overall net operating deficit of approximately ($126,063) across all MPS sites and MERF. MSA-2, MSA-3, MSA-7, and MERF carry projected net operating deficits, with enrollment shortfalls as the primary driver. Budget reduction measures already approved by the Board are reflected in these projections. Each site with a deficit has an accompanying enrollment action plan; achieving projected ADA targets is the critical path to structural balance. Sites currently projecting positive net income include MSA-1, MSA-4, MSA-5, MSA-6, MSA-8, MSA-SA, MSA-SD, MSA-Anaheim, and MSA-Irvine.

Enrollment and Other

The 2026–27 budget is built on enrollment and ADA targets that represent growth over 2025–26 actuals, particularly at MSA-2, MSA-3, MSA-7, and MSA-Anaheim where enrollment gaps are most pronounced. Management has developed site-level enrollment action plans and will provide monthly budget-to-actual reporting to the Board, covering ADA progress, substitute and special education spending trends, and adherence to the no-overspend directive. Continued focus on enrollment growth and discretionary expenditure management remains central to the organization’s path to long-term fiscal sustainability.

Exhibits:

- Board Budget Summary and 2026–27 CMO Fee Policy
- 2026–27 July Budget Detail by MPS Site and Home Office

2026-27 July Budget

June 17, 2026 Board Meeting

2025-26 Estimated Actuals – By Site

Board Summary • June 17, 2026

2025-26 ESTIMATED ACTUALS - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MSA-OC	MERF	TOTAL
Enrollment	665	440	388	121	191	154	271	388	577	473	79		3,747
ADA%	92.39%	93.26%	91.83%	91.41%	92.01%	94.67%	93.05%	92.48%	94.58%	94.74%	94.00%		93.20%
Attendance	614.66	410.58	356.45	110.49	175.41	146.06	252.38	358.98	545.58	447.82	74.26		3,492.67
Revenue													
LCFF Entitlement	10,206,572	6,675,890	5,074,872	1,872,218	2,949,476	2,200,491	3,991,153	5,221,165	8,603,458	5,142,770	1,120,530	-	53,058,593
Federal Revenue	552,221	543,439	213,872	279,608	339,595	436,511	183,334	260,103	457,547	321,953	318,960	-	3,907,142
Other State Revenues	4,384,452	2,120,556	1,473,524	539,415	1,474,893	460,033	1,908,189	1,055,015	2,343,491	2,116,519	251,382	-	18,127,468
Other Local Revenues	407,545	108,500	33,952	133,049	32,597	145,564	296,430	346,422	235,500	120,000	1,426,158	8,088,806	11,374,523
Total Revenue	15,550,790	9,448,384	6,796,220	2,824,290	4,796,561	3,242,599	6,379,106	6,882,704	11,639,996	7,701,241	3,117,030	8,088,806	86,467,726
Expenses													
Certificated Salaries	4,634,925	2,602,359	2,295,445	1,045,861	1,717,599	1,096,487	1,851,220	2,288,387	4,060,665	2,542,434	1,188,571	-	25,323,954
Classified Salaries	1,715,413	1,045,144	817,672	179,378	643,503	389,624	765,096	865,967	1,241,644	483,659	590,179	5,032,909	13,770,188
Benefits	2,437,203	1,311,632	1,254,304	469,988	951,664	533,757	1,020,035	1,272,100	2,142,440	1,151,162	583,976	1,590,107	14,718,369
Books and Supplies	595,786	434,348	256,305	103,841	240,728	161,824	204,265	386,576	424,146	588,886	461,900	167,681	4,026,287
Services and Operations	5,476,771	3,988,551	2,787,305	1,178,956	1,098,196	981,016	3,237,322	2,225,772	2,944,140	2,619,570	1,163,538	2,510,477	30,211,614
Depreciation / Cap Outlay	315,808	51,482	48,651	10,910	24,179	2,838	68,247	54,940	631,178	75,636	7,308	515	1,291,693
Other Outflows	15,000	-	-	-	250,000	-	-	-	293,654	3,180	108,000	15,000	684,834
Total Expenses	15,190,906	9,433,516	7,459,683	2,988,935	4,925,869	3,165,546	7,146,185	7,093,743	11,737,868	7,464,528	4,103,472	9,316,689	90,026,940
Net Revenue	359,884	14,869	(663,463)	(164,645)	(129,308)	77,053	(767,079)	(211,039)	(97,872)	236,713	(986,442)	(1,227,883)	(3,559,213)
Fund Balance													
Beginning Balance	12,369,603	5,793,009	3,079,166	1,061,838	12,620,393	2,565,702	3,447,230	7,406,149	8,606,891	1,778,183		441,370	59,169,534
Net Revenue	359,884	14,869	(663,463)	(164,645)	(129,308)	77,053	(767,079)	(211,039)	(97,872)	236,713	(986,442)	(1,227,883)	(3,559,213)
Projected Ending Balance	12,729,487	5,807,878	2,415,703	897,193	12,491,085	2,642,755	2,680,151	7,195,110	8,509,019	2,014,896	(986,442)	(786,513)	55,610,321
Ending Bal. as % of Exp.:	83.8%	61.6%	32.4%	30.0%	253.6%	83.5%	37.5%	101.4%	72.5%	27.0%	-24.0%	-8.4%	61.8%

Financial Overview

The June Estimated Actuals project a deficit of approximately $3.6 million, compared to $3.3 million projected at Second Interim. Operating expenditures exceeded the Second Interim Budget by approximately $1.6 million, substantially offset by additional revenue from the P-2 enrollment adjustment and related funding recalculations.

The remaining variance of approximately $300,000 unfavorable is primarily attributable to higher Special Education costs, substitute staffing expenses, technology investments, facilities repairs, insurance costs, and other operational expenditures across several school sites.

Key Site Drivers

MSA-1: Increased Special Education, substitutes, technology, and professional development costs, partially offset by facility and staffing savings.
MSA-5: Lower CCSPP/ELOP revenue recognition and increased loan interest expense.
MSA-SD: Technology purchases and reduced CSP revenue recognition.
MSA-8 & MSA-SA: Higher substitutes, operational costs, and student program expenditures.
MSA-OC & MERF: Higher organizational support costs partially offset by staffing vacancies and salary savings.

2026-27 July Budget – By Site

Board Summary • June 17, 2026

2026-27 BUDGET PROJECTIONS SUMMARY

OPERATIONAL SUMMARY	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MSA-Anaheim	MSA-Irvine	MERF	Total / Avg
First day of Enrollment	715	431	340	120	453	137	294	373	630	490	140	240		**4,363**
Projected P2 Enrollment Numbers	708	427	338	120	449	136	293	370	626	484	138	237	0	**4,326**
Current Enrollment as of 5/15/26	685	453	377	119	197	160	273	391	590	469	80			**3794**
ADA	662.9	402.32	313.73	110.63	421.66	129.34	274.16	348.32	594.32	462.37	129.51	222.78		**4072.04**
ADA %	93.63%	94.22%	92.82%	92.19%	93.91%	95.10%	93.57%	94.14%	94.94%	95.53%	94%	94%		**94.14%**
UPP (2026-27)	76.40%	72.80%	58.00%	67.50%	73.70%	92.40%	77.90%	76.20%	77.80%	26.00%	74.70%	41.00%		**70.31%**
UPP (3-year Rolling %)	80.69%	80.25%	63.36%	75.73%	78.59%	93.30%	80.92%	78.20%	79.06%	29.60%	74.88%			**74.05%**
ADA Recovery Rate %	2.46%	0.90%	0.29%	0.86%	1.03%	0.66%	0.44%	1.79%	2.08%	0.00%	0.00%			**0.96%**
Total Enrollment	**708**	**427**	**338**	**120**	**449**	**136**	**293**	**370**	**626**	**484**	**138**	**237**		**4,089**
25-26 Enrollment based on P2	682	450	383	122	196	156	274	393	586	476	78			**3,794**
25-26 ADA based on P2	638.19	423.53	355.06	112.63	183.92	148.78	256.24	369.5	555.89	454.87	73.41			**2,934**
REVENUE SUMMARY														
LCFF Entitlement	$10,662,447	$6,300,454	$4,506,938	$1,809,478	$6,492,525	$1,967,775	$4,388,681	$4,976,194	$9,298,958	$5,345,677	$2,063,445	$2,912,055	$0	$60,724,627
Federal Revenue	$546,778	$486,484	$208,929	$271,875	$143,776	$411,666	$184,822	$245,871	$473,085	$326,554	$181,491	$225,180	$0	$3,706,511
Other State Revenue	$3,817,501	$1,899,122	$1,565,829	$594,914	$1,345,128	$554,834	$1,671,516	$1,194,922	$2,893,657	$1,898,947	$386,334	$286,349	$0	$18,109,053
Local Revenue	$10,000	$78,500	$20,000	$148,742	$25,000	$175,310	$379,375	$473,496	$100,500	$60,000	$121,986	$288,115	$6,452,476	$8,333,500
Fundraising & Grants	$8,706	$30,000	$13,952	$30,000	$30,000	$8,000	$4,593	$6,494	$101,173	$60,000	$350,000	$700,000	$245,000	$1,587,918
Total Revenue	**$15,045,432**	**$8,794,560**	**$6,315,648**	**$2,855,009**	**$8,036,429**	**$3,117,585**	**$6,628,987**	**$6,896,977**	**$12,867,373**	**$7,691,178**	**$3,103,256**	**$4,411,699**	**$6,697,476**	**$92,461,609**
EXPENSE SUMMARY														
Certificated Salaries	$4,242,404	$2,706,342	$2,084,228	$1,020,091	$2,309,450	$1,078,777	$1,861,000	$2,310,672	$4,445,914	$2,575,029	$1,098,043	$1,487,633	$0	$27,219,583
Classified Salaries	$1,293,634	$868,281	$796,356	$206,126	$777,896	$370,008	$726,829	$826,127	$1,219,058	$471,390	$327,385	$370,901	$4,326,475	$12,580,466
Employee Benefits	$2,180,558	$1,243,064	$1,168,648	$492,825	$1,180,296	$510,002	$997,746	$1,278,174	$2,243,644	$1,148,183	$563,515	$1,431,619	$1,352,506	$15,790,780
Books & Supplies	$527,468	$362,348	$250,032	$94,241	$388,747	$107,143	$165,515	$366,269	$387,903	$348,551	$181,400	$279,734	$167,681	$3,627,032
Services & Other Operating Expenses	$4,182,563	$2,925,818	$1,721,093	$910,006	$1,115,661	$785,096	$3,044,451	$1,409,455	$1,983,859	$1,858,389	$842,299	$751,219	$1,802,699	$23,332,608
Capital Outlay & Depreciation	$315,808	$51,482	$48,651	$10,910	$1,072,190	$2,838	$68,248	$54,940	$631,178	$75,636	$12,555	$0	$515	$2,344,951
Other Outflows	$15,000	$0	$0	$0	$920,725	$0	$0	$0	$285,871	$3,180	$0	$0	$15,000	$1,239,776
CMO Fee	$1,599,367	$819,059	$585,902	$105,232	$243,504	$255,811	$0	$646,905	$1,394,844	$801,852	$0	$0		$6,452,476
Total Expense	**$14,356,802**	**$8,976,394**	**$6,654,910**	**$2,839,431**	**$8,008,469**	**$3,109,675**	**$6,863,789**	**$6,892,542**	**$12,592,271**	**$7,282,210**	**$3,025,197**	**$4,321,106**	**$7,664,876**	**$92,587,672**
FINANCIAL SUMMARY														
Net Income	**$688,630**	**($181,834)**	**($339,262)**	**$15,578**	**$27,960**	**$7,910**	**($234,802)**	**$4,435**	**$275,102**	**$408,968**	**$78,059**	**$90,593**	**($967,400)**	**($126,063)**

2026-27 Budget – One-Time Funding & Key Ratios

Board Summary • June 17, 2026

ONE-TIME FUNDING LIST	001 - MSA-1	002 - MSA-2	003 - MSA-3	004 - MSA-4	005 - MSA-5	006 - MSA-6	007 - MSA-7	008 - MSA-8	009 - MSA-SA	010 - MSA-SD	011 - Anaheim	MSA-Irvine	MERF	Grand Total
4611 Federal CSP	$0	$196,365	$0	$0	$199,131	$200,000	$0	$0	$149,607	$175,000	$150,000	$120,000	$0	**$1,190,103**
6019 SSPDD - Student Support & PD	$575,936	$384,713	$333,994	$103,529	$164,359	$136,830	$236,480	$336,364	$511,208	$419,607	$68,382		$0	**$3,271,404**
6332 CA Community Schools Partnership	$300,000	$300,000	$203,572	$130,000	$250,000	$142,500	$250,000	$250,000	$300,000	$0	$0		$0	**$2,126,072**
6339 CCAP	$0	$0	$30,000	$0	$0	$0	$0	$0	$25,000	$0	$0		$0	**$55,000**
6386 CTE: Robotics with AI	$0	$0	$0	$0	$0	$0	$0	$0	$50,000	$0	$0		$0	**$50,000**
7435 Learning Recovery Emergency Blk	$407,012	$90,445	$60,865	$46,400	$18,911	$15,976	$48,265	$68,449	$94,385	$35,009				**$885,717**
9119 CYBHI Mental													$45,000	**$45,000**
9118 Charter School Growth Fund											$350,000	$700,000	$200,000	**$1,250,000**
Total One-Time Funding	**$1,282,948**	**$971,523**	**$628,431**	**$279,929**	**$632,401**	**$495,306**	**$534,745**	**$654,813**	**$1,130,200**	**$629,616**	**$568,382**	**$820,000**	**$245,000**	**$8,873,296**
Net Income Less One-Time	($594,318)	($1,153,357)	($967,693)	($264,351)	($604,441)	($487,396)	($769,547)	($650,378)	($855,098)	($220,648)	($490,323)	($729,407)	($1,212,400)	($8,999,359)

Key Operating Ratios

Key Operating Ratios	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MSA-OC	MERF	Total
Staffing % (incl. benefits)	54.0%	54.0%	61.0%	61.0%	53.0%	63.0%	52.0%	64.0%	63.0%	58.0%	66.0%	74.0%	**59.0%**
Rent to Expense Ratio	9.53%	15.46%	6.07%	9.87%	13.56%	4.93%	23.53%	8.20%	4.84%	7.43%	4.76%	2.77%	**8.85%**
CMO Fee / LCFF	15%	13%	13%	6%	3%	13%	0%	13%	15%	15%	0%	–	–
Students per Certificated Employee	19.1x	18.6x	18.8x	15.0x	23.6x	17.0x	18.3x	18.5x	16.1x	26.9x	17.3x		**19.0x**

Debt Service Coverage Ratio & Days Cash on Hand

Board Summary • FY 2025-26 • June 17, 2026

Bond Covenant Compliance:
Although some school sites did not individually meet debt service coverage requirements, the covenant is tested on a consolidated basis. The Organization met the required debt service coverage ratio and remains in compliance with bond covenants.

	Consolidated	001 - MSA-1	009 - MSA-SA	010 - MSA-SD	005 - MSA-5
Net Income	369,418	359,885	(97,871)	236,713	(129,308)
Depreciation	1,046,801	315,808	631,178	75,636	24,179
Rent	1,872,139	1,035,032	352,655	241,757	242,696
50% of Management Fee	1,636,898	627,092	519,591	382,714	107,502
Income Available for Coverage	**4,925,256**	**2,337,816**	**1,405,552**	**936,820**	**245,068**
Debt Service	1,872,139	1,372,916	609,586	290,425	242,696
Debt Service Coverage	**2.63**	**1.70**	**2.31**	**3.23**	**1.01**
Limit	1.10	1.10	1.10	1.10	1.10
Compliance	**Yes**	**Yes**	**Yes**	**Yes**	**No**
Total Expenses	39,319,169	15,190,905	11,737,867	7,464,528	4,925,869
Less: Depreciation	(1,046,801)	(315,808)	(631,178)	(75,636)	(24,179)
Cash Expenses	38,272,368	14,875,097	11,106,689	7,388,892	4,901,690
Expense/Day	104,856	40,754	30,429	20,244	13,429
Cash & Cash Equivalents	5,707,166	3,880,135	307,648	975,537	543,846
Days Cash on Hand	**54**	**95**	**10**	**48**	**40**
Limit	45	45	45	45	45
Compliance	**Yes**	**Yes**	**No**	**Yes**	**No**

CMO Fee Schedule – Fiscal Year 2026-27

Board Summary • June 17, 2026

School Name	2026-27 Projected LCFF	CMO Fee %	CMO Fee Per Site	Maximum Amount (15%)	Difference
Magnolia Science Academy	$10,662,447	15.00%	$1,599,367	$1,599,367	$—
Magnolia Science Academy 2	$6,300,454	13.00%	$819,059	$945,068	$126,009
Magnolia Science Academy 3	$4,506,938	13.00%	$585,902	$676,041	$90,139
Magnolia Science Academy 4	$1,809,478	5.82%	$105,232	$271,422	$166,190
Magnolia Science Academy 5[1]	$8,036,429	3.03%	$243,504	$973,879	$730,375
Magnolia Science Academy 6	$1,967,775	13.00%	$255,811	$295,166	$39,356
Magnolia Science Academy 7	$4,388,681	0.00%	$—	$658,302	$658,302
Magnolia Science Academy Bell	$4,976,194	13.00%	$646,905	$746,429	$99,524
MSA – Santa Ana	$9,298,958	15.00%	$1,394,844	$1,394,844	$—
MSA – San Diego	$5,345,677	15.00%	$801,852	$801,852	$—
MSA – OC	$1,470,735	0.00%	$—	$220,610	$220,610
TOTAL	**$58,763,766**		**$6,452,475**	**$8,582,979**	**$2,130,504**

CMO fee is capped at 15% of projected LCFF per site. Sites shown at 0.00% have fees waived for 2026-27. The "Difference" column reflects the gap between the charged fee and the 15% maximum.

[1] The CMO fee for Magnolia Science Academy 5 is calculated as 3.03% of total revenue, not LCFF.

Magnolia Public Schools
CMO Fee Policy

The Board of Directors ("Board") of Magnolia Public Schools ("MPS") adopts this policy for the MPS charter schools to support the Home Office's provision of administrative, operational, educational, compliance, and organizational services to the schools through a Charter Management Organization ("CMO") fee.

The Board authorizes and delegates to the MPS Chief Executive Officer, Executive Team, and their designees (collectively, the "Home Office Team") to recommend, calculate, administer, and collect the CMO fee in accordance with this policy.

CMO Fee

The Home Office provides centralized services and support to all MPS schools, including, but not limited to:

- Executive leadership and management;
- Human resources;
- Accounting and financial reporting;
- Payroll administration;
- Student and special education services;
- Technology support;
- Procurement support;
- Compliance and reporting;
- Operational oversight; and
- Other centralized organizational services.

The Home Office Team shall assess each school's CMO fee as follows:

- The annual CMO fee for each MPS school shall not exceed fifteen percent (15%) of the school's total Local Control Funding Formula (LCFF) revenue for the applicable fiscal year.
- The actual CMO fee assessed may be less than the maximum allowable amount and shall be determined through the annual budget process and approved by the Board.
- In determining the CMO fee, the Home Office Team may consider factors including the financial condition of the school, enrollment trends, cash-flow position, operational needs, fiscal stability, and organizational priorities.

School-Specific Costs

Certain costs are specific to an individual school or site, including but not limited to rent, debt service, utilities, facilities management, and other site-specific operational expenses ("School-Specific Costs").

School-Specific Costs shall be assigned to and paid by the applicable school based on actual costs incurred.

School-Specific Costs are separate from and in addition to the CMO fee and are not subject to the fifteen percent (15%) limitation described in this policy.

Fee Modifications

The Home Office Team may reduce, defer, waive, or restructure all or a portion of a school's CMO fee based on the financial condition, enrollment trends, cash-flow position, operational needs, or fiscal stability of the school.

Any such adjustment shall be made at the discretion of MPS and shall not create an entitlement to future reductions, waivers, or modifications.

Documentation and Oversight

The Finance Department shall maintain documentation supporting CMO fee assessments and School-Specific Cost allocations.

The CMO fee shall not be considered an automatic entitlement or guaranteed transfer and shall remain subject to annual Board review, budget approval, organizational financial capacity, applicable legal requirements, and financing covenants.

Periodic Review

This CMO Fee Policy shall be reviewed periodically by the Board and may be amended as necessary to ensure continued fiscal responsibility, transparency, and organizational effectiveness.

2026-27 July Budget

June 17, 2026 Board Meeting

2025-26 ESTIMATED ACTUALS - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MSA-OC	MERF	TOTAL
Enrollment	**665**	**440**	**388**	**121**	**191**	**154**	**271**	**388**	**577**	**473**	**79**		**3,747**
ADA%	**92.39%**	**93.26%**	**91.83%**	**91.41%**	**92.01%**	**94.67%**	**93.05%**	**92.48%**	**94.58%**	**94.74%**	**94.00%**		**93.20%**
Attendance	**614.66**	**410.58**	**356.45**	**110.49**	**175.41**	**146.06**	**252.38**	**358.98**	**545.58**	**447.82**	**74.26**		**3,492.67**
Revenue													
LCFF Entitlement	10,206,572	6,675,890	5,074,872	1,872,218	2,949,476	2,200,491	3,991,153	5,221,165	8,603,458	5,142,770	1,120,530	-	53,058,593
Federal Revenue	552,221	543,439	213,872	279,608	339,595	436,511	183,334	260,103	457,547	321,953	318,960	-	3,907,142
Other State Revenues	4,384,452	2,120,556	1,473,524	539,415	1,474,893	460,033	1,908,189	1,055,015	2,343,491	2,116,519	251,382	-	18,127,468
Other Local Revenues	407,545	108,500	33,952	133,049	32,597	145,564	296,430	346,422	235,500	120,000	1,426,158	8,088,806	11,374,523
Total Revenue	**15,550,790**	**9,448,384**	**6,796,220**	**2,824,290**	**4,796,561**	**3,242,599**	**6,379,106**	**6,882,704**	**11,639,996**	**7,701,241**	**3,117,030**	**8,088,806**	**86,467,726**
Expenses													
Certificated Salaries	4,634,925	2,602,359	2,295,445	1,045,861	1,717,599	1,096,487	1,851,220	2,288,387	4,060,665	2,542,434	1,188,571	-	25,323,954
Classified Salaries	1,715,413	1,045,144	817,672	179,378	643,503	389,624	765,096	865,967	1,241,644	483,659	590,179	5,032,909	13,770,188
Benefits	2,437,203	1,311,632	1,254,304	469,988	951,664	533,757	1,020,035	1,272,100	2,142,440	1,151,162	583,976	1,590,107	14,718,369
Books and Supplies	595,786	434,348	256,305	103,841	240,728	161,824	204,265	386,576	424,146	588,886	461,900	167,681	4,026,287
Services and Operations	5,476,771	3,988,551	2,787,305	1,178,956	1,098,196	981,016	3,237,322	2,225,772	2,944,140	2,619,570	1,163,538	2,510,477	30,211,614
Depreciation / Cap Outlay	315,808	51,482	48,651	10,910	24,179	2,838	68,247	54,940	631,178	75,636	7,308	515	1,291,693
Other Outflows	15,000	-	-	-	250,000	-	-	-	293,654	3,180	108,000	15,000	684,834
Total Expenses	**15,190,906**	**9,433,516**	**7,459,683**	**2,988,935**	**4,925,869**	**3,165,546**	**7,146,185**	**7,093,743**	**11,737,868**	**7,464,528**	**4,103,472**	**9,316,689**	**90,026,940**
Net Revenue	**359,884**	**14,869**	**(663,463)**	**(164,645)**	**(129,308)**	**77,053**	**(767,079)**	**(211,039)**	**(97,872)**	**236,713**	**(986,442)**	**(1,227,883)**	**(3,559,213)**
Fund Balance													
Beginning Balance	12,369,603	5,793,009	3,079,166	1,061,838	12,620,393	2,565,702	3,447,230	7,406,149	8,606,891	1,778,183		441,370	59,169,534
Net Revenue	359,884	14,869	(663,463)	(164,645)	(129,308)	77,053	(767,079)	(211,039)	(97,872)	236,713	(986,442)	(1,227,883)	(3,559,213)
Projected Ending Balance	**12,729,487**	**5,807,878**	**2,415,703**	**897,193**	**12,491,085**	**2,642,755**	**2,680,151**	**7,195,110**	**8,509,019**	**2,014,896**	**(986,442)**	**(786,513)**	**55,610,321**
Ending Bal. as % of Exp.:	83.8%	61.6%	32.4%	30.0%	253.6%	83.5%	37.5%	101.4%	72.5%	27.0%	-24.0%	-8.4%	61.8%

2026-27 JULY BUDGET - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MSA-OC	MERF	TOTAL
Enrollment	**708**	**427**	**338**	**120**	**449**	**136**	**293**	**370**	**626**	**484**	**375**		**4,326**
ADA%	**93.63%**	**94.22%**	**92.82%**	**92.19%**	**93.91%**	**95.10%**	**93.57%**	**94.14%**	**94.94%**	**95.53%**	**93.85%**		**94.12%**
Attendance	**662.90**	**402.32**	**313.73**	**110.63**	**421.66**	**129.34**	**274.16**	**348.32**	**594.32**	**462.37**	**351.94**		**4,071.68**
Revenue													
LCFF Entitlement	10,662,447	6,300,454	4,506,938	1,809,478	6,492,525	1,967,775	4,388,681	4,976,194	9,298,958	5,345,677	4,975,501	-	60,724,627
Federal Revenue	546,778	486,484	208,929	271,875	143,776	411,666	184,822	245,871	473,085	326,554	406,671	-	3,706,511
Other State Revenues	3,817,501	1,899,122	1,565,829	594,914	1,345,128	554,834	1,671,516	1,194,922	2,893,657	1,898,947	794,670	-	18,231,040
Other Local Revenues	18,706	108,500	33,952	178,742	55,000	183,310	383,967	479,990	201,673	120,000	1,338,115	6,697,476	9,799,431
Total Revenue	**15,045,432**	**8,794,560**	**6,315,649**	**2,855,008**	**8,036,429**	**3,117,586**	**6,628,986**	**6,896,976**	**12,867,372**	**7,691,177**	**7,514,957**	**6,697,476**	**92,461,609**
Expenses													
Certificated Salaries	4,242,404	2,706,342	2,084,228	1,020,091	2,309,450	1,078,777	1,861,000	2,310,672	4,445,914	2,575,029	2,585,676	-	27,219,583
Classified Salaries	1,293,634	868,281	796,356	206,126	777,896	370,008	726,829	826,127	1,219,058	471,390	698,286	4,326,475	12,580,465
Benefits	2,180,558	1,243,064	1,168,648	492,825	1,180,296	510,002	997,746	1,278,174	2,243,644	1,148,183	1,995,134	1,352,506	15,790,780
Books and Supplies	527,468	362,348	250,032	94,241	388,747	107,143	165,515	366,269	387,903	348,551	461,134	167,681	3,627,033
Services and Operations	5,781,930	3,744,877	2,306,995	1,015,238	1,359,165	1,040,907	3,044,451	2,056,360	3,378,703	2,660,241	1,593,519	1,802,699	29,785,087
Depreciation / Cap Outlay	315,808	51,482	48,651	10,910	1,072,190	2,838	68,247	54,940	631,178	75,636	12,555	515	2,344,951
Other Outflows	15,000	-	-	-	920,725	-	-	-	285,871	3,180	-	15,000	1,239,776
Total Expenses	**14,356,802**	**8,976,394**	**6,654,910**	**2,839,431**	**8,008,469**	**3,109,676**	**6,863,788**	**6,892,543**	**12,592,271**	**7,282,212**	**7,346,304**	**7,664,876**	**92,587,676**
Net Revenue	**688,630**	**(181,834)**	**(339,261)**	**15,577**	**27,960**	**7,910**	**(234,802)**	**4,433**	**275,102**	**408,966**	**168,653**	**(967,400)**	**(126,067)**
Fund Balance													
Beginning Balance	12,729,487	5,807,878	2,415,703	897,193	12,491,085	2,642,755	2,680,151	7,195,110	8,509,019	2,014,896	(986,442)	(786,513)	55,610,321
Net Revenue	688,630	(181,834)	(339,261)	15,577	27,960	7,910	(234,802)	4,433	275,102	408,966	168,653	(967,400)	(126,067)
Projected Ending Balance	**13,418,117**	**5,626,044**	**2,076,442**	**912,770**	**12,519,045**	**2,650,665**	**2,445,349**	**7,199,543**	**8,784,121**	**2,423,862**	**(817,789)**	**(1,753,913)**	**55,484,254**
Ending Bal. as % of Exp.:	93.5%	62.7%	31.2%	32.1%	156.3%	85.2%	35.6%	104.5%	69.8%	33.3%	-11.1%	-22.9%	59.9%

2026-27 July Budget		Annual Budget	
CONSOLIDATED	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Projected Average Daily Attendance:	3,493	4,072	579
SUMMARY			
Revenue			
LCFF Entitlement	53,058,593	60,724,627	7,666,034
Federal Revenue	3,907,142	3,706,511	(200,631)
Other State Revenues	18,127,468	18,231,040	103,572
Other Local Revenues	11,374,523	9,799,431	(1,575,092)
Total Revenue	**86,467,726**	**92,461,609**	**5,993,882**
Expenditures			
Certificated Salaries	25,323,954	27,219,583	1,895,629
Classified Salaries	13,770,188	12,580,465	(1,189,723)
Benefits	14,718,369	15,790,780	1,072,411
Books and Supplies	4,026,287	3,627,033	(399,254)
Services and Operating Exp.	30,211,614	29,785,087	(426,528)
Depreciation & Cap Outlay	1,291,693	2,344,951	1,053,258
Other Outflows	684,834	1,239,776	554,942
Total Expenditures	**90,026,940**	**92,587,676**	**2,560,736**
Net Revenues	**(3,559,213)**	**(126,067)**	**3,433,146**
Fund Balance			
Beginning Balance (Audited)	59,169,534	55,610,321	
Net Revenues	(3,559,213)	(126,067)	
Ending Fund Balance	**55,610,321**	**55,484,254**	
Components of Fund Bal.			
Available For Econ. Uncert.		26,379,312	28.5% of Exp.
Restricted Balances (Est.)		-	0.0% of Exp.
Net Fixed Assets		29,104,942	31.4% of Exp.
Ending Fund Balance		**55,484,254**	**59.9% of Exp.**

2026-27 July Budget			Annual Budget	
CONSOLIDATED		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
REVENUE				
LCFF Entitlement				
8011	State Aid	31,669,231	36,635,710	4,966,479
8012	EPA Entitlement	6,676,506	7,817,759	1,141,253
8019	Prior Year Adjustments	-	-	-
8096	InLieuPropTaxes	14,712,856	16,271,158	1,558,302
	SUBTOTAL - LCFF Entitlement	**53,058,593**	**60,724,627**	**7,666,034**
Federal Revenue				
8181	SpEd - Revenue	437,490	497,830	60,340
8220	SchLunchFederal	-	-	-
8285	SpEd - Revenue	223,772	222,363	(1,409)
8290	All Other Federal Revenue	3,245,880	2,986,317	(259,563)
8295	Prior Year Adjustments (Fed Rev)	-	-	-
	SUBTOTAL - Federal Revenue	**3,907,142**	**3,706,511**	**(200,631)**
Other State Revenue				
8311	SpEd Revenue	2,750,170	3,889,085	1,138,915
8520	SchoolNutrState	-	-	-
8550	MandCstReimburs	114,006	116,325	2,319
8560	StateLotteryRev	992,263	1,157,535	165,272
8590	AllOthStateRev	14,271,029	13,068,094	(1,202,935)
8595	Prior Year Adjustments (Other State Rev)	-	-	-
	SUBTOTAL - Other State Revenue	**18,127,468**	**18,231,040**	**103,572**
Local Revenue				
8600	Other Local Rev	502,000	70,000	(432,000)
8634	StudentLunchFee	2,000	2,000	-
8650	Leases &Rentals	-	-	-
8660	Interest	12,000	12,000	-
8698	OthRev-Suspense	-	-	-
8701	CMO Fee - MSA-1	1,254,184	1,599,367	345,183
8702	CMO Fee - MSA-2	967,513	819,059	(148,454)
8703	CMO Fee - MSA-3	716,676	585,902	(130,774)
8704	CMO Fee - MSA-4	179,169	105,232	(73,937)
8705	CMO Fee - MSA-5	215,003	243,504	28,501
8706	CMO Fee - MSA-6	179,169	255,811	76,642
8707	CMO Fee - MSA-7	537,507	-	(537,507)
8708	CMO Fee - MSA-8	716,676	646,905	(69,771)
8709	CMO Fee - MSA-SA	1,039,181	1,394,844	355,663
8712	CMO Fee - MSA-SD	765,427	801,852	36,425
8713	CMO Fee - MSA-OC	-	-	-
8677	SpEd Revenue	805,529	1,155,672	350,143
8699	Other Revenue	2,149,319	519,365	(1,629,954)
8999	Misc Revenue (Suspense)	-	-	-
	SUBTOTAL - Local Revenue	**10,041,354**	**8,211,513**	**(1,829,841)**

2026-27 July Budget			Annual Budget	
CONSOLIDATED		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Fundraising & Grants				
8802	Donations - Private	987,500	952,500	(35,000)
8803	Fundraising	345,669	635,418	289,749
	SUBTOTAL - Fundraising & Grants	**1,333,169**	**1,587,918**	**254,749**
TOTAL REVENUE		**86,467,726**	**92,461,609**	**5,993,882**
EXPENSES				
Certificated Salaries				
1100	TeacherSalaries	17,643,941	19,408,721	1,764,780
1200	Cert Aid	2,820,767	2,947,884	127,117
1300	Cert Adminis	4,859,246	4,862,978	3,732
	SUBTOTAL - Certificated Salaries	**25,323,954**	**27,219,583**	**1,895,629**
Classified Salaries				
2100	Instructional Aides	1,868,147	2,104,566	236,418
2200	Classified Support	3,429,124	3,050,891	(378,232)
2300	Classified Admin	-	-	-
2400	Clerical & Tech	8,467,677	7,425,008	(1,042,668)
2900	OtherClassStaff	5,240	-	(5,240)
	SUBTOTAL - Classified Salaries	**13,770,188**	**12,580,465**	**(1,189,723)**
Employee Benefits				
3101	STRS-Certified	3,746,507	4,523,174	776,666
3102	STRS-Classified	1,434,649	1,255,143	(179,506)
3201	PERS-Cert	972,456	1,217,633	245,177
3202	PERS-Classified	734,433	712,045	(22,388)
3301	OASDI/Med-Cert	573,452	698,903	125,451
3302	OASDI/Med-Class	498,719	463,378	(35,340)
3401	HlthWelfareCert	6,105,358	6,261,773	156,415
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	167,464	187,253	19,789
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	331,513	331,513	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	9,833	8,507	(1,326)
3902	OthBenes-Class	143,986	131,459	(12,527)
	SUBTOTAL - Employee Benefits	**14,718,369**	**15,790,780**	**1,072,411**

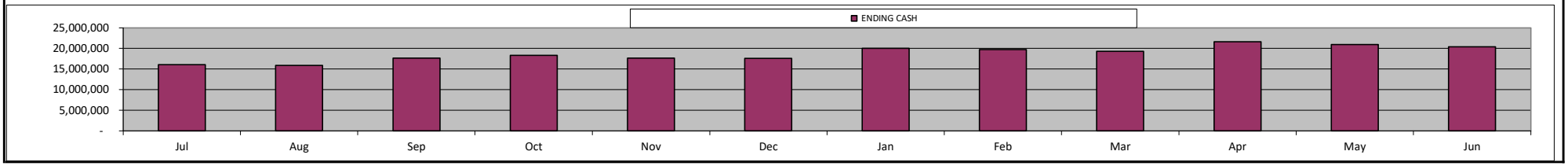
2026-27 July Budget			Annual Budget	
CONSOLIDATED		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Books & Supplies				
4100	Text&CoreCurric	548,262	670,397	122,135
4200	BooksOthRefMats	95,429	54,429	(41,000)
4300	Materials and Supplies	66,605	76,205	9,600
4310	Ins Mats & Sups	144,768	144,327	(441)
4315	OthrSupplies	66,647	101,622	34,975
4320	Office Supplies	247,533	234,745	(12,788)
4325	ProfDevMat&Sups	6,317	6,317	-
4326	Arts&MusicSupps	123,889	103,303	(20,586)
4330	Staff Meals & Events	13,949	13,949	-
4335	PE Supplies	52,286	68,419	16,133
4340	Educat Software	459,322	468,435	9,113
4345	NonInstStdntSup	383,570	379,623	(3,947)
4346	TeacherSupplies	45,835	47,855	2,020
4350	Cust. Supplies	168,598	181,430	12,832
4351	Yearbook	8,218	8,218	-
4390	Uniforms	221,690	262,449	40,759
4400	NonCapEquip-Gen	99,776	119,569	19,793
4410	ClssrmFrnEqp<5k	21,458	15,478	(5,980)
4430	OffceFurnEqp<5k	192,135	119,071	(73,064)
4440	Computers <$5k	653,903	163,015	(490,888)
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	7,574	15,574	8,000
4710	Food	111,762	88,332	(23,430)
4720	Food:Other Food	286,761	284,271	(2,490)
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**4,026,287**	**3,627,033**	**(399,254)**

2026-27 July Budget			Annual Budget	
CONSOLIDATED		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Services & Other Operating Expenses				
5101	CMO Fees	6,570,506	6,452,476	(118,030)
5200	Travel - General	6,120	8,140	2,020
5205	Conference Fees	33,655	16,898	(16,757)
5210	MilesParkTolls	44,178	29,691	(14,487)
5215	TravConferences	-	3,000	3,000
5220	TraLodging	91,642	66,652	(24,990)
5300	DuesMemberships	290,187	402,105	111,918
5450	Other Insurance	975,859	1,057,308	81,449
5500	OpsHousekeeping	763,330	907,830	144,500
5510	Gas & Electric	889,542	1,021,727	132,185
5610	Rent & Leases	3,791,073	3,453,429	(337,644)
5611	Rent & Leases- Interest	2,782,684	3,342,475	559,791
5620	EquipmentLeases	306,201	315,201	9,000
5621	EquipmentLeases- Interest	5,250	5,250	-
5630	Reps&MaintBldng	358,591	350,991	(7,600)
5800	ProfessServices	1,328,920	1,220,815	(108,105)
5810	Legal	421,635	346,635	(75,000)
5813	SchPrgAftSchool	1,595,228	1,494,661	(100,567)
5814	SchPrgAcadComps	36,101	28,892	(7,209)
5819	SchlProgs-Other	435,972	475,277	39,305
5820	Audit & CPA	124,719	142,869	18,150
5825	DMSBusinessSvcs	692,000	519,000	(173,000)
5835	Field Trips	257,270	302,320	45,050
5836	FieldTrip Trans	482,644	442,694	(39,950)
5840	MarkngStdtRecrt	642,611	472,111	(170,500)
5850	Oversight Fees	547,110	601,320	54,210
5857	Payroll Fees	322,137	305,799	(16,338)
5860	Service Fees	54,025	56,853	2,828
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	230,906	184,100	(46,806)
5864	Prof Dev-Other	228,733	114,128	(114,605)
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	2,412,919	2,229,091	(183,828)
5870	Livescan	17,122	16,988	(134)
5872	SPED Fees (incl Encroachment)	278,500	214,050	(64,450)
5875	Staff Recruiting	16,532	16,532	-
5884	Substitutes	2,040,000	2,025,034	(14,966)
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	64,720	61,405	(3,315)
5910	Communications 2	9,000	7,000	(2,000)
5920	TelecomInternet	393,551	411,636	18,085
5930	PostageDelivery	65,480	69,387	3,907
5940	Technology	604,962	593,318	(11,644)
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**30,211,614**	**29,785,087**	**(426,528)**

2026-27 July Budget		Annual Budget		
CONSOLIDATED		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6100	Site Improvement (Pre-Capitalization)	-	-	-
6400	EquipFixed	-	-	-
6900	Depreciation	1,291,693	2,344,951	1,053,258
	SUBTOTAL - Capital Outlay & Depreciation	**1,291,693**	**2,344,951**	**1,053,258**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	684,834	1,239,776	554,942
	SUBTOTAL - Other Outflows	**684,834**	**1,239,776**	**554,942**
TOTAL EXPENSES		**90,026,940**	**92,587,676**	**2,560,736**

Monthly Cash Flow 2026-27

All MPS	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**20,185,357**	**16,056,887**	**15,849,057**	**17,635,954**	**18,293,060**	**17,653,014**	**17,599,051**	**19,997,131**	**19,762,529**	**19,294,687**	**21,592,007**	**20,967,525**	**20,387,636**	
Revenue														
LCFF: State Aid	589,351	1,688,041	3,223,230	2,078,020	2,956,972	3,474,453	2,956,972	3,362,415	3,362,415	3,142,677	3,142,677	3,142,677	3,515,809	**36,635,710**
LCFF: EPA	-	-	68,602	1,885,838	-	68,602	1,885,838	-	68,602	1,885,838	-	68,602	1,885,838	**7,817,759**
LCFF: ILPT	-	976,269	1,952,539	1,301,693	1,301,693	1,301,693	1,301,693	1,301,693	1,366,777	1,366,777	1,366,777	1,366,777	1,366,777	**16,271,158**
Federal Revenue	17,105	17,105	763,684	17,105	17,105	17,105	763,684	17,105	17,105	763,684	17,105	17,105	1,261,514	**3,706,511**
Other State Revenues	931,196	931,196	1,453,920	1,743,304	1,453,920	1,453,920	1,859,630	1,453,920	1,218,695	1,508,078	1,218,695	1,218,695	1,785,870	**18,231,040**
Other Local Revenues	816,453	816,453	816,453	816,453	816,453	816,453	816,453	816,453	816,453	816,453	816,453	792,443	26,010	**9,799,431**
Total Revenue	**2,354,104**	**4,429,064**	**8,278,428**	**7,842,412**	**6,546,142**	**7,132,225**	**9,584,269**	**6,951,586**	**6,850,046**	**9,483,508**	**6,561,707**	**6,606,299**	**9,841,818**	**92,461,609**
Expenses														
Certificated Salaries	1,088,783	2,212,974	2,212,974	2,212,974	2,212,974	2,212,974	2,212,974	2,212,974	2,212,974	2,212,974	2,212,974	2,212,974	1,788,083	**27,219,583**
Classified Salaries	861,992	990,961	990,961	990,961	990,961	990,961	990,961	990,961	990,961	990,961	990,961	990,961	817,902	**12,580,465**
Benefits	706,911	1,279,312	1,279,312	1,279,312	1,279,312	1,279,312	1,279,312	1,279,312	1,279,312	1,279,312	1,279,312	1,279,312	1,011,436	**15,790,780**
Books and Supplies	290,163	290,163	290,163	290,163	290,163	290,163	290,163	290,163	290,163	290,163	290,163	290,163	145,081	**3,627,033**
Services and Operations	2,296,081	2,296,081	2,296,081	2,296,081	2,296,081	2,296,081	2,296,081	2,296,081	2,296,081	2,296,081	2,296,081	2,296,081	2,232,113	**29,785,087**
Depreciation / Cap Outlay	195,411	195,411	195,411	195,411	195,411	195,411	195,411	195,411	195,411	195,411	195,411	195,411	21	**2,344,951**
Other Outflows	109,565	102,065	102,065	102,065	102,947	102,947	102,947	102,947	102,947	102,947	102,947	102,947	441	**1,239,776**
Total Expenses	**5,548,906**	**7,366,967**	**7,366,967**	**7,366,967**	**7,367,849**	**7,367,849**	**7,367,849**	**7,367,849**	**7,367,849**	**7,367,849**	**7,367,849**	**7,367,849**	**5,995,077**	**92,587,676**
Other Transactions Affecting Cash														
Accounts Receivable	3,964,960	4,738,557	2,901,172	-	-	-	-	-	-	-	-	-		**11,604,689**
Fixed Assets - Depreciation Addback	195,411	195,411	195,411	195,411	195,411	195,411	195,411	195,411	195,411	195,411	195,411	195,411		**2,344,930**
Fixed Assets - Acquisitions	(700,000)	-	-	-	-	-	-	-	-	-	-	-		**(700,000)**
Accounts Payable	(4,380,289)	(2,190,145)	(2,077,002)	-	-	-	-	-	-	-	-	-		**(8,647,436)**
Other	(13,750)	(13,750)	(144,146)	(13,750)	(13,750)	(13,750)	(13,750)	(13,750)	(145,450)	(13,750)	(13,750)	(13,750)		**(427,096)**
Total Other Transactions	**(933,668)**	**2,730,073**	**875,435**	**181,661**	**181,661**	**181,661**	**181,661**	**181,661**	**49,961**	**181,661**	**181,661**	**181,661**		**4,175,088**
Total Change in Cash	**(4,128,470)**	**(207,829)**	**1,786,896**	**657,106**	**(640,046)**	**(53,963)**	**2,398,081**	**(234,603)**	**(467,842)**	**2,297,319**	**(624,482)**	**(579,890)**		**4,049,020**
ENDING CASH	**16,056,887**	**15,849,057**	**17,635,954**	**18,293,060**	**17,653,014**	**17,599,051**	**19,997,131**	**19,762,529**	**19,294,687**	**21,592,007**	**20,967,525**	**20,387,636**	<<< = 80 days cash	



2026-27 July Budget		Annual Budget	
MSA 1	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Projected Average Daily Attendance:	615	663	48.24
SUMMARY			
Revenue			
LCFF Entitlement	10,206,572	10,662,447	455,875
Federal Revenue	552,221	546,778	(5,443)
Other State Revenues	4,384,452	3,817,501	(566,952)
Other Local Revenues	407,545	18,706	(388,839)
Total Revenue	**15,550,790**	**15,045,432**	**(505,358)**
Expenditures			
Certificated Salaries	4,634,925	4,242,404	(392,521)
Classified Salaries	1,715,413	1,293,634	(421,779)
Benefits	2,437,203	2,180,558	(256,645)
Books and Supplies	595,786	527,468	(68,318)
Services and Operating Exp.	5,476,771	5,781,930	305,160
Depreciation & Cap Outlay	315,808	315,808	-
Other Outflows	15,000	15,000	-
Total Expenditures	**15,190,906**	**14,356,802**	**(834,103)**
Net Revenues	**359,884**	**688,630**	**328,745**
Fund Balance			
Beginning Balance (Budgeted)	12,369,603	12,729,487	
Net Revenues	359,884	688,630	
Ending Fund Balance	**12,729,487**	**13,418,117**	
Components of Fund Bal.			
Available For Econ. Uncert.		5,802,055	40.4% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets		7,616,062	53.0% of Expenditures
Ending Fund Balance		**13,418,117**	**93.5% of Expenditures**

2026-27 July Budget			Annual Budget	
MSA 1		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
REVENUE				
LCFF Entitlement				
8011	State Aid	5,913,584	5,831,597	(81,987)
8012	EPA Entitlement	1,699,467	1,946,429	246,962
8019	Prior Year Adjustments	-	-	-
8096	InLieuPropTaxes	2,593,521	2,884,421	290,900
	SUBTOTAL - LCFF Entitlement	**10,206,572**	**10,662,447**	**455,875**
Federal Revenue				
8181	SpEd - Revenue	113,305	114,558	1,253
8220	SchLunchFederal	-	-	-
8285	SpEd - Revenue	-	-	-
8290	All Other Federal Revenue	438,916	432,220	(6,696)
8295	Prior Year Adjustments (Fed Rev)	-	-	-
	SUBTOTAL - Federal Revenue	**552,221**	**546,778**	**(5,443)**
Other State Revenue				
8311	SpEd Revenue	667,641	861,638	193,997
8520	SchoolNutrState	-	-	-
8550	MandCstReimburs	26,723	25,190	(1,533)
8560	StateLotteryRev	174,621	188,325	13,704
8590	AllOthStateRev	3,515,467	2,742,347	(773,120)
8595	Prior Year Adjustments (Other State Rev)	-	-	-
	SUBTOTAL - Other State Revenue	**4,384,452**	**3,817,501**	**(566,952)**
Local Revenue				
8600	Other Local Rev	242,000	10,000	(232,000)
8660	Interest	-	-	-
8698	OthRev-Suspense	-	-	-
8690	Prior Year Adj (Local1)	-	-	-
8677	SpEd Revenue	-	-	-
8699	Other Revenue	156,839	-	(156,839)
8999	Misc Revenue (Suspense)	-	-	-
	SUBTOTAL - Local Revenue	**398,839**	**10,000**	**(388,839)**

2026-27 July Budget			Annual Budget	
MSA 1		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Fundraising & Grants				
8802	Donations - Private	-	-	-
8803	Fundraising	8,706	8,706	-
	SUBTOTAL - Fundraising & Grants	**8,706**	**8,706**	**-**
TOTAL REVENUE		**15,550,790**	**15,045,432**	**(505,358)**
EXPENSES				
Certificated Salaries				
1100	TeacherSalaries	3,391,218	3,123,174	(268,044)
1200	Cert Aid	489,131	474,584	(14,547)
1300	Cert Adminis	754,576	644,646	(109,930)
	SUBTOTAL - Certificated Salaries	**4,634,925**	**4,242,404**	**(392,521)**
Classified Salaries				
2100	Instructional Aides	509,941	463,169	(46,771)
2200	Classified Support	719,093	378,733	(340,360)
2300	Classified Admin	-	-	-
2400	Clerical & Tech	486,380	451,732	(34,648)
2900	OtherClassStaff	-	-	-
	SUBTOTAL - Classified Salaries	**1,715,413**	**1,293,634**	**(421,779)**
Employee Benefits				
3101	STRS-Certified	630,712	625,191	(5,521)
3102	STRS-Classified	208,611	168,815	(39,795)
3201	PERS-Cert	217,255	218,547	1,292
3202	PERS-Classified	99,531	78,909	(20,622)
3301	OASDI/Med-Cert	111,219	111,003	(216)
3302	OASDI/Med-Class	48,492	37,896	(10,596)
3401	HlthWelfareCert	1,051,550	872,916	(178,634)
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	27,880	26,333	(1,547)
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	36,588	36,588	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	1,151	1,128	(23)
3902	OthBenes-Class	4,214	3,230	(983)
	SUBTOTAL - Employee Benefits	**2,437,203**	**2,180,558**	**(256,645)**

2026-27 July Budget			Annual Budget	
MSA 1		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Books & Supplies				
4100	Text&CoreCurric	58,000	58,000	-
4200	BooksOthRefMats	4,000	4,000	-
4300	Materials and Supplies	11,500	8,000	(3,500)
4310	Ins Mats & Sups	20,000	20,000	-
4315	OthrSupplies	10,000	10,000	-
4320	Office Supplies	25,000	20,000	(5,000)
4325	ProfDevMat&Sups	-	-	-
4326	Arts&MusicSupps	5,000	5,000	-
4330	Staff Meals & Events	5,273	5,273	-
4335	PE Supplies	10,000	10,000	-
4340	Educat Software	72,222	70,222	(2,000)
4345	NonInstStdntSup	59,500	59,500	-
4346	TeacherSupplies	5,273	5,273	-
4350	Cust. Supplies	45,000	42,182	(2,818)
4351	Yearbook	4,218	4,218	-
4390	Uniforms	48,300	68,300	20,000
4400	NonCapEquip-Gen	20,000	15,000	(5,000)
4410	ClssrmFrnEqp<5k	-	-	-
4430	OffceFurnEqp<5k	15,000	20,000	5,000
4440	Computers <$5k	131,000	59,000	(72,000)
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	-	-	-
4710	Food	7,500	7,500	-
4720	Food:Other Food	39,000	36,000	(3,000)
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**595,786**	**527,468**	**(68,318)**

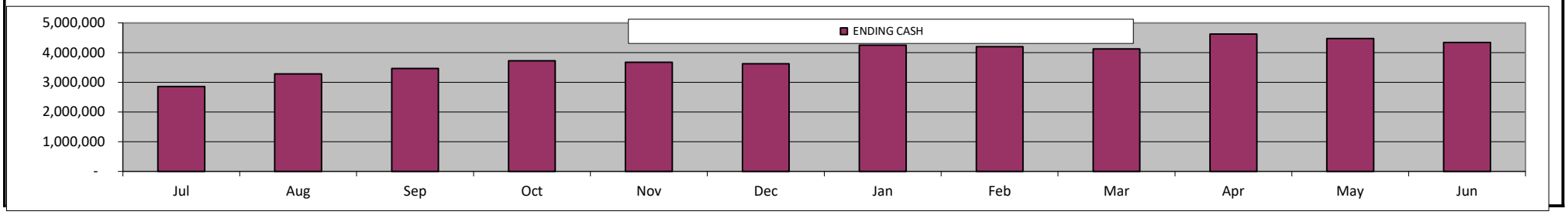
2026-27 July Budget			Annual Budget	
MSA 1		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Services & Other Operating Expenses				
5101	CMO Fees	1,254,184	1,599,367	345,183
5200	Travel - General	-	-	-
5205	Conference Fees	2,000	2,000	-
5210	MilesParkTolls	1,750	1,000	(750)
5215	TravConferences	-	-	-
5220	TraLodging	5,000	5,000	-
5300	DuesMemberships	52,727	52,727	-
5450	Other Insurance	201,036	201,036	-
5500	OpsHousekeeping	250,000	250,000	-
5510	Gas & Electric	220,000	220,000	-
5610	Rent & Leases	418,349	418,349	-
5611	Rent & Leases- Interest	950,229	950,229	-
5620	EquipmentLeases	94,909	94,909	-
5621	EquipmentLeases- Interest	3,000	3,000	-
5630	Reps&MaintBldng	100,000	100,000	-
5800	ProfessServices	105,176	248,063	142,888
5810	Legal	35,000	35,000	-
5813	SchPrgAftSchool	145,250	145,250	-
5814	SchPrgAcadComps	2,000	1,000	(1,000)
5819	SchlProgs-Other	72,342	72,342	-
5820	Audit & CPA	9,000	9,000	-
5825	DMSBusinessSvcs	-	-	-
5835	Field Trips	20,000	50,000	30,000
5836	FieldTrip Trans	55,000	40,000	(15,000)
5840	MarkngStdtRecrt	38,000	40,000	2,000
5850	Oversight Fees	114,994	106,624	(8,370)
5857	Payroll Fees	55,000	31,636	(23,364)
5860	Service Fees	16,873	16,873	-
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	35,000	35,000	-
5864	Prof Dev-Other	53,500	19,000	(34,500)
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	726,438	607,710	(118,728)
5870	Livescan	2,000	2,000	-
5872	SPED Fees (incl Encroachment)	20,000	10,000	(10,000)
5875	Staff Recruiting	-	-	-
5884	Substitutes	260,000	256,800	(3,200)
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	10,545	10,545	-
5910	Communications 2	-	-	-
5920	TelecomInternet	50,000	50,000	-
5930	PostageDelivery	9,491	9,491	-
5940	Technology	87,978	87,978	-
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**5,476,771**	**5,781,930**	**305,160**

2026-27 July Budget			Annual Budget	
MSA 1		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed	-	-	-
6900	Depreciation	315,808	315,808	-
	SUBTOTAL - Capital Outlay & Depreciation	**315,808**	**315,808**	**-**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	15,000	15,000	-
	SUBTOTAL - Other Outflows	**15,000**	**15,000**	**-**
TOTAL EXPENSES		**15,190,906**	**14,356,802**	**(834,103)**

Monthly Cash Flow 2026-27

MSA-1

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	TOTAL
BEGINNING CASH	**3,644,264**	**2,859,915**	**3,283,261**	**3,465,773**	**3,720,605**	**3,675,011**	**3,629,418**	**4,250,758**	**4,205,165**	**4,121,747**	**4,621,757**	**4,480,023**	**4,338,289**	
Revenue														
LCFF: State Aid	-	291,580	291,580	291,580	524,844	524,844	524,844	524,844	524,844	466,528	466,528	466,528	933,056	**5,831,597**
LCFF: EPA	-	-	-	486,607	-	-	486,607	-	-	486,607	-	-	486,607	**1,946,429**
LCFF: ILPT	-	173,065	346,131	230,754	230,754	230,754	230,754	230,754	242,291	242,291	242,291	242,291	242,291	**2,884,421**
Federal Revenue	-	-	108,055	-	-	-	108,055	-	-	108,055	-	-	222,613	**546,778**
Other State Revenues	198,663	198,663	308,357	355,438	308,357	308,357	380,628	308,357	258,995	306,076	258,995	258,995	367,622	**3,817,501**
Other Local Revenues	1,559	1,559	1,559	1,559	1,559	1,559	1,559	1,559	1,559	1,559	1,559	1,559	-	**18,706**
Total Revenue	**200,222**	**664,867**	**1,055,681**	**1,365,938**	**1,065,513**	**1,065,513**	**1,732,447**	**1,065,513**	**1,027,689**	**1,611,116**	**969,373**	**969,373**	**2,252,189**	**15,045,432**
Expenses														
Certificated Salaries	169,696	344,911	344,911	344,911	344,911	344,911	344,911	344,911	344,911	344,911	344,911	344,911	278,688	**4,242,404**
Classified Salaries	80,852	101,065	101,065	101,065	101,065	101,065	101,065	101,065	101,065	101,065	101,065	101,065	101,065	**1,293,634**
Benefits	90,039	176,919	176,919	176,919	176,919	176,919	176,919	176,919	176,919	176,919	176,919	176,919	144,409	**2,180,558**
Books and Supplies	42,197	42,197	42,197	42,197	42,197	42,197	42,197	42,197	42,197	42,197	42,197	42,197	21,099	**527,468**
Services and Operations	444,764	444,764	444,764	444,764	444,764	444,764	444,764	444,764	444,764	444,764	444,764	444,764	444,764	**5,781,930**
Depreciation / Cap Outlay	26,317	26,317	26,317	26,317	26,317	26,317	26,317	26,317	26,317	26,317	26,317	26,317	-	**315,808**
Other Outflows	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	**15,000**
Total Expenses	**855,116**	**1,137,424**	**1,137,424**	**1,137,424**	**1,137,424**	**1,137,424**	**1,137,424**	**1,137,424**	**1,137,424**	**1,137,424**	**1,137,424**	**1,137,424**	**990,025**	**14,356,802**
Other Transactions Affecting Cash														
Accounts Receivable	631,648	1,263,296	631,648	-	-	-	-	-	-	-	-	-		**2,526,592**
Fixed Assets - Depreciation Addback	26,317	26,317	26,317	26,317	26,317	26,317	26,317	26,317	26,317	26,317	26,317	26,317		**315,808**
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable	(787,421)	(393,710)	(393,710)	-	-	-	-	-	-	-	-	-		**(1,574,841)**
Other	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**(129,455)**	**895,903**	**264,255**	**26,317**	**26,317**	**26,317**	**26,317**	**26,317**	**26,317**	**26,317**	**26,317**	**26,317**		**1,267,559**
Total Change in Cash	**(784,350)**	**423,346**	**182,512**	**254,831**	**(45,593)**	**(45,593)**	**621,340**	**(45,593)**	**(83,418)**	**500,010**	**(141,734)**	**(141,734)**		**1,956,189**
ENDING CASH	**2,859,915**	**3,283,261**	**3,465,773**	**3,720,605**	**3,675,011**	**3,629,418**	**4,250,758**	**4,205,165**	**4,121,747**	**4,621,757**	**4,480,023**	**4,338,289**		<<< = 110 days cash



2026-27 July Budget		Annual Budget	
MSA 2	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Projected Average Daily Attendance:	411	402	(8.26)
SUMMARY			
Revenue			
LCFF Entitlement	6,675,890	6,300,454	(375,436)
Federal Revenue	543,439	486,484	(56,955)
Other State Revenues	2,120,556	1,899,122	(221,434)
Other Local Revenues	108,500	108,500	-
Total Revenue	**9,448,384**	**8,794,560**	**(653,824)**
Expenditures			
Certificated Salaries	2,602,359	2,706,342	103,983
Classified Salaries	1,045,144	868,281	(176,863)
Benefits	1,311,632	1,243,064	(68,568)
Books and Supplies	434,348	362,348	(72,000)
Services and Operating Exp.	3,988,551	3,744,877	(243,674)
Depreciation & Cap Outlay	51,482	51,482	-
Other Outflows	-	-	-
Total Expenditures	**9,433,516**	**8,976,394**	**(457,122)**
Net Revenues	**14,869**	**(181,834)**	**(196,703)**
Fund Balance			
Beginning Balance (Budgeted)	5,793,009	5,807,878	
Net Revenues	14,869	(181,834)	
Ending Fund Balance	**5,807,878**	**5,626,044**	
Components of Fund Bal.			
Available For Econ. Uncert.		3,682,777	41.0% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets		1,943,267	21.6% of Expenditures
Ending Fund Balance		**5,626,044**	**62.7% of Expenditures**

2026-27 July Budget			Annual Budget	
MSA 2		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
REVENUE				
LCFF Entitlement				
8011	State Aid	3,833,480	3,394,850	(438,630)
8012	EPA Entitlement	1,109,993	1,155,049	45,056
8019	Prior Year Adjustments	-	-	-
8096	InLieuPropTaxes	1,732,417	1,750,555	18,138
	SUBTOTAL - LCFF Entitlement	**6,675,890**	**6,300,454**	**(375,436)**
Federal Revenue				
8181	SpEd - Revenue	78,558	76,036	(2,522)
8220	SchLunchFederal	-	-	-
8285	SpEd - Revenue	-	-	-
8290	All Other Federal Revenue	464,881	410,448	(54,433)
8295	Prior Year Adjustments (Fed Rev)	-	-	-
	SUBTOTAL - Federal Revenue	**543,439**	**486,484**	**(56,955)**
Other State Revenue				
8311	SpEd Revenue	483,076	522,935	39,859
8520	SchoolNutrState	-	-	-
8550	MandCstReimburs	16,942	15,068	(1,875)
8560	StateLotteryRev	116,642	114,296	(2,346)
8590	AllOthStateRev	1,503,896	1,246,824	(257,072)
8595	Prior Year Adjustments (Other State Rev)	-	-	-
	SUBTOTAL - Other State Revenue	**2,120,556**	**1,899,122**	**(221,434)**
Local Revenue				
8600	Other Local Rev	-	-	-
8634	StudentLunchFee	-	-	-
8650	Leases &Rentals	-	-	-
8660	Interest	-	-	-
8698	OthRev-Suspense	-	-	-
8690	Prior Year Adj (Local1)	-	-	-
8677	SpEd Revenue	-	-	-
8699	Other Revenue	78,500	78,500.00	-
8999	Misc Revenue (Suspense)	-	-	-
	SUBTOTAL - Local Revenue	**78,500**	**78,500**	**-**

2026-27 July Budget			Annual Budget	
MSA 2		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Fundraising & Grants				
8802	Donations - Private	-	-	-
8803	Fundraising	30,000	30,000	-
	SUBTOTAL - Fundraising & Grants	**30,000**	**30,000**	**-**
TOTAL REVENUE		**9,448,384**	**8,794,560**	**(653,824)**
EXPENSES				
Certificated Salaries				
1100	TeacherSalaries	1,861,422	1,916,083	54,661
1200	Cert Aid	256,029	276,364	20,335
1300	Cert Adminis	484,908	513,895	28,987
	SUBTOTAL - Certificated Salaries	**2,602,359**	**2,706,342**	**103,983**
Classified Salaries				
2100	Instructional Aides	189,192	143,508	(45,684)
2200	Classified Support	417,498	303,333	(114,164)
2300	Classified Admin	-	-	-
2400	Clerical & Tech	438,454	421,440	(17,015)
2900	OtherClassStaff	-	-	-
	SUBTOTAL - Classified Salaries	**1,045,144**	**868,281**	**(176,863)**
Employee Benefits				
3101	STRS-Certified	366,064	401,198	35,134
3102	STRS-Classified	108,773	98,880	(9,893)
3201	PERS-Cert	88,364	75,734	(12,630)
3202	PERS-Classified	77,334	59,931	(17,403)
3301	OASDI/Med-Cert	51,758	53,082	1,325
3302	OASDI/Med-Class	38,435	28,273	(10,162)
3401	HlthWelfareCert	523,780	471,022	(52,758)
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	15,521	15,621	100
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	33,526	33,526	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	(736)	1,070	1,806
3902	OthBenes-Class	8,812	4,726	(4,086)
	SUBTOTAL - Employee Benefits	**1,311,632**	**1,243,064**	**(68,568)**

2026-27 July Budget			Annual Budget	
MSA 2		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Books & Supplies				
4100	Text&CoreCurric	75,000	75,000	-
4200	BooksOthRefMats	2,000	2,000	-
4300	Materials and Supplies	1,000	1,000	-
4310	Ins Mats & Sups	7,000	7,000	-
4315	OthrSupplies	-	-	-
4320	Office Supplies	45,000	45,000	-
4325	ProfDevMat&Sups	-	-	-
4326	Arts&MusicSupps	22,000	22,000	-
4330	Staff Meals & Events	-	-	-
4335	PE Supplies	7,500	7,500	-
4340	Educat Software	50,000	50,000	-
4345	NonInstStdntSup	41,900	41,900	-
4346	TeacherSupplies	3,076	3,076	-
4350	Cust. Supplies	20,506	20,506	-
4351	Yearbook	-	-	-
4390	Uniforms	22,557	22,557	-
4400	NonCapEquip-Gen	10,253	10,253	-
4410	ClssrmFrnEqp<5k	7,177	7,177	-
4430	OffceFurnEqp<5k	10,253	10,253	-
4440	Computers <$5k	82,000	10,000	(72,000)
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	-	-	-
4710	Food	5,126	5,126	-
4720	Food:Other Food	22,000	22,000	-
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**434,348**	**362,348**	**(72,000)**

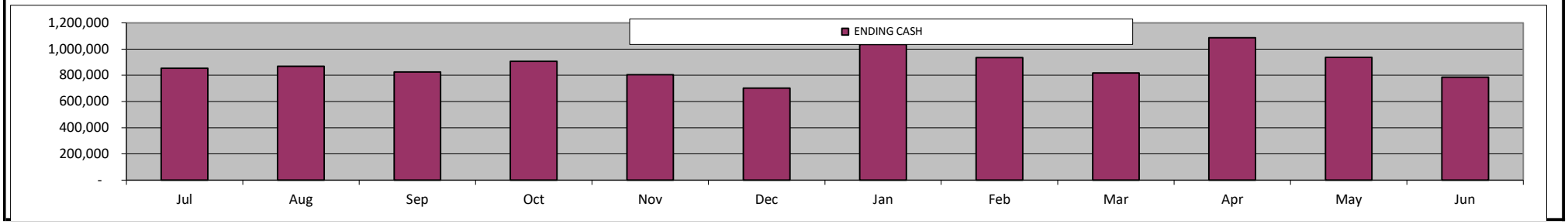
2026-27 July Budget			Annual Budget	
MSA 2		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Services & Other Operating Expenses				
5101	CMO Fees	967,513	819,059	(148,454)
5200	Travel - General	1,000	1,000	-
5205	Conference Fees	3,076	3,076	-
5210	MilesParkTolls	2,051	2,051	-
5215	TravConferences	-	-	-
5220	TraLodging	2,000	2,000	-
5300	DuesMemberships	32,000	32,000	-
5450	Other Insurance	120,000	120,000	-
5500	OpsHousekeeping	32,500	30,000	(2,500)
5510	Gas & Electric	260,000	260,000	-
5610	Rent & Leases	474,840	474,840	-
5611	Rent & Leases- Interest	913,111	913,111	-
5620	EquipmentLeases	36,132	25,632	(10,500)
5621	EquipmentLeases- Interest	-	-	-
5630	Reps&MaintBldng	15,000	15,000	-
5800	ProfessServices	74,971	30,000	(44,971)
5810	Legal	20,506	20,506	-
5813	SchPrgAftSchool	204,000	204,000	-
5814	SchPrgAcadComps	4,101	4,101	-
5819	SchlProgs-Other	75,000	75,000	-
5820	Audit & CPA	12,816	12,816	-
5825	DMSBusinessSvcs	-	-	-
5835	Field Trips	25,000	25,000	-
5836	FieldTrip Trans	61,644	61,644	-
5840	MarkngStdtRecrt	25,000	25,000	-
5850	Oversight Fees	65,305	63,005	(2,300)
5857	Payroll Fees	30,000	25,632	(4,368)
5860	Service Fees	4,101	4,101	-
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	28,906	19,500	(9,406)
5864	Prof Dev-Other	26,145	11,000	(15,145)
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	120,000	120,000	-
5870	Livescan	769	769	-
5872	SPED Fees (incl Encroachment)	12,500	8,000	(4,500)
5875	Staff Recruiting	-	-	-
5884	Substitutes	250,000	270,470	20,470
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	5,126	5,126	-
5910	Communications 2	2,000	2,000	-
5920	TelecomInternet	20,506	20,506	-
5930	PostageDelivery	5,126	5,126	-
5940	Technology	55,807	33,807	(22,000)
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**3,988,551**	**3,744,877**	**(243,674)**

2026-27 July Budget			Annual Budget	
MSA 2		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed	-	-	-
6900	Depreciation	51,482	51,482	-
	SUBTOTAL - Capital Outlay & Depreciation	**51,482**	**51,482**	**-**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**9,433,516**	**8,976,394**	**(457,122)**

Monthly Cash Flow 2026-27

MSA-2

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**1,547,925**	**852,556**	**867,734**	**824,681**	**904,778**	**803,333**	**701,888**	**1,035,458**	**934,013**	**817,127**	**1,086,241**	**935,407**	**784,573**	
Revenue														
LCFF: State Aid	-	169,742	169,742	169,742	305,536	305,536	305,536	305,536	305,536	271,588	271,588	271,588	543,176	**3,394,850**
LCFF: EPA	-	-	-	288,762	-	-	288,762	-	-	288,762	-	-	288,762	**1,155,049**
LCFF: ILPT	-	105,033	210,067	140,044	140,044	140,044	140,044	140,044	147,047	147,047	147,047	147,047	147,047	**1,750,555**
Federal Revenue	-	-	102,612	-	-	-	102,612	-	-	102,612	-	-	178,648	**486,484**
Other State Revenues	99,694	99,694	149,567	178,141	149,567	149,567	193,208	149,567	127,124	155,698	127,124	127,124	193,050	**1,899,122**
Other Local Revenues	9,042	9,042	9,042	9,042	9,042	9,042	9,042	9,042	9,042	9,042	9,042	9,042	-	**108,500**
Total Revenue	**108,735**	**383,511**	**641,029**	**785,731**	**604,189**	**604,189**	**1,039,205**	**604,189**	**588,749**	**974,748**	**554,800**	**554,800**	**1,350,683**	**8,794,560**
Expenses														
Certificated Salaries	108,254	220,028	220,028	220,028	220,028	220,028	220,028	220,028	220,028	220,028	220,028	220,028	177,782	**2,706,342**
Classified Salaries	54,268	67,834	67,834	67,834	67,834	67,834	67,834	67,834	67,834	67,834	67,834	67,834	67,834	**868,281**
Benefits	51,958	100,794	100,794	100,794	100,794	100,794	100,794	100,794	100,794	100,794	100,794	100,794	82,374	**1,243,064**
Books and Supplies	28,988	28,988	28,988	28,988	28,988	28,988	28,988	28,988	28,988	28,988	28,988	28,988	14,494	**362,348**
Services and Operations	287,991	287,991	287,991	287,991	287,991	287,991	287,991	287,991	287,991	287,991	287,991	287,991	288,991	**3,744,877**
Depreciation / Cap Outlay	4,290	4,290	4,290	4,290	4,290	4,290	4,290	4,290	4,290	4,290	4,290	4,290	-	**51,482**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**535,748**	**709,925**	**709,925**	**709,925**	**709,925**	**709,925**	**709,925**	**709,925**	**709,925**	**709,925**	**709,925**	**709,925**	**631,476**	**8,976,394**
Other Transactions Affecting Cash														
Accounts Receivable	315,750	631,499	315,750	-	-	-	-	-	-	-	-	-		**1,262,998**
Fixed Assets - Depreciation Addbac	4,290	4,290	4,290	4,290	4,290	4,290	4,290	4,290	4,290	4,290	4,290	4,290		**51,482**
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable	(588,396)	(294,198)	(294,198)	-	-	-	-	-	-	-	-	-		**(1,176,791)**
Other	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**(268,356)**	**341,591**	**25,842**	**4,290**	**4,290**	**4,290**	**4,290**	**4,290**	**4,290**	**4,290**	**4,290**	**4,290**		**137,689**
Total Change in Cash	**(695,369)**	**15,178**	**(43,053)**	**80,097**	**(101,445)**	**(101,445)**	**333,571**	**(101,445)**	**(116,886)**	**269,114**	**(150,834)**	**(150,834)**		**(44,145)**
ENDING CASH	**852,556**	**867,734**	**824,681**	**904,778**	**803,333**	**701,888**	**1,035,458**	**934,013**	**817,127**	**1,086,241**	**935,407**	**784,573**		<<< = 32 days cash



2026-27 July Budget		Annual Budget	
MSA 3	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Projected Average Daily Attendance:	356	314	(42.72)
SUMMARY			
Revenue			
LCFF Entitlement	5,074,872	4,506,938	(567,933)
Federal Revenue	213,872	208,929	(4,944)
Other State Revenues	1,473,524	1,565,829	92,305
Other Local Revenues	33,952	33,952	-
Total Revenue	**6,796,220**	**6,315,649**	**(480,572)**
Expenditures			
Certificated Salaries	2,295,445	2,084,228	(211,217)
Classified Salaries	817,672	796,356	(21,317)
Benefits	1,254,304	1,168,648	(85,656)
Books and Supplies	256,305	250,032	(6,273)
Services and Operating Exp.	2,787,305	2,306,995	(480,311)
Depreciation & Cap Outlay	48,651	48,651	-
Other Outflows	-	-	-
Total Expenditures	**7,459,683**	**6,654,910**	**(804,773)**
Net Revenues	**(663,463)**	**(339,261)**	**324,202**
Fund Balance			
Beginning Balance (Budgeted)	3,079,166	2,415,703	
Net Revenues	(663,463)	(339,261)	
Ending Fund Balance	**2,415,703**	**2,076,442**	
Components of Fund Bal.			
Available For Econ. Uncert.		2,020,480	30.4% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets		55,962	0.8% of Expenditures
Ending Fund Balance		**2,076,442**	**31.2% of Expenditures**

2026-27 July Budget			Annual Budget	
MSA 3		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
REVENUE				
LCFF Entitlement				
8011	State Aid	2,613,733	2,247,314	(366,419)
8012	EPA Entitlement	957,078	894,538	(62,540)
8019	Prior Year Adjustments	-	-	-
8096	InLieuPropTaxes	1,504,061	1,365,086	(138,975)
	SUBTOTAL - LCFF Entitlement	**5,074,872**	**4,506,938**	**(567,933)**
Federal Revenue				
8181	SpEd - Revenue	62,284	66,427	4,143
8220	SchLunchFederal	-	-	-
8285	SpEd - Revenue	-	-	-
8290	All Other Federal Revenue	151,588	142,502	(9,086)
8295	Prior Year Adjustments (Fed Rev)	-	-	-
	SUBTOTAL - Federal Revenue	**213,872**	**208,929**	**(4,944)**
Other State Revenue				
8311	SpEd Revenue	364,837	407,788	42,951
8520	SchoolNutrState	-	-	-
8550	MandCstReimburs	15,730	14,807	(923)
8560	StateLotteryRev	101,267	89,129	(12,138)
8590	AllOthStateRev	991,690	1,054,105	62,415
8595	Prior Year Adjustments (Other State Rev)	-	-	-
	SUBTOTAL - Other State Revenue	**1,473,524**	**1,565,829**	**92,305**
Local Revenue				
8600	Other Local Rev	-	-	-
8660	Interest	-	-	-
8698	OthRev-Suspense	-	-	-
8690	Prior Year Adj (Local1)	-	-	-
8677	SpEd Revenue	-	-	-
8699	Other Revenue	20,000	20,000	-
8999	Misc Revenue (Suspense)	-	-	-
	SUBTOTAL - Local Revenue	**20,000**	**20,000**	**-**

2026-27 July Budget			Annual Budget	
MSA 3		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Fundraising & Grants				
8802	Donations - Private	-	-	-
8803	Fundraising	13,952	13,952	-
	SUBTOTAL - Fundraising & Grants	**13,952**	**13,952**	**-**
TOTAL REVENUE		**6,796,220**	**6,315,649**	**(480,572)**
EXPENSES				
Certificated Salaries				
1100	TeacherSalaries	1,541,694	1,551,041	9,347
1200	Cert Aid	274,994	165,264	(109,730)
1300	Cert Adminis	478,758	367,923	(110,835)
	SUBTOTAL - Certificated Salaries	**2,295,445**	**2,084,228**	**(211,217)**
Classified Salaries				
2100	Instructional Aides	173,379	207,266	33,887
2200	Classified Support	311,054	333,862	22,808
2300	Classified Admin	-	-	-
2400	Clerical & Tech	333,240	255,228	(78,012)
2900	OtherClassStaff	-	-	-
	SUBTOTAL - Classified Salaries	**817,672**	**796,356**	**(21,317)**
Employee Benefits				
3101	STRS-Certified	317,819	317,026	(793)
3102	STRS-Classified	90,019	70,336	(19,683)
3201	PERS-Cert	125,096	132,645	7,549
3202	PERS-Classified	97,258	88,188	(9,070)
3301	OASDI/Med-Cert	60,982	63,019	2,037
3302	OASDI/Med-Class	36,846	31,928	(4,918)
3401	HlthWelfareCert	482,011	422,347	(59,664)
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	14,823	14,259	(564)
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	25,599	25,599	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	1,453	1,441	(13)
3902	OthBenes-Class	2,399	1,862	(537)
	SUBTOTAL - Employee Benefits	**1,254,304**	**1,168,648**	**(85,656)**

2026-27 July Budget			Annual Budget	
MSA 3		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Books & Supplies				
4100	Text&CoreCurric	75,000	75,000	-
4200	BooksOthRefMats	5,000	5,000	-
4300	Materials and Supplies	-	-	-
4310	Ins Mats & Sups	15,986	15,986	-
4315	OthrSupplies	6,088	6,088	-
4320	Office Supplies	8,000	7,748	(252)
4325	ProfDevMat&Sups	-	-	-
4326	Arts&MusicSupps	10,000	3,000	(7,000)
4330	Staff Meals & Events	-	-	-
4335	PE Supplies	3,000	2,214	(786)
4340	Educat Software	48,760	48,760	-
4345	NonInstStdntSup	41,747	35,600	(6,147)
4346	TeacherSupplies	3,321	3,321	-
4350	Cust. Supplies	1,107	1,107	-
4351	Yearbook	-	-	-
4390	Uniforms	18,000	18,000	0
4400	NonCapEquip-Gen	4,000	4,000	-
4410	ClssrmFrnEqp<5k	2,088	2,088	-
4430	OffceFurnEqp<5k	-	-	-
4440	Computers <$5k	2,088	10,000	7,912
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	-	-	-
4710	Food	-	-	-
4720	Food:Other Food	12,120	12,120	-
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**256,305**	**250,032**	**(6,273)**

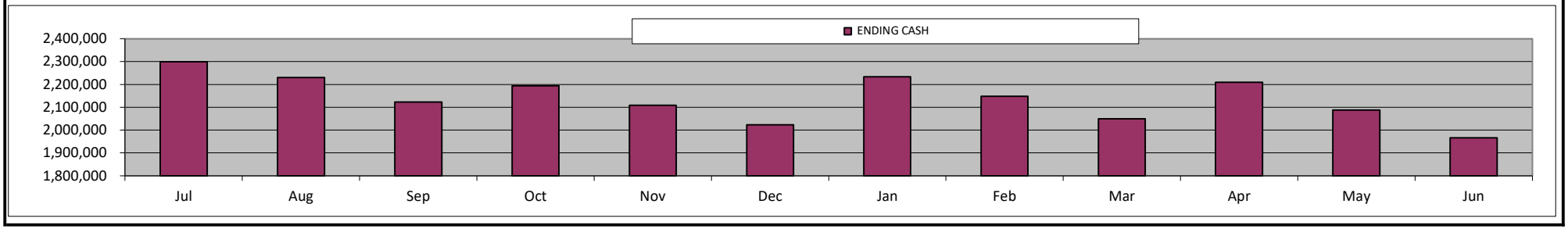
2026-27 July Budget			Annual Budget	
MSA 3		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Services & Other Operating Expenses				
5101	CMO Fees	716,676	585,902	(130,774)
5200	Travel - General	-	-	-
5205	Conference Fees	-	-	-
5210	MilesParkTolls	553	553	-
5215	TravConferences	-	-	-
5220	TraLodging	3,133	3,133	-
5300	DuesMemberships	25,000	25,000	-
5450	Other Insurance	75,500	75,500	-
5500	OpsHousekeeping	34,980	34,980	-
5510	Gas & Electric	-	-	-
5610	Rent & Leases	403,997	403,997	-
5611	Rent & Leases- Interest	-	-	-
5620	EquipmentLeases	15,000	15,000	-
5621	EquipmentLeases- Interest	1,000	1,000	-
5630	Reps&MaintBldng	2,000	2,000	-
5800	ProfessServices	72,219	42,720	(29,499)
5810	Legal	55,000	55,000	-
5813	SchPrgAftSchool	158,980	158,980	-
5814	SchPrgAcadComps	-	-	-
5819	SchlProgs-Other	32,892	32,892	-
5820	Audit & CPA	9,408	9,408	-
5825	DMSBusinessSvcs	-	-	-
5835	Field Trips	14,000	14,000	-
5836	FieldTrip Trans	30,000	30,000	-
5840	MarkngStdtRecrt	17,500	15,000	(2,500)
5850	Oversight Fees	52,727	45,069	(7,658)
5857	Payroll Fees	22,137	22,137	-
5860	Service Fees	7,309	7,309	-
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	8,000	8,000	-
5864	Prof Dev-Other	20,000	10,000	(10,000)
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	406,264	316,264	(90,000)
5870	Livescan	553	553	-
5872	SPED Fees (incl Encroachment)	10,000	-	(10,000)
5875	Staff Recruiting	-	-	-
5884	Substitutes	485,000	285,120	(199,880)
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	5,534	5,534	-
5910	Communications 2	-	-	-
5920	TelecomInternet	50,434	50,434	-
5930	PostageDelivery	7,748	7,748	-
5940	Technology	43,761	43,761	-
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**2,787,305**	**2,306,995**	**(480,311)**

2026-27 July Budget			Annual Budget	
MSA 3		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed	-	-	-
6900	Depreciation	48,651	48,651	-
	SUBTOTAL - Capital Outlay & Depreciation	**48,651**	**48,651**	**-**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**7,459,683**	**6,654,910**	**(804,773)**

Monthly Cash Flow 2026-27

MSA-3

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**2,837,145**	**2,298,794**	**2,230,656**	**2,123,477**	**2,194,028**	**2,108,554**	**2,023,080**	**2,233,955**	**2,148,481**	**2,049,493**	**2,209,575**	**2,088,114**	**1,966,653**	
Revenue														
LCFF: State Aid	-	112,366	112,366	112,366	202,258	202,258	202,258	202,258	202,258	179,785	179,785	179,785	359,570	**2,247,314**
LCFF: EPA	-	-	-	223,635	-	-	223,635	-	-	223,635	-	-	223,635	**894,538**
LCFF: ILPT	-	81,905	163,810	109,207	109,207	109,207	109,207	109,207	114,667	114,667	114,667	114,667	114,667	**1,365,086**
Federal Revenue	-	-	35,626	-	-	-	35,626	-	-	35,626	-	-	102,052	**208,929**
Other State Revenues	81,833	81,833	123,997	146,279	123,997	123,997	161,086	123,997	105,023	127,306	105,023	105,023	156,433	**1,565,829**
Other Local Revenues	2,829	2,829	2,829	2,829	2,829	2,829	2,829	2,829	2,829	2,829	2,829	2,829	-	**33,952**
Total Revenue	**84,662**	**278,933**	**438,628**	**594,316**	**438,292**	**438,292**	**734,641**	**438,292**	**424,778**	**683,847**	**402,305**	**402,305**	**956,358**	**6,315,649**
Expenses														
Certificated Salaries	83,369	169,449	169,449	169,449	169,449	169,449	169,449	169,449	169,449	169,449	169,449	169,449	136,915	**2,084,228**
Classified Salaries	49,772	62,215	62,215	62,215	62,215	62,215	62,215	62,215	62,215	62,215	62,215	62,215	62,215	**796,356**
Benefits	49,592	94,637	94,637	94,637	94,637	94,637	94,637	94,637	94,637	94,637	94,637	94,637	78,046	**1,168,648**
Books and Supplies	20,003	20,003	20,003	20,003	20,003	20,003	20,003	20,003	20,003	20,003	20,003	20,003	10,001	**250,032**
Services and Operations	177,461	177,461	177,461	177,461	177,461	177,461	177,461	177,461	177,461	177,461	177,461	177,461	177,461	**2,306,995**
Depreciation / Cap Outlay	4,054	4,054	4,054	4,054	4,054	4,054	4,054	4,054	4,054	4,054	4,054	4,054	-	**48,651**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**384,251**	**527,820**	**527,820**	**527,820**	**527,820**	**527,820**	**527,820**	**527,820**	**527,820**	**527,820**	**527,820**	**527,820**	**464,639**	**6,654,910**
Other Transactions Affecting Cash														
Accounts Receivable	198,735	397,471	198,735	-	-	-	-	-	-	-	-	-		**794,941**
Fixed Assets - Depreciation Addback	4,054	4,054	4,054	4,054	4,054	4,054	4,054	4,054	4,054	4,054	4,054	4,054		**48,651**
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable	(441,552)	(220,776)	(220,776)	-	-	-	-	-	-	-	-	-		**(883,104)**
Other	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**(238,762)**	**180,749**	**(17,986)**	**4,054**	**4,054**	**4,054**	**4,054**	**4,054**	**4,054**	**4,054**	**4,054**	**4,054**		**(39,512)**
Total Change in Cash	**(538,351)**	**(68,138)**	**(107,178)**	**70,550**	**(85,474)**	**(85,474)**	**210,875**	**(85,474)**	**(98,988)**	**160,082**	**(121,461)**	**(121,461)**		**(378,773)**
ENDING CASH	**2,298,794**	**2,230,656**	**2,123,477**	**2,194,028**	**2,108,554**	**2,023,080**	**2,233,955**	**2,148,481**	**2,049,493**	**2,209,575**	**2,088,114**	**1,966,653**		<<< = 108 days cash



2026-27 July Budget		Annual Budget	
MSA 4	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Projected Average Daily Attendance:	110	111	0.14
SUMMARY			
Revenue			
LCFF Entitlement	1,872,218	1,809,478	(62,740)
Federal Revenue	279,608	271,875	(7,733)
Other State Revenues	539,415	594,914	55,499
Other Local Revenues	133,049	178,742	45,693
Total Revenue	**2,824,290**	**2,855,008**	**30,719**
Expenditures			
Certificated Salaries	1,045,861	1,020,091	(25,770)
Classified Salaries	179,378	206,126	26,747
Benefits	469,988	492,825	22,837
Books and Supplies	103,841	94,241	(9,600)
Services and Operating Exp.	1,178,956	1,015,238	(164,921)
Depreciation & Cap Outlay	10,910	10,910	-
Other Outflows	-	-	-
Total Expenditures	**2,988,935**	**2,839,431**	**(150,708)**
Net Revenues	**(164,645)**	**15,577**	**181,426**
Fund Balance			
Beginning Balance (Budgeted)	1,061,838	897,193	
Net Revenues	(164,645)	15,577	
Ending Fund Balance	**897,193**	**912,770**	
Components of Fund Bal.			
Available For Econ. Uncert.		910,492	32.1% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets		2,278	0.1% of Expenditures
Ending Fund Balance		**912,770**	**32.1% of Expenditures**

2026-27 July Budget			Annual Budget	
MSA 4		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
REVENUE				
LCFF Entitlement				
8011	State Aid	1,097,034	999,649	(97,385)
8012	EPA Entitlement	308,935	328,461	19,526
8019	Prior Year Adjustments	-	-	-
8096	InLieuPropTaxes	466,249	481,368	15,119
	SUBTOTAL - LCFF Entitlement	**1,872,218**	**1,809,478**	**(62,740)**
Federal Revenue				
8181	SpEd - Revenue	-	-	-
8220	SchLunchFederal	-	-	-
8285	SpEd - Revenue	28,488	28,523	35
8290	All Other Federal Revenue	251,120	243,352	(7,768)
8295	Prior Year Adjustments (Fed Rev)	-	-	-
	SUBTOTAL - Federal Revenue	**279,608**	**271,875**	**(7,733)**
Other State Revenue				
8311	SpEd Revenue	-	9,645	9,645
8520	SchoolNutrState	-	-	-
8550	MandCstReimburs	5,941	5,521	(420)
8560	StateLotteryRev	31,389	31,429	40
8590	AllOthStateRev	502,085	548,319	46,234
8595	Prior Year Adjustments (Other State Rev)	-	-	-
	SUBTOTAL - Other State Revenue	**539,415**	**594,914**	**55,499**
Local Revenue				
8600	Other Local Rev	-	-	-
8634	StudentLunchFee	-	-	-
8650	Leases &Rentals	-	-	-
8660	Interest	-	-	-
8698	OthRev-Suspense	-	-	-
8690	Prior Year Adj (Local1)	-	-	-
8677	SpEd Revenue	102,549	148,242	45,693
8699	Other Revenue	500	500	-
8999	Misc Revenue (Suspense)	-	-	-
	SUBTOTAL - Local Revenue	**103,049**	**148,742**	**45,693**

2026-27 July Budget			Annual Budget	
MSA 4		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Fundraising & Grants				
8802	Donations - Private	-	-	-
8803	Fundraising	30,000	30,000	-
	SUBTOTAL - Fundraising & Grants	**30,000**	**30,000**	**-**
TOTAL REVENUE		**2,824,290**	**2,855,008**	**30,719**
EXPENSES				
Certificated Salaries				
1100	TeacherSalaries	619,203	650,342	31,139
1200	Cert Aid	169,992	103,488	(66,504)
1300	Cert Adminis	256,667	266,261	9,594
	SUBTOTAL - Certificated Salaries	**1,045,861**	**1,020,091**	**(25,770)**
Classified Salaries				
2100	Instructional Aides	76,370	83,198	6,828
2200	Classified Support	54,392	41,508	(12,884)
2300	Classified Admin	-	-	-
2400	Clerical & Tech	48,616	81,420	32,804
2900	OtherClassStaff	-	-	-
	SUBTOTAL - Classified Salaries	**179,378**	**206,126**	**26,747**
Employee Benefits				
3101	STRS-Certified	156,388	155,983	(405)
3102	STRS-Classified	15,902	22,295	6,393
3201	PERS-Cert	34,736	48,997	14,262
3202	PERS-Classified	20,410	17,802	(2,607)
3301	OASDI/Med-Cert	21,567	25,823	4,256
3302	OASDI/Med-Class	7,841	7,095	(746)
3401	HlthWelfareCert	190,871	192,366	1,495
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	5,539	5,913	374
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	16,129	16,129	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	-	-	-
3902	OthBenes-Class	606	422	(184)
	SUBTOTAL - Employee Benefits	**469,988**	**492,825**	**22,837**

2026-27 July Budget			Annual Budget	
MSA 4		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Books & Supplies				
4100	Text&CoreCurric	10,000	7,000	(3,000)
4200	BooksOthRefMats	2,000	2,000	-
4300	Materials and Supplies	3,000	2,000	(1,000)
4310	Ins Mats & Sups	10,000	12,000	2,000
4315	OthrSupplies	3,000	2,000	(1,000)
4320	Office Supplies	13,500	12,000	(1,500)
4325	ProfDevMat&Sups	-	-	-
4326	Arts&MusicSupps	2,000	2,000	-
4330	Staff Meals & Events	-	-	-
4335	PE Supplies	1,000	1,000	-
4340	Educat Software	26,041	26,041	-
4345	NonInstStdntSup	10,000	8,000	(2,000)
4346	TeacherSupplies	1,000	1,000	-
4350	Cust. Supplies	2,000	-	(2,000)
4351	Yearbook	1,000	1,000	-
4390	Uniforms	6,000	6,000	-
4400	NonCapEquip-Gen	200	200	-
4410	ClssrmFrnEqp<5k	-	-	-
4430	OffceFurnEqp<5k	-	-	-
4440	Computers <$5k	8,100	7,000	(1,100)
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	-	-	-
4710	Food	2,000	2,000	-
4720	Food:Other Food	3,000	3,000	-
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**103,841**	**94,241**	**(9,600)**

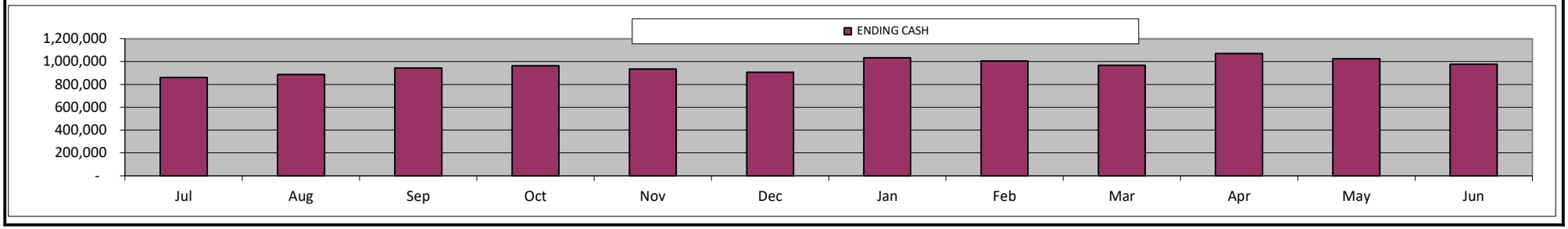
2026-27 July Budget			Annual Budget	
MSA 4		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Services & Other Operating Expenses				
5101	CMO Fees	179,169	105,232	(73,937)
5200	Travel - General	-	-	-
5205	Conference Fees	-	-	-
5210	MilesParkTolls	1,000	500	(500)
5215	TravConferences	-	-	-
5220	TraLodging	500	500	-
5300	DuesMemberships	8,000	8,000	-
5450	Other Insurance	22,500	25,000	2,500
5500	OpsHousekeeping	75,000	50,000	(25,000)
5510	Gas & Electric	-	-	-
5610	Rent & Leases	280,121	280,121	-
5611	Rent & Leases- Interest	-	-	-
5620	EquipmentLeases	10,000	10,000	-
5621	EquipmentLeases- Interest	500	500	-
5630	Reps&MaintBldng	3,558	3,558	-
5800	ProfessServices	25,000	10,000	(15,000)
5810	Legal	20,000	20,000	-
5813	SchPrgAftSchool	35,000	35,000	-
5814	SchPrgAcadComps	-	-	-
5819	SchlProgs-Other	10,000	10,000	-
5820	Audit & CPA	9,150	9,150	-
5825	DMSBusinessSvcs	-	-	-
5835	Field Trips	5,000	5,000	-
5836	FieldTrip Trans	80,000	75,000	(5,000)
5840	MarkngStdtRecrt	15,000	15,000	-
5850	Oversight Fees	18,665	18,095	(570)
5857	Payroll Fees	15,000	14,000	(1,000)
5860	Service Fees	3,050	3,050	-
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	5,000	5,000	-
5864	Prof Dev-Other	5,131	5,131	-
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	145,000	120,000	(25,000)
5870	Livescan	300	300	-
5872	SPED Fees (incl Encroachment)	30,000	30,000	-
5875	Staff Recruiting	-	-	-
5884	Substitutes	125,000	104,790	(20,210)
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	3,050	3,050	-
5910	Communications 2	-	-	-
5920	TelecomInternet	31,000	31,000	-
5930	PostageDelivery	1,200	1,200	-
5940	Technology	17,062	17,062	-
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp	**1,178,956**	**1,015,238**	**(164,921)**

2026-27 July Budget			Annual Budget	
MSA 4		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed	-	-	-
6900	Depreciation	10,910	10,910	-
	SUBTOTAL - Capital Outlay & Depreciation	**10,910**	**10,910**	**-**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**2,988,935**	**2,839,431**	**(150,708)**

Monthly Cash Flow 2026-27

MSA-4

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**971,474**	**859,355**	**887,733**	**942,543**	**963,473**	**934,416**	**905,360**	**1,032,635**	**1,003,579**	**966,578**	**1,070,391**	**1,023,394**	**976,396**	
Revenue														
LCFF: State Aid	-	49,982	49,982	49,982	89,968	89,968	89,968	89,968	89,968	79,972	79,972	79,972	159,944	**999,649**
LCFF: EPA	-	-	-	82,115	-	-	82,115	-	-	82,115	-	-	82,115	**328,461**
LCFF: ILPT	-	28,882	57,764	38,509	38,509	38,509	38,509	38,509	40,435	40,435	40,435	40,435	40,435	**481,368**
Federal Revenue	2,194	2,194	63,032	2,194	2,194	2,194	63,032	2,194	2,194	63,032	2,194	2,194	63,032	**271,875**
Other State Revenues	28,105	28,105	50,038	57,895	50,038	50,038	63,416	50,038	40,168	48,025	40,168	40,168	48,714	**594,914**
Other Local Revenues	14,895	14,895	14,895	14,895	14,895	14,895	14,895	14,895	14,895	14,895	14,895	14,895	-	**178,742**
Total Revenue	**45,194**	**124,059**	**235,711**	**245,591**	**195,605**	**195,605**	**351,936**	**195,605**	**187,660**	**328,474**	**177,664**	**177,664**	**394,240**	**2,855,008**
Expenses														
Certificated Salaries	40,804	82,934	82,934	82,934	82,934	82,934	82,934	82,934	82,934	82,934	82,934	82,934	67,011	**1,020,091**
Classified Salaries	12,883	16,104	16,104	16,104	16,104	16,104	16,104	16,104	16,104	16,104	16,104	16,104	16,104	**206,126**
Benefits	20,292	39,989	39,989	39,989	39,989	39,989	39,989	39,989	39,989	39,989	39,989	39,989	32,656	**492,825**
Books and Supplies	7,539	7,539	7,539	7,539	7,539	7,539	7,539	7,539	7,539	7,539	7,539	7,539	3,770	**94,241**
Services and Operations	78,095	78,095	78,095	78,095	78,095	78,095	78,095	78,095	78,095	78,095	78,095	78,095	78,095	**1,015,238**
Depreciation / Cap Outlay	909	909	909	909	909	909	909	909	909	909	909	909	-	**10,910**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**160,522**	**225,570**	**225,570**	**225,570**	**225,570**	**225,570**	**225,570**	**225,570**	**225,570**	**225,570**	**225,570**	**225,570**	**197,635**	**2,839,431**
Other Transactions Affecting Cash														
Accounts Receivable	85,220	170,440	85,220	-	-	-	-	-	-	-	-	-		**340,881**
Fixed Assets - Depreciation Addback	909	909	909	909	909	909	909	909	909	909	909	909		**10,910**
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable	(82,921)	(41,460)	(41,460)	-	-	-	-	-	-	-	-	-		**(165,841)**
Other	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**3,209**	**129,889**	**44,669**	**909**	**909**	**909**	**909**	**909**	**909**	**909**	**909**	**909**		**185,950**
Total Change in Cash	**(112,119)**	**28,378**	**54,810**	**20,930**	**(29,056)**	**(29,056)**	**127,275**	**(29,056)**	**(37,001)**	**103,813**	**(46,997)**	**(46,997)**		**201,527**
ENDING CASH	**859,355**	**887,733**	**942,543**	**963,473**	**934,416**	**905,360**	**1,032,635**	**1,003,579**	**966,578**	**1,070,391**	**1,023,394**	**976,396**		<<< = 126 days cash



2026-27 July Budget		Annual Budget	
MSA 5	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Projected Average Daily Attendance:	175	422	246.24
SUMMARY			
Revenue			
LCFF Entitlement	2,949,476	6,492,525	3,543,049
Federal Revenue	339,595	143,776	(195,818)
Other State Revenues	1,474,893	1,345,128	(129,765)
Other Local Revenues	32,597	55,000	22,403
Total Revenue	**4,796,561**	**8,036,429**	**3,239,868**
Expenditures			
Certificated Salaries	1,717,599	2,309,450	591,851
Classified Salaries	643,503	777,896	134,393
Benefits	951,664	1,180,296	228,632
Books and Supplies	240,728	388,747	148,019
Services and Operating Exp.	1,098,196	1,359,165	260,969
Depreciation & Cap Outlay	24,179	1,072,190	1,048,011
Other Outflows	250,000	920,725	670,725
Total Expenditures	**4,925,869**	**8,008,469**	**3,082,600**
Net Revenues	**(129,308)**	**27,960**	**157,268**
Fund Balance			
Beginning Balance (Budgeted)	12,620,393	12,491,085	
Net Revenues	(129,308)	27,960	
Ending Fund Balance	**12,491,085**	**12,519,045**	
Components of Fund Bal.			
Available For Econ. Uncert.		2,817,755	35.2% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets		9,701,290	121.1% of Expenditures
Ending Fund Balance		**12,519,045**	**156.3% of Expenditures**

2026-27 July Budget		Annual Budget		
MSA 5		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
REVENUE				
LCFF Entitlement				
8011	State Aid	1,739,388	3,458,194	1,718,806
8012	EPA Entitlement	469,956	1,199,668	729,712
8019	Prior Year Adjustments	-	-	-
8096	InLieuPropTaxes	740,132	1,834,663	1,094,531
	SUBTOTAL - LCFF Entitlement	**2,949,476**	**6,492,525**	**3,543,049**
Federal Revenue				
8181	SpEd - Revenue	33,136	32,772	(364)
8220	SchLunchFederal	-	-	-
8285	SpEd - Revenue	-	-	-
8290	All Other Federal Revenue	306,459	111,004	(195,455)
8295	Prior Year Adjustments (Fed Rev)	-	-	-
	SUBTOTAL - Federal Revenue	**339,595**	**143,776**	**(195,818)**
Other State Revenue				
8311	SpEd Revenue	205,214	548,068	342,854
8520	SchoolNutrState	-	-	-
8550	MandCstReimburs	7,989	7,492	(497)
8560	StateLotteryRev	49,833	119,790	69,957
8590	AllOthStateRev	1,211,857	669,778	(542,079)
8595	Prior Year Adjustments (Other State Rev)	-	-	-
	SUBTOTAL - Other State Revenue	**1,474,893**	**1,345,128**	**(129,765)**
Local Revenue				
8600	Other Local Rev	-	-	-
8660	Interest	-	-	-
8698	OthRev-Suspense	-	-	-
8690	Prior Year Adj (Local1)	-	-	-
8677	SpEd Revenue	-	-	-
8699	Other Revenue	25,000	25,000	-
8999	Misc Revenue (Suspense)	-	-	-
	SUBTOTAL - Local Revenue	**25,000**	**25,000**	**-**

2026-27 July Budget			Annual Budget	
MSA 5		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Fundraising & Grants				
8802	Donations - Private	-	-	-
8803	Fundraising	7,597	30,000	22,403
	SUBTOTAL - Fundraising & Grants	**7,597**	**30,000**	**22,403**
TOTAL REVENUE		**4,796,561**	**8,036,429**	**3,239,868**
EXPENSES				
Certificated Salaries				
1100	TeacherSalaries	1,068,070	1,650,587	582,517
1200	Cert Aid	246,165	257,642	11,477
1300	Cert Adminis	403,364	401,221	(2,143)
	SUBTOTAL - Certificated Salaries	**1,717,599**	**2,309,450**	**591,851**
Classified Salaries				
2100	Instructional Aides	123,614	163,879	40,266
2200	Classified Support	166,536	233,759	67,223
2300	Classified Admin	-	-	-
2400	Clerical & Tech	353,353	380,258	26,904
2900	OtherClassStaff	-	-	-
	SUBTOTAL - Classified Salaries	**643,503**	**777,896**	**134,393**
Employee Benefits				
3101	STRS-Certified	279,754	360,273	80,519
3102	STRS-Classified	59,624	95,184	35,560
3201	PERS-Cert	51,090	85,774	34,684
3202	PERS-Classified	52,941	55,220	2,279
3301	OASDI/Med-Cert	34,932	53,067	18,136
3302	OASDI/Med-Class	26,026	25,528	(498)
3401	HlthWelfareCert	404,008	460,146	56,138
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	10,824	14,552	3,729
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	25,599	25,599	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	(110)	1,624	1,733
3902	OthBenes-Class	6,975	3,328	(3,648)
	SUBTOTAL - Employee Benefits	**951,664**	**1,180,296**	**228,632**

2026-27 July Budget			Annual Budget	
MSA 5		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Books & Supplies				
4100	Text&CoreCurric	36,865	80,000	43,135
4200	BooksOthRefMats	13,885	13,885	-
4300	Materials and Supplies	5,192	5,192	-
4310	Ins Mats & Sups	9,908	14,907	4,999
4315	OthrSupplies	3,115	30,000	26,885
4320	Office Supplies	12,000	12,000	-
4325	ProfDevMat&Sups	-	-	-
4326	Arts&MusicSupps	10,385	10,385	-
4330	Staff Meals & Events	-	-	-
4335	PE Supplies	7,000	25,000	18,000
4340	Educat Software	46,379	41,379	(5,000)
4345	NonInstStdntSup	26,499	26,499	-
4346	TeacherSupplies	3,000	3,000	-
4350	Cust. Supplies	-	20,000	20,000
4351	Yearbook	3,000	3,000	-
4390	Uniforms	15,000	35,000	20,000
4400	NonCapEquip-Gen	5,000	20,000	15,000
4410	ClssrmFrnEqp<5k	-	-	-
4430	OffceFurnEqp<5k	500	500	-
4440	Computers <$5k	9,000	6,000	(3,000)
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	2,000	10,000	8,000
4710	Food	7,000	7,000	-
4720	Food:Other Food	25,000	25,000	-
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**240,728**	**388,747**	**148,019**

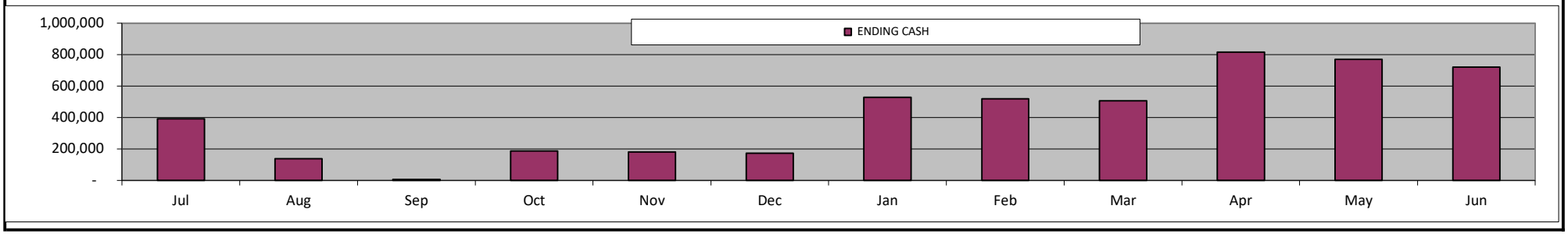
2026-27 July Budget			Annual Budget	
MSA 5		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Services & Other Operating Expenses				
5101	CMO Fees	215,003	243,504	28,501
5200	Travel - General	-	-	-
5205	Conference Fees	1,651	1,651	-
5210	MilesParkTolls	1,650	1,101	(549)
5215	TravConferences	-	-	-
5220	TraLodging	10,634	10,634	-
5300	DuesMemberships	15,162	40,000	24,838
5450	Other Insurance	45,143	95,000	49,857
5500	OpsHousekeeping	10,000	70,000	60,000
5510	Gas & Electric	3,115	100,000	96,885
5610	Rent & Leases	247,272	-	(247,272)
5611	Rent & Leases- Interest	-	-	-
5620	EquipmentLeases	6,000	40,000	34,000
5621	EquipmentLeases- Interest	750	750	-
5630	Reps&MaintBldng	4,000	30,000	26,000
5800	ProfessServices	53,711	39,610	(14,101)
5810	Legal	5,000	20,000	15,000
5813	SchPrgAftSchool	-	-	-
5814	SchPrgAcadComps	-	-	-
5819	SchlProgs-Other	23,325	36,164	12,839
5820	Audit & CPA	9,907	9,907	-
5825	DMSBusinessSvcs	-	-	-
5835	Field Trips	40,000	50,000	10,000
5836	FieldTrip Trans	15,000	15,000	-
5840	MarkngStdtRecrt	85,000	55,000	(30,000)
5850	Oversight Fees	33,382	64,925	31,543
5857	Payroll Fees	20,000	20,000	-
5860	Service Fees	1,101	1,101	-
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	18,000	13,000	(5,000)
5864	Prof Dev-Other	10,000	9,000	(1,000)
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	70,000	170,000	100,000
5870	Livescan	826	826	-
5872	SPED Fees (incl Encroachment)	5,000	-	(5,000)
5875	Staff Recruiting	-	-	-
5884	Substitutes	90,000	153,690	63,690
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	3,302	3,302	-
5910	Communications 2	-	-	-
5920	TelecomInternet	22,015	30,000	7,985
5930	PostageDelivery	4,403	7,000	2,597
5940	Technology	27,844	28,000	156
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**1,098,196**	**1,359,165**	**260,969**

2026-27 July Budget			Annual Budget	
MSA 5		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed	-	-	-
6900	Depreciation	24,179	1,072,190	1,048,011
	SUBTOTAL - Capital Outlay & Depreciation	**24,179**	**1,072,190**	**1,048,011**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	250,000	920,725	670,725
	SUBTOTAL - Other Outflows	**250,000**	**920,725**	**670,725**
TOTAL EXPENSES		**4,925,869**	**8,008,469**	**3,082,600**

Monthly Cash Flow 2026-27

MSA-5

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**948,682**	**391,916**	**137,903**	**5,205**	**188,389**	**180,037**	**171,684**	**528,439**	**520,087**	**507,017**	**816,981**	**769,329**	**721,678**	
Revenue														
LCFF: State Aid	-	172,910	172,910	172,910	311,237	311,237	311,237	311,237	311,237	276,656	276,656	276,656	553,311	**3,458,194**
LCFF: EPA	-	-	-	299,917	-	-	299,917	-	-	299,917	-	-	299,917	**1,199,668**
LCFF: ILPT	-	110,080	220,160	146,773	146,773	146,773	146,773	146,773	154,112	154,112	154,112	154,112	154,112	**1,834,663**
Federal Revenue	-	-	27,751	-	-	-	27,751	-	-	27,751	-	-	60,523	**143,776**
Other State Revenues	72,637	72,637	99,428	129,375	99,428	99,428	136,867	99,428	87,372	117,319	87,372	87,372	156,467	**1,345,128**
Other Local Revenues	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	-	**55,000**
Total Revenue	**77,220**	**360,209**	**524,831**	**753,558**	**562,022**	**562,022**	**927,129**	**562,022**	**557,304**	**880,338**	**522,722**	**522,722**	**1,224,330**	8,036,429
Expenses														
Certificated Salaries	92,378	187,760	187,760	187,760	187,760	187,760	187,760	187,760	187,760	187,760	187,760	187,760	151,710	**2,309,450**
Classified Salaries	48,618	60,773	60,773	60,773	60,773	60,773	60,773	60,773	60,773	60,773	60,773	60,773	60,773	**777,896**
Benefits	49,243	95,713	95,713	95,713	95,713	95,713	95,713	95,713	95,713	95,713	95,713	95,713	78,214	**1,180,296**
Books and Supplies	31,100	31,100	31,100	31,100	31,100	31,100	31,100	31,100	31,100	31,100	31,100	31,100	15,550	**388,747**
Services and Operations	104,551	104,551	104,551	104,551	104,551	104,551	104,551	104,551	104,551	104,551	104,551	104,551	104,551	**1,359,165**
Depreciation / Cap Outlay	89,349	89,349	89,349	89,349	89,349	89,349	89,349	89,349	89,349	89,349	89,349	89,349	-	**1,072,190**
Other Outflows	76,727	76,727	76,727	76,727	76,727	76,727	76,727	76,727	76,727	76,727	76,727	76,727	-	**920,725**
Total Expenses	**491,967**	**645,973**	**645,973**	**645,973**	**645,973**	**645,973**	**645,973**	**645,973**	**645,973**	**645,973**	**645,973**	**645,973**	**410,798**	8,008,469
Other Transactions Affecting Cash														
Accounts Receivable	43,307	86,613	43,307	-	-	-	-	-	-	-	-	-		**173,227**
Fixed Assets - Depreciation Addback	89,349	89,349	89,349	89,349	89,349	89,349	89,349	89,349	89,349	89,349	89,349	89,349		**1,072,190**
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable	(260,925)	(130,462)	(130,462)	-	-	-	-	-	-	-	-	-		**(521,849)**
Other	(13,750)	(13,750)	(13,750)	(13,750)	(13,750)	(13,750)	(13,750)	(13,750)	(13,750)	(13,750)	(13,750)	(13,750)		**(165,000)**
Total Other Transactions	**(142,019)**	**31,750**	**(11,556)**	**75,599**	**75,599**	**75,599**	**75,599**	**75,599**	**75,599**	**75,599**	**75,599**	**75,599**		558,568
Total Change in Cash	**(556,766)**	**(254,013)**	**(132,698)**	**183,184**	**(8,352)**	**(8,352)**	**356,755**	**(8,352)**	**(13,070)**	**309,964**	**(47,652)**	**(47,652)**		586,528
ENDING CASH	**391,916**	**137,903**	**5,205**	**188,389**	**180,037**	**171,684**	**528,439**	**520,087**	**507,017**	**816,981**	**769,329**	**721,678**		<<< = 33 days cash



2026-27 July Budget		Annual Budget	
MSA 6	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Projected Average Daily Attendance:	146	129	(16.73)
SUMMARY			
Revenue			
LCFF Entitlement	2,200,491	1,967,775	(232,716)
Federal Revenue	436,511	411,666	(24,845)
Other State Revenues	460,033	554,834	94,801
Other Local Revenues	145,564	183,310	37,746
Total Revenue	**3,242,599**	**3,117,586**	**(125,014)**
Expenditures			
Certificated Salaries	1,096,487	1,078,777	(17,710)
Classified Salaries	389,624	370,008	(19,615)
Benefits	533,757	510,002	(23,755)
Books and Supplies	161,824	107,143	(54,681)
Services and Operating Exp.	981,016	1,040,907	59,891
Depreciation & Cap Outlay	2,838	2,838	-
Other Outflows	-	-	-
Total Expenditures	**3,165,546**	**3,109,676**	**(55,870)**
Net Revenues	**77,053**	**7,910**	**(69,143)**
Fund Balance			
Beginning Balance (Budgeted)	2,565,702	2,642,755	
Net Revenues	77,053	7,910	
Ending Fund Balance	**2,642,755**	**2,650,665**	
Components of Fund Bal.			
Available For Econ. Uncert.		2,650,665	85.2% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets			0.0% of Expenditures
Ending Fund Balance		**2,650,665**	**85.2% of Expenditures**

DMS
DELTA MANAGED SOLUTIONS

2026-27 July Budget			Annual Budget	
MSA 6		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
REVENUE				
LCFF Entitlement				
8011	State Aid	1,211,044	1,054,155	(156,889)
8012	EPA Entitlement	373,156	350,886	(22,270)
8019	Prior Year Adjustments	-	-	-
8096	InLieuPropTaxes	616,291	562,734	(53,557)
	SUBTOTAL - LCFF Entitlement	**2,200,491**	**1,967,775**	**(232,716)**
Federal Revenue				
8181	SpEd - Revenue	-	-	-
8220	SchLunchFederal	-	-	-
8285	SpEd - Revenue	37,659	33,347	(4,312)
8290	All Other Federal Revenue	398,852	378,320	(20,533)
8295	Prior Year Adjustments (Fed Rev)	-	-	-
	SUBTOTAL - Federal Revenue	**436,511**	**411,666**	**(24,845)**
Other State Revenue				
8311	SpEd Revenue	-	-	-
8520	SchoolNutrState	-	-	-
8550	MandCstReimburs	2,505	3,113	608
8560	StateLotteryRev	41,495	36,743	(4,752)
8590	AllOthStateRev	416,033	514,978	98,945
8595	Prior Year Adjustments (Other State Rev)	-	-	-
	SUBTOTAL - Other State Revenue	**460,033**	**554,834**	**94,801**
Local Revenue				
8600	Other Local Rev	-	-	-
8634	StudentLunchFee	-	-	-
8650	Leases &Rentals	-	-	-
8660	Interest	-	-	-
8698	OthRev-Suspense	-	-	-
8690	Prior Year Adj (Local1)	-	-	-
8677	SpEd Revenue	135,564	173,310	37,746
8699	Other Revenue	2,000	2,000	-
8999	Misc Revenue (Suspense)	-	-	-
	SUBTOTAL - Local Revenue	**137,564**	**175,310**	**37,746**

2026-27 July Budget			Annual Budget	
MSA 6		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Fundraising & Grants				
8802	Donations - Private	-	-	-
8803	Fundraising	8,000	8,000	-
	SUBTOTAL - Fundraising & Grants	**8,000**	**8,000**	**-**
TOTAL REVENUE		**3,242,599**	**3,117,586**	**(125,014)**
EXPENSES				
Certificated Salaries				
1100	TeacherSalaries	713,153	689,002	(24,151)
1200	Cert Aid	117,568	120,956	3,388
1300	Cert Adminis	265,765	268,819	3,054
	SUBTOTAL - Certificated Salaries	**1,096,487**	**1,078,777**	**(17,710)**
Classified Salaries				
2100	Instructional Aides	3,700	5,129	1,429
2200	Classified Support	226,565	203,023	(23,541)
2300	Classified Admin	-	-	-
2400	Clerical & Tech	159,359	161,856	2,497
2900	OtherClassStaff	-	-	-
	SUBTOTAL - Classified Salaries	**389,624**	**370,008**	**(19,615)**
Employee Benefits				
3101	STRS-Certified	170,347	167,727	(2,621)
3102	STRS-Classified	40,668	43,232	2,564
3201	PERS-Cert	34,471	40,863	6,391
3202	PERS-Classified	40,627	30,692	(9,935)
3301	OASDI/Med-Cert	23,882	25,071	1,189
3302	OASDI/Med-Class	17,043	13,350	(3,693)
3401	HlthWelfareCert	185,919	170,112	(15,807)
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	6,924	6,857	(67)
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	9,500	9,500	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	1,486	887	(599)
3902	OthBenes-Class	2,891	1,712	(1,178)
	SUBTOTAL - Employee Benefits	**533,757**	**510,002**	**(23,755)**

2026-27 July Budget			Annual Budget	
MSA 6		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Books & Supplies				
4100	Text&CoreCurric	33,000	25,000	(8,000)
4200	BooksOthRefMats	544	544	-
4300	Materials and Supplies	1,632	1,632	-
4310	Ins Mats & Sups	2,306	2,306	-
4315	OthrSupplies	3,263	3,263	-
4320	Office Supplies	4,612	4,612	-
4325	ProfDevMat&Sups	-	-	-
4326	Arts&MusicSupps	7,615	7,615	-
4330	Staff Meals & Events	-	-	-
4335	PE Supplies	1,153	1,153	-
4340	Educat Software	19,720	19,720	-
4345	NonInstStdntSup	21,756	21,756	-
4346	TeacherSupplies	1,500	1,500	-
4350	Cust. Supplies	1,088	1,088	-
4351	Yearbook	-	-	-
4390	Uniforms	4,733	4,612	(121)
4400	NonCapEquip-Gen	1,153	1,153	-
4410	ClssrmFrnEqp<5k	-	-	-
4430	OffceFurnEqp<5k	577	577	-
4440	Computers <$5k	50,000	5,000	(45,000)
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	-	-	-
4710	Food	1,000	1,000	-
4720	Food:Other Food	6,172	4,612	(1,560)
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**161,824**	**107,143**	**(54,681)**

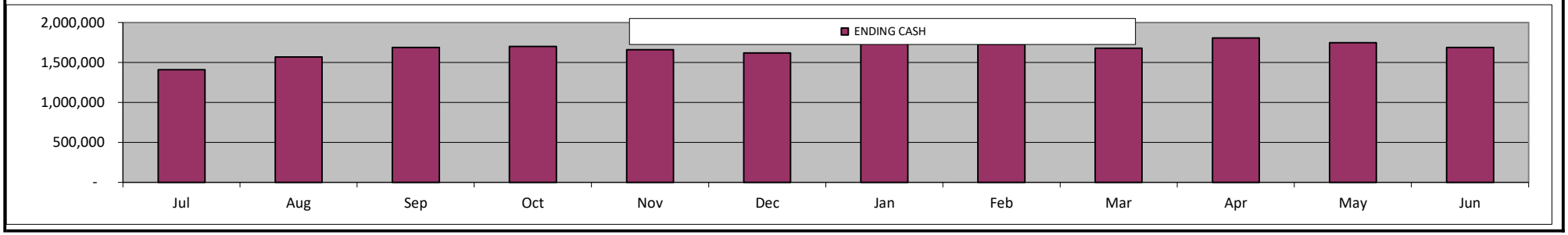
2026-27 July Budget			Annual Budget	
MSA 6		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Services & Other Operating Expenses				
5101	CMO Fees	179,169	255,811	76,642
5200	Travel - General	-	-	-
5205	Conference Fees	577	577	-
5210	MilesParkTolls	700	577	(123)
5215	TravConferences	-	-	-
5220	TraLodging	577	577	-
5300	DuesMemberships	10,497	10,497	-
5450	Other Insurance	55,716	49,358	(6,358)
5500	OpsHousekeeping	45,000	45,000	-
5510	Gas & Electric	577	577	-
5610	Rent & Leases	153,210	153,210	-
5611	Rent & Leases- Interest	-	-	-
5620	EquipmentLeases	7,772	21,272	13,500
5621	EquipmentLeases- Interest	-	-	-
5630	Reps&MaintBldng	2,306	2,306	-
5800	ProfessServices	22,866	22,866	-
5810	Legal	1,000	1,000	-
5813	SchPrgAftSchool	90,000	90,000	-
5814	SchPrgAcadComps	-	-	-
5819	SchlProgs-Other	9,000	9,000	-
5820	Audit & CPA	10,378	10,378	-
5825	DMSBusinessSvcs	-	-	-
5835	Field Trips	10,000	10,000	-
5836	FieldTrip Trans	80,000	75,000	(5,000)
5840	MarkngStdtRecrt	20,000	20,000	-
5850	Oversight Fees	21,600	19,678	(1,922)
5857	Payroll Fees	15,000	10,378	(4,622)
5860	Service Fees	1,730	1,730	-
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	16,000	16,000	-
5864	Prof Dev-Other	18,000	6,000	(12,000)
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	75,000	71,000	(4,000)
5870	Livescan	2,000	2,000	-
5872	SPED Fees (incl Encroachment)	35,000	21,294	(13,706)
5875	Staff Recruiting	-	-	-
5884	Substitutes	55,000	72,480	17,480
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	1,730	1,730	-
5910	Communications 2	-	-	-
5920	TelecomInternet	21,756	21,756	-
5930	PostageDelivery	1,153	1,153	-
5940	Technology	17,702	17,702	-
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**981,016**	**1,040,907**	**59,891**

2026-27 July Budget			Annual Budget	
MSA 6		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed	-	-	-
6900	Depreciation	2,838	2,838	-
	SUBTOTAL - Capital Outlay & Depreciation	**2,838**	**2,838**	**-**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**3,165,546**	**3,109,676**	**(55,870)**

Monthly Cash Flow 2026-27

MSA-6

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**2,353,714**	**1,408,473**	**1,569,630**	**1,690,475**	**1,702,716**	**1,660,215**	**1,617,714**	**1,769,813**	**1,727,312**	**1,677,792**	**1,809,218**	**1,749,157**	**1,689,096**	
Revenue														
LCFF: State Aid	-	52,708	52,708	52,708	94,874	94,874	94,874	94,874	94,874	84,332	84,332	84,332	168,665	**1,054,155**
LCFF: EPA	-	-	-	87,722	-	-	87,722	-	-	87,722	-	-	87,722	**350,886**
LCFF: ILPT	-	33,764	67,528	45,019	45,019	45,019	45,019	45,019	47,270	47,270	47,270	47,270	47,270	**562,734**
Federal Revenue	2,565	2,565	97,145	2,565	2,565	2,565	97,145	2,565	2,565	97,145	2,565	2,565	97,145	**411,666**
Other State Revenues	25,749	25,749	46,348	55,534	46,348	46,348	58,646	46,348	37,078	46,264	37,078	37,078	46,264	**554,834**
Other Local Revenues	15,276	15,276	15,276	15,276	15,276	15,276	15,276	15,276	15,276	15,276	15,276	15,276	-	**183,310**
Total Revenue	**43,590**	**130,062**	**279,005**	**258,823**	**204,082**	**204,082**	**398,682**	**204,082**	**197,063**	**378,009**	**186,521**	**186,521**	**447,065**	**3,117,586**
Expenses														
Certificated Salaries	43,151	87,705	87,705	87,705	87,705	87,705	87,705	87,705	87,705	87,705	87,705	87,705	70,866	**1,078,777**
Classified Salaries	23,126	28,907	28,907	28,907	28,907	28,907	28,907	28,907	28,907	28,907	28,907	28,907	28,907	**370,008**
Benefits	21,504	41,329	41,329	41,329	41,329	41,329	41,329	41,329	41,329	41,329	41,329	41,329	33,879	**510,002**
Books and Supplies	8,571	8,571	8,571	8,571	8,571	8,571	8,571	8,571	8,571	8,571	8,571	8,571	4,286	**107,143**
Services and Operations	80,070	80,070	80,070	80,070	80,070	80,070	80,070	80,070	80,070	80,070	80,070	80,070	80,070	**1,040,907**
Depreciation / Cap Outlay	236	236	236	236	236	236	236	236	236	236	236	236	-	**2,838**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**176,658**	**246,819**	**246,819**	**246,819**	**246,819**	**246,819**	**246,819**	**246,819**	**246,819**	**246,819**	**246,819**	**246,819**	**218,008**	**3,109,676**
Other Transactions Affecting Cash														
Accounts Receivable	189,255	378,511	189,255	-	-	-	-	-	-	-	-	-		**757,022**
Fixed Assets - Depreciation Addback	236	236	236	236	236	236	236	236	236	236	236	236		**2,838**
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable	(201,665)	(100,833)	(100,833)	-	-	-	-	-	-	-	-	-		**(403,331)**
Other	(800,000)	-	-	-	-	-	-	-	-	-	-	-		**(800,000)**
Total Other Transactions	**(812,173)**	**277,915**	**88,659**	**236**	**236**	**236**	**236**	**236**	**236**	**236**	**236**	**236**		**(443,471)**
Total Change in Cash	**(945,241)**	**161,157**	**120,845**	**12,240**	**(42,501)**	**(42,501)**	**152,099**	**(42,501)**	**(49,520)**	**131,426**	**(60,061)**	**(60,061)**		**(435,561)**
ENDING CASH	**1,408,473**	**1,569,630**	**1,690,475**	**1,702,716**	**1,660,215**	**1,617,714**	**1,769,813**	**1,727,312**	**1,677,792**	**1,809,218**	**1,749,157**	**1,689,096**		<<< = 198 days cash



2026-27 July Budget		Annual Budget	
MSA 7	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Projected Average Daily Attendance:	252	274	21.78
SUMMARY			
Revenue			
LCFF Entitlement	3,991,153	4,388,681	397,527
Federal Revenue	183,334	184,822	1,488
Other State Revenues	1,908,189	1,671,516	(236,673)
Other Local Revenues	296,430	383,967	87,537
Total Revenue	**6,379,106**	**6,628,986**	**249,880**
Expenditures			
Certificated Salaries	1,851,220	1,861,000	9,780
Classified Salaries	765,096	726,829	(38,268)
Benefits	1,020,035	997,746	(22,289)
Books and Supplies	204,265	165,515	(38,750)
Services and Operating Exp.	3,237,322	3,044,451	(192,871)
Depreciation & Cap Outlay	68,247	68,247	-
Other Outflows	-	-	-
Total Expenditures	**7,146,185**	**6,863,788**	**(282,398)**
Net Revenues	**(767,079)**	**(234,802)**	**532,278**
Fund Balance			
Beginning Balance (Budgeted)	3,447,230	2,680,151	
Net Revenues	(767,079)	(234,802)	
Ending Fund Balance	**2,680,151**	**2,445,349**	
Components of Fund Bal.			
Available For Econ. Uncert.		1,051,469	15.3% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets		1,393,880	20.3% of Expenditures
Ending Fund Balance		**2,445,349**	**35.6% of Expenditures**

2026-27 July Budget			Annual Budget	
MSA 7		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
REVENUE				
LCFF Entitlement				
8011	State Aid	2,301,563	2,475,129	173,566
8012	EPA Entitlement	624,688	720,640	95,952
8019	Prior Year Adjustments	-	-	-
8096	InLieuPropTaxes	1,064,902	1,192,912	128,010
	SUBTOTAL - LCFF Entitlement	**3,991,153**	**4,388,681**	**397,527**
Federal Revenue				
8181	SpEd - Revenue	-	-	-
8220	SchLunchFederal	-	-	-
8285	SpEd - Revenue	65,070	70,687	5,617
8290	All Other Federal Revenue	118,264	114,135	(4,129)
8295	Prior Year Adjustments (Fed Rev)	-	-	-
	SUBTOTAL - Federal Revenue	**183,334**	**184,822**	**1,488**
Other State Revenue				
8311	SpEd Revenue	-	23,902	23,902
8520	SchoolNutrState	-	-	-
8550	MandCstReimburs	5,106	5,378	272
8560	StateLotteryRev	71,698	77,887	6,189
8590	AllOthStateRev	1,831,385	1,564,349	(267,036)
8595	Prior Year Adjustments (Other State Rev)	-	-	-
	SUBTOTAL - Other State Revenue	**1,908,189**	**1,671,516**	**(236,673)**
Local Revenue				
8600	Other Local Rev	-	-	-
8634	StudentLunchFee	2,000	2,000	-
8650	Leases &Rentals	-	-	-
8660	Interest	-	-	-
8698	OthRev-Suspense	-	-	-
8690	Prior Year Adj (Local1)	-	-	-
8677	SpEd Revenue	234,238	367,375	133,137
8699	Other Revenue	55,599	10,000	(45,599)
8999	Misc Revenue (Suspense)	-	-	-
	SUBTOTAL - Local Revenue	**291,837**	**379,375**	**87,537**

2026-27 July Budget			Annual Budget	
MSA 7		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Fundraising & Grants				
8802	Donations - Private	-	-	-
8803	Fundraising	4,593	4,593	-
	SUBTOTAL - Fundraising & Grants	**4,593**	**4,593**	**-**
TOTAL REVENUE		**6,379,106**	**6,628,986**	**249,880**
EXPENSES				
Certificated Salaries				
1100	TeacherSalaries	1,334,747	1,345,599	10,852
1200	Cert Aid	130,544	130,306	(238)
1300	Cert Adminis	385,928	385,095	(833)
	SUBTOTAL - Certificated Salaries	**1,851,220**	**1,861,000**	**9,780**

2026-27 July Budget			Annual Budget	
MSA 7		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Classified Salaries				
2100	Instructional Aides	315,464	362,162	46,697
2200	Classified Support	270,452	194,642	(75,810)
2300	Classified Admin	-	-	-
2400	Clerical & Tech	179,180	170,024	(9,155)
2900	OtherClassStaff	-	-	-
	SUBTOTAL - Classified Salaries	**765,096**	**726,829**	**(38,268)**
Employee Benefits				
3101	STRS-Certified	256,513	273,571	17,058
3102	STRS-Classified	83,686	76,803	(6,883)
3201	PERS-Cert	83,226	93,487	10,261
3202	PERS-Classified	81,426	74,170	(7,256)
3301	OASDI/Med-Cert	52,267	47,444	(4,823)
3302	OASDI/Med-Class	21,769	27,641	5,872
3401	HlthWelfareCert	405,216	368,740	(36,476)
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	11,976	12,299	323
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	22,746	22,746	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	338	-	(338)
3902	OthBenes-Class	872	845	(28)
	SUBTOTAL - Employee Benefits	**1,020,035**	**997,746**	**(22,289)**

2026-27 July Budget			Annual Budget	
MSA 7		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Books & Supplies				
4100	Text&CoreCurric	15,000	15,000	-
4200	BooksOthRefMats	5,000	5,000	-
4300	Materials and Supplies	5,000	5,000	-
4310	Ins Mats & Sups	15,000	15,000	-
4315	OthrSupplies	2,000	2,000	-
4320	Office Supplies	30,000	20,000	(10,000)
4325	ProfDevMat&Sups	1,000	1,000	-
4326	Arts&MusicSupps	1,000	1,000	-
4330	Staff Meals & Events	-	-	-
4335	PE Supplies	1,000	1,000	-
4340	Educat Software	22,014	22,014	-
4345	NonInstStdntSup	35,000	20,000	(15,000)
4346	TeacherSupplies	1,500	1,500	-
4350	Cust. Supplies	22,000	22,000	-
4351	Yearbook	-	-	-
4390	Uniforms	10,000	10,000	-
4400	NonCapEquip-Gen	3,000	3,000	-
4410	ClssrmFrnEqp<5k	-	-	-
4430	OffceFurnEqp<5k	-	-	-
4440	Computers <$5k	23,750	10,000	(13,750)
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	-	-	-
4710	Food	2,000	2,000	-
4720	Food:Other Food	10,000	10,000	-
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**204,265**	**165,515**	**(38,750)**

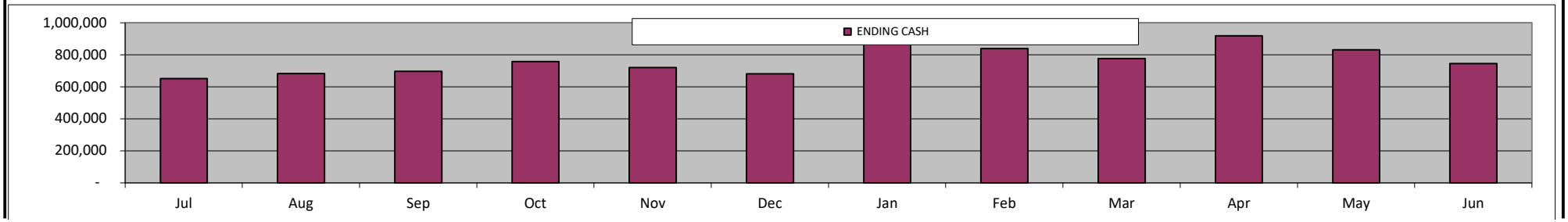
2026-27 July Budget			Annual Budget	
MSA 7		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Services & Other Operating Expenses				
5101	CMO Fees	537,507	-	(537,507)
5200	Travel - General	-	-	-
5205	Conference Fees	1,000	1,000	-
5210	MilesParkTolls	3,000	3,000	-
5215	TravConferences	-	-	-
5220	TraLodging	3,000	3,000	-
5300	DuesMemberships	12,000	12,000	-
5450	Other Insurance	87,264	87,264	-
5500	OpsHousekeeping	23,000	115,000	92,000
5510	Gas & Electric	75,000	75,000	-
5610	Rent & Leases	317,203	340,767	23,564
5611	Rent & Leases- Interest	714,357	1,274,148	559,791
5620	EquipmentLeases	10,000	10,000	-
5621	EquipmentLeases- Interest	-	-	-
5630	Reps&MaintBldng	40,000	20,000	(20,000)
5800	ProfessServices	49,671	19,500	(30,171)
5810	Legal	3,000	3,000	-
5813	SchPrgAftSchool	576,000	435,033	(140,967)
5814	SchPrgAcadComps	15,000	15,000	-
5819	SchlProgs-Other	40,000	51,000	11,000
5820	Audit & CPA	10,000	10,000	-
5825	DMSBusinessSvcs	-	-	-
5835	Field Trips	30,000	30,000	-
5836	FieldTrip Trans	6,000	6,000	-
5840	MarkngStdtRecrt	30,000	30,000	-
5850	Oversight Fees	39,797	43,887	4,090
5857	Payroll Fees	23,000	18,000	(5,000)
5860	Service Fees	2,000	2,000	-
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	15,000	15,000	-
5864	Prof Dev-Other	6,250	5,000	(1,250)
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	305,000	183,000	(122,000)
5870	Livescan	1,200	1,200	-
5872	SPED Fees (incl Encroachment)	61,000	61,000	-
5875	Staff Recruiting	-	-	-
5884	Substitutes	135,000	111,380	(23,620)
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	5,000	2,200	(2,800)
5910	Communications 2	-	-	-
5920	TelecomInternet	26,000	26,000	-
5930	PostageDelivery	3,000	3,000	-
5940	Technology	32,072	32,072	-
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**3,237,322**	**3,044,451**	**(192,871)**

2026-27 July Budget			Annual Budget	
MSA 7		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed	-	-	-
6900	Depreciation	68,247	68,247	-
	SUBTOTAL - Capital Outlay & Depreciation	**68,247**	**68,247**	**-**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**7,146,185**	**6,863,788**	**(282,398)**

Monthly Cash Flow 2026-27

MSA-7

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**979,298**	**650,590**	**683,288**	**695,557**	**757,835**	**719,486**	**681,137**	**876,332**	**837,984**	**776,248**	**917,927**	**831,441**	**744,954**	
Revenue														
LCFF: State Aid	-	123,756	123,756	123,756	222,762	222,762	222,762	222,762	222,762	198,010	198,010	198,010	396,021	**2,475,129**
LCFF: EPA	-	-	-	180,160	-	-	180,160	-	-	180,160	-	-	180,160	**720,640**
LCFF: ILPT	-	71,575	143,149	95,433	95,433	95,433	95,433	95,433	100,205	100,205	100,205	100,205	100,205	**1,192,912**
Federal Revenue	5,437	5,437	33,971	5,437	5,437	5,437	33,971	5,437	5,437	33,971	5,437	5,437	33,971	**184,822**
Other State Revenues	79,925	79,925	142,499	161,970	142,499	142,499	167,349	142,499	114,340	133,812	114,340	114,340	135,519	**1,671,516**
Other Local Revenues	31,831	31,831	31,831	31,831	31,831	31,831	31,831	31,831	31,831	31,831	31,831	31,831	2,000	**383,967**
Total Revenue	**117,193**	**312,524**	**475,206**	**598,588**	**497,961**	**497,961**	**731,505**	**497,961**	**474,575**	**677,989**	**449,823**	**449,823**	**847,876**	6,628,986
Expenses														
Certificated Salaries	74,440	151,301	151,301	151,301	151,301	151,301	151,301	151,301	151,301	151,301	151,301	151,301	122,251	**1,861,000**
Classified Salaries	45,427	56,783	56,783	56,783	56,783	56,783	56,783	56,783	56,783	56,783	56,783	56,783	56,783	**726,829**
Benefits	42,237	80,796	80,796	80,796	80,796	80,796	80,796	80,796	80,796	80,796	80,796	80,796	66,753	**997,746**
Books and Supplies	13,241	13,241	13,241	13,241	13,241	13,241	13,241	13,241	13,241	13,241	13,241	13,241	6,621	**165,515**
Services and Operations	234,189	234,189	234,189	234,189	234,189	234,189	234,189	234,189	234,189	234,189	234,189	234,189	234,189	**3,044,451**
Depreciation / Cap Outlay	5,687	5,687	5,687	5,687	5,687	5,687	5,687	5,687	5,687	5,687	5,687	5,687	-	**68,247**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**415,221**	**541,997**	**541,997**	**541,997**	**541,997**	**541,997**	**541,997**	**541,997**	**541,997**	**541,997**	**541,997**	**541,997**	**486,597**	6,863,788
Other Transactions Affecting Cash														
Accounts Receivable	183,112	366,224	183,112	-	-	-	-	-	-	-	-	-		**732,448**
Fixed Assets - Depreciation Addback	5,687	5,687	5,687	5,687	5,687	5,687	5,687	5,687	5,687	5,687	5,687	5,687		**68,247**
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable	(219,480)	(109,740)	(109,740)	-	-	-	-	-	-	-	-	-		**(438,959)**
Other	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**(30,680)**	**262,171**	**79,059**	**5,687**	**5,687**	**5,687**	**5,687**	**5,687**	**5,687**	**5,687**	**5,687**	**5,687**		361,736
Total Change in Cash	**(328,708)**	**32,698**	**12,269**	**62,278**	**(38,349)**	**(38,349)**	**195,195**	**(38,349)**	**(61,735)**	**141,679**	**(86,487)**	**(86,487)**		**126,934**
ENDING CASH	**650,590**	**683,288**	**695,557**	**757,835**	**719,486**	**681,137**	**876,332**	**837,984**	**776,248**	**917,927**	**831,441**	**744,954**		<<< = 40 days cash



2026-27 July Budget		Annual Budget	
MSA 8	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Projected Average Daily Attendance:	359	348	(10.66)
SUMMARY			
Revenue			
LCFF Entitlement	5,221,165	4,976,194	(244,971)
Federal Revenue	260,103	245,871	(14,232)
Other State Revenues	1,055,015	1,194,922	139,907
Other Local Revenues	346,422	479,990	133,568
Total Revenue	**6,882,704**	**6,896,976**	**14,272**
Expenditures			
Certificated Salaries	2,288,387	2,310,672	22,285
Classified Salaries	865,967	826,127	(39,840)
Benefits	1,272,100	1,278,174	6,074
Books and Supplies	386,576	366,269	(20,307)
Services and Operating Exp.	2,225,772	2,056,360	(169,411)
Depreciation & Cap Outlay	54,940	54,940	-
Other Outflows	-	-	-
Total Expenditures	**7,093,743**	**6,892,543**	**(201,200)**
Net Revenues	**(211,039)**	**4,433**	**215,472**
Fund Balance			
Beginning Balance (Budgeted)	7,406,149	7,195,110	
Net Revenues	(211,039)	4,433	
Ending Fund Balance	**7,195,110**	**7,199,543**	
Components of Fund Bal.			
Available For Econ. Uncert.		7,133,070	103.5% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets		66,473	1.0% of Expenditures
Ending Fund Balance		**7,199,543**	**104.5% of Expenditures**

2026-27 July Budget		Annual Budget	
MSA 8	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
REVENUE			
LCFF Entitlement			
8011 State Aid	2,786,767	2,512,920	(273,847)
8012 EPA Entitlement	919,703	947,681	27,978
8019 Prior Year Adjustments	-	-	-
8096 InLieuPropTaxes	1,514,695	1,515,593	898
SUBTOTAL - LCFF Entitlement	**5,221,165**	**4,976,194**	**(244,971)**
Federal Revenue			
8181 SpEd - Revenue	-	-	-
8220 SchLunchFederal	-	-	-
8285 SpEd - Revenue	92,555	89,807	(2,748)
8290 All Other Federal Revenue	167,548	156,064	(11,484)
8295 Prior Year Adjustments (Fed Rev)	-	-	-
SUBTOTAL - Federal Revenue	**260,103**	**245,871**	**(14,232)**
Other State Revenue			
8311 SpEd Revenue	-	-	-
8520 SchoolNutrState	-	-	-
8550 MandCstReimburs	7,248	7,650	402
8560 StateLotteryRev	101,983	98,955	(3,028)
8590 AllOthStateRev	945,784	1,088,317	142,533
8595 Prior Year Adjustments (Other State Rev)	-	-	-
SUBTOTAL - Other State Revenue	**1,055,015**	**1,194,922**	**139,907**
Local Revenue			
8600 Other Local Rev	-	-	-
8660 Interest	3,500	3,500	-
8698 OthRev-Suspense	-	-	-
8690 Prior Year Adj (Local1)	-	-	-
8677 SpEd Revenue	333,178	466,746	133,568
8699 Other Revenue	3,250	3,250	-
8999 Misc Revenue (Suspense)	-	-	-
SUBTOTAL - Local Revenue	**339,928**	**473,496**	**133,568**

2026-27 July Budget			Annual Budget	
MSA 8		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Fundraising & Grants				
8802	Donations - Private	-	-	-
8803	Fundraising	6,494	6,494	-
	SUBTOTAL - Fundraising & Grants	**6,494**	**6,494**	**-**
TOTAL REVENUE		**6,882,704**	**6,896,976**	**14,272**
EXPENSES				
Certificated Salaries				
1100	TeacherSalaries	1,638,976	1,619,284	(19,692)
1200	Cert Aid	176,550	195,338	18,788
1300	Cert Adminis	472,861	496,050	23,189
	SUBTOTAL - Certificated Salaries	**2,288,387**	**2,310,672**	**22,285**
Classified Salaries				
2100	Instructional Aides	211,707	177,855	(33,852)
2200	Classified Support	391,987	399,419	7,432
2300	Classified Admin	-	-	-
2400	Clerical & Tech	262,273	248,852	(13,420)
2900	OtherClassStaff	-	-	-
	SUBTOTAL - Classified Salaries	**865,967**	**826,127**	**(39,840)**
Employee Benefits				
3101	STRS-Certified	328,739	344,200	15,461
3102	STRS-Classified	87,357	79,725	(7,632)
3201	PERS-Cert	102,364	126,854	24,490
3202	PERS-Classified	74,116	73,080	(1,036)
3301	OASDI/Med-Cert	54,285	62,327	8,043
3302	OASDI/Med-Class	29,479	27,875	(1,605)
3401	HlthWelfareCert	549,572	517,832	(31,740)
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	14,184	14,826	642
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	30,187	30,187	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	-	-	-
3902	OthBenes-Class	1,817	1,267	(550)
	SUBTOTAL - Employee Benefits	**1,272,100**	**1,278,174**	**6,074**

2026-27 July Budget			Annual Budget	
MSA 8		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Books & Supplies				
4100	Text&CoreCurric	84,000	84,000	-
4200	BooksOthRefMats	5,000	5,000	-
4300	Materials and Supplies	5,483	5,483	-
4310	Ins Mats & Sups	12,053	12,053	-
4315	OthrSupplies	20,000	20,000	-
4320	Office Supplies	21,930	21,930	-
4325	ProfDevMat&Sups	-	-	-
4326	Arts&MusicSupps	15,000	15,000	-
4330	Staff Meals & Events	7,676	7,676	-
4335	PE Supplies	2,741	2,741	-
4340	Educat Software	51,171	51,171	-
4345	NonInstStdntSup	25,000	25,000	-
4346	TeacherSupplies	4,000	4,000	-
4350	Cust. Supplies	10,000	10,000	-
4351	Yearbook	-	-	-
4390	Uniforms	21,930	21,930	-
4400	NonCapEquip-Gen	2,500	2,193	(307)
4410	ClssrmFrnEqp<5k	2,193	2,193	-
4430	OffceFurnEqp<5k	2,741	2,741	-
4440	Computers <$5k	10,965	10,965	-
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	2,193	2,193	-
4710	Food	55,000	40,000	(15,000)
4720	Food:Other Food	25,000	20,000	(5,000)
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**386,576**	**366,269**	**(20,307)**

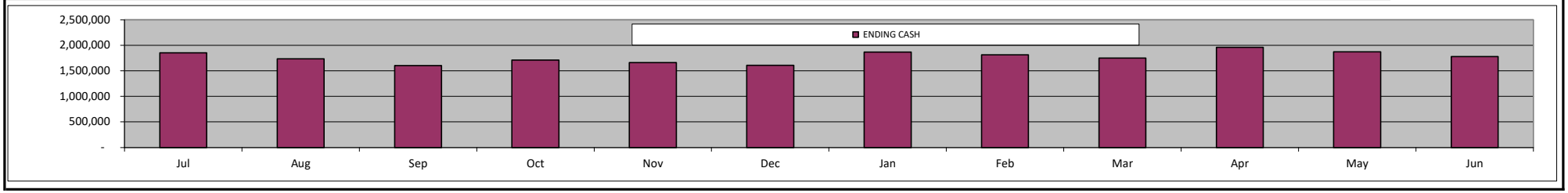
2026-27 July Budget			Annual Budget	
MSA 8		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Services & Other Operating Expenses				
5101	CMO Fees	716,676	646,905	(69,771)
5200	Travel - General	-	-	-
5205	Conference Fees	1,097	1,097	-
5210	MilesParkTolls	1,097	1,097	-
5215	TravConferences	-	-	-
5220	TraLodging	5,000	5,000	-
5300	DuesMemberships	19,737	19,737	-
5450	Other Insurance	90,000	90,000	-
5500	OpsHousekeeping	22,000	22,000	-
5510	Gas & Electric	-	-	-
5610	Rent & Leases	564,981	564,981	-
5611	Rent & Leases- Interest	-	-	-
5620	EquipmentLeases	13,158	13,158	-
5621	EquipmentLeases- Interest	-	-	-
5630	Reps&MaintBldng	58,000	1,000	(57,000)
5800	ProfessServices	43,683	13,683	(30,000)
5810	Legal	10,965	10,965	-
5813	SchPrgAftSchool	30,000	30,000	-
5814	SchPrgAcadComps	-	-	-
5819	SchlProgs-Other	27,413	27,413	-
5820	Audit & CPA	9,869	9,869	-
5825	DMSBusinessSvcs	-	-	-
5835	Field Trips	38,185	38,185	-
5836	FieldTrip Trans	20,000	-	(20,000)
5840	MarkngStdtRecrt	21,930	21,930	-
5850	Oversight Fees	51,378	49,762	(1,616)
5857	Payroll Fees	26,000	25,000	(1,000)
5860	Service Fees	-	-	-
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	12,000	12,000	-
5864	Prof Dev-Other	17,500	12,000	(5,500)
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	77,693	77,693	-
5870	Livescan	1,316	1,316	-
5872	SPED Fees (incl Encroachment)	81,500	76,756	(4,744)
5875	Staff Recruiting	-	-	-
5884	Substitutes	180,000	200,220	20,220
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	5,483	5,483	-
5910	Communications 2	-	-	-
5920	TelecomInternet	40,000	40,000	-
5930	PostageDelivery	7,676	7,676	-
5940	Technology	31,435	31,435	-
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**2,225,772**	**2,056,360**	**(169,411)**

2026-27 July Budget			Annual Budget	
MSA 8		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed	-	-	-
6900	Depreciation	54,940	54,940	-
	SUBTOTAL - Capital Outlay & Depreciation	**54,940**	**54,940**	**-**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**7,093,743**	**6,892,543**	**(201,200)**

Monthly Cash Flow 2026-27

MSA-8

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**2,493,734**	**1,854,305**	**1,736,386**	**1,601,594**	**1,711,520**	**1,660,303**	**1,609,087**	**1,866,196**	**1,814,979**	**1,750,236**	**1,961,038**	**1,871,165**	**1,781,292**	
Revenue														
LCFF: State Aid	-	125,646	125,646	125,646	226,163	226,163	226,163	226,163	226,163	201,034	201,034	201,034	402,067	**2,512,920**
LCFF: EPA	-	-	-	236,920	-	-	236,920	-	-	236,920	-	-	236,920	**947,681**
LCFF: ILPT	-	90,936	181,871	121,247	121,247	121,247	121,247	121,247	127,310	127,310	127,310	127,310	127,310	**1,515,593**
Federal Revenue	6,908	6,908	45,924	6,908	6,908	6,908	45,924	6,908	6,908	45,924	6,908	6,908	45,924	**245,871**
Other State Revenues	54,416	54,416	97,949	122,687	97,949	97,949	130,337	97,949	78,359	103,098	78,359	78,359	103,098	**1,194,922**
Other Local Revenues	39,999	39,999	39,999	39,999	39,999	39,999	39,999	39,999	39,999	39,999	39,999	39,999	-	**479,990**
Total Revenue	**101,323**	**317,905**	**491,389**	**653,408**	**492,266**	**492,266**	**800,591**	**492,266**	**478,739**	**754,284**	**453,610**	**453,610**	**915,319**	**6,896,976**
Expenses														
Certificated Salaries	92,427	187,860	187,860	187,860	187,860	187,860	187,860	187,860	187,860	187,860	187,860	187,860	151,790	**2,310,672**
Classified Salaries	51,633	64,541	64,541	64,541	64,541	64,541	64,541	64,541	64,541	64,541	64,541	64,541	64,541	**826,127**
Benefits	53,453	103,599	103,599	103,599	103,599	103,599	103,599	103,599	103,599	103,599	103,599	103,599	85,137	**1,278,174**
Books and Supplies	29,302	29,302	29,302	29,302	29,302	29,302	29,302	29,302	29,302	29,302	29,302	29,302	14,651	**366,269**
Services and Operations	158,182	158,182	158,182	158,182	158,182	158,182	158,182	158,182	158,182	158,182	158,182	158,182	158,182	**2,056,360**
Depreciation / Cap Outlay	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578	-	**54,940**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**389,575**	**548,061**	**548,061**	**548,061**	**548,061**	**548,061**	**548,061**	**548,061**	**548,061**	**548,061**	**548,061**	**548,061**	**474,301**	**6,892,543**
Other Transactions Affecting Cash														
Accounts Receivable	190,357	380,715	190,357	-	-	-	-	-	-	-	-	-		**761,430**
Fixed Assets - Depreciation Addback	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578		**54,940**
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable	(546,113)	(273,057)	(273,057)	-	-	-	-	-	-	-	-	-		**(1,092,226)**
Other	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**(351,177)**	**112,237**	**(78,121)**	**4,578**	**4,578**	**4,578**	**4,578**	**4,578**	**4,578**	**4,578**	**4,578**	**4,578**		**(275,856)**
Total Change in Cash	**(639,429)**	**(117,919)**	**(134,792)**	**109,926**	**(51,216)**	**(51,216)**	**257,109**	**(51,216)**	**(64,744)**	**210,802**	**(89,873)**	**(89,873)**		**(271,423)**
ENDING CASH	**1,854,305**	**1,736,386**	**1,601,594**	**1,711,520**	**1,660,303**	**1,609,087**	**1,866,196**	**1,814,979**	**1,750,236**	**1,961,038**	**1,871,165**	**1,781,292**	<<< = 94 days cash	



2026-27 July Budget		Annual Budget	
MSA SA	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Projected Average Daily Attendance:	546	594	48.74
SUMMARY			
Revenue			
LCFF Entitlement	8,603,458	9,298,958	695,500
Federal Revenue	457,547	473,085	15,538
Other State Revenues	2,343,491	2,893,657	550,165
Other Local Revenues	235,500	201,673	(33,827)
Total Revenue	**11,639,996**	**12,867,372**	**1,227,377**
Expenditures			
Certificated Salaries	4,060,665	4,445,914	385,249
Classified Salaries	1,241,644	1,219,058	(22,586)
Benefits	2,142,440	2,243,644	101,204
Books and Supplies	424,146	387,903	(36,243)
Services and Operating Exp.	2,944,140	3,378,703	434,563
Depreciation & Cap Outlay	631,178	631,178	-
Other Outflows	293,654	285,871	(7,783)
Total Expenditures	**11,737,868**	**12,592,271**	**854,403**
Net Revenues	**(97,872)**	**275,102**	**372,974**
Fund Balance			
Beginning Balance (Budgeted)	8,606,891	8,509,019	
Net Revenues	(97,872)	275,102	
Ending Fund Balance	**8,509,019**	**8,784,121**	
Components of Fund Bal.			
Available For Econ. Uncert.		1,967,840	15.6% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets		6,816,281	54.1% of Expenditures
Ending Fund Balance		**8,784,121**	**69.8% of Expenditures**

2026-27 July Budget		Annual Budget		
MSA SA		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
REVENUE				
LCFF Entitlement				
8011	State Aid	8,428,453	9,110,722	682,269
8012	EPA Entitlement	109,116	118,868	9,752
8019	Prior Year Adjustments	-	-	-
8096	InLieuPropTaxes	65,889	69,368	3,479
	SUBTOTAL - LCFF Entitlement	**8,603,458**	**9,298,958**	**695,500**
Federal Revenue				
8181	SpEd - Revenue	79,722	97,799	18,077
8220	SchLunchFederal	-	-	-
8285	SpEd - Revenue	-	-	-
8290	All Other Federal Revenue	377,825	375,286	(2,539)
8295	Prior Year Adjustments (Fed Rev)	-	-	-
	SUBTOTAL - Federal Revenue	**457,547**	**473,085**	**15,538**
Other State Revenue				
8311	SpEd Revenue	527,699	772,503	244,804
8520	SchoolNutrState	-	-	-
8550	MandCstReimburs	16,879	18,762	1,883
8560	StateLotteryRev	154,996	168,843	13,847
8590	AllOthStateRev	1,643,917	1,933,548	289,631
8595	Prior Year Adjustments (Other State Rev)	-	-	-
	SUBTOTAL - Other State Revenue	**2,343,491**	**2,893,657**	**550,165**
Local Revenue				
8600	Other Local Rev	-	-	-
8634	StudentLunchFee	-	-	-
8650	Leases &Rentals	-	-	-
8660	Interest	8,500	8,500	-
8698	OthRev-Suspense	-	-	-
8701	CMO Fee - MSA-1	-	-	-
8702	CMO Fee - MSA-2	-	-	-
8703	CMO Fee - MSA-3	-	-	-
8704	CMO Fee - MSA-4	-	-	-
8705	CMO Fee - MSA-5	-	-	-
8706	CMO Fee - MSA-6	-	-	-
8707	CMO Fee - MSA-7	-	-	-
8708	CMO Fee - MSA-8	-	-	-
8709	CMO Fee - MSA-SA	-	-	-
8712	CMO Fee - MSA-SD	-	-	-
8690	Prior Year Adj (Local1)	-	-	-
8677	SpEd Revenue	-	-	-
8699	Other Revenue	58,173	92,000	33,827
8999	Misc Revenue (Suspense)	-	-	-
	SUBTOTAL - Local Revenue	**66,673**	**100,500**	**33,827**

2026-27 July Budget			Annual Budget	
MSA SA		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Fundraising & Grants				
8802	Donations - Private	(7,500)	7,500	15,000
8803	Fundraising	176,327	93,673	(82,654)
	SUBTOTAL - Fundraising & Grants	**168,827**	**101,173**	**(67,654)**
TOTAL REVENUE		**11,639,996**	**12,867,372**	**1,227,377**
EXPENSES				
Certificated Salaries				
1100	TeacherSalaries	3,078,066	3,391,175	313,109
1200	Cert Aid	462,504	536,072	73,568
1300	Cert Adminis	520,096	518,667	(1,429)
	SUBTOTAL - Certificated Salaries	**4,060,665**	**4,445,914**	**385,249**
Classified Salaries				
2100	Instructional Aides	109,401	148,308	38,907
2200	Classified Support	724,726	685,074	(39,652)
2300	Classified Admin	-	-	-
2400	Clerical & Tech	402,277	385,677	(16,601)
2900	OtherClassStaff	5,240	-	(5,240)
	SUBTOTAL - Classified Salaries	**1,241,644**	**1,219,058**	**(22,586)**
Employee Benefits				
3101	STRS-Certified	647,368	720,766	73,398
3102	STRS-Classified	134,330	138,830	4,500
3201	PERS-Cert	144,919	122,133	(22,786)
3202	PERS-Classified	70,028	100,896	30,868
3301	OASDI/Med-Cert	82,079	91,685	9,606
3302	OASDI/Med-Class	47,701	44,060	(3,641)
3401	HlthWelfareCert	949,790	959,185	9,395
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	24,472	26,662	2,190
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	33,526	33,526	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	(257)	1,386	1,642
3902	OthBenes-Class	8,483	4,516	(3,968)
	SUBTOTAL - Employee Benefits	**2,142,440**	**2,243,644**	**101,204**

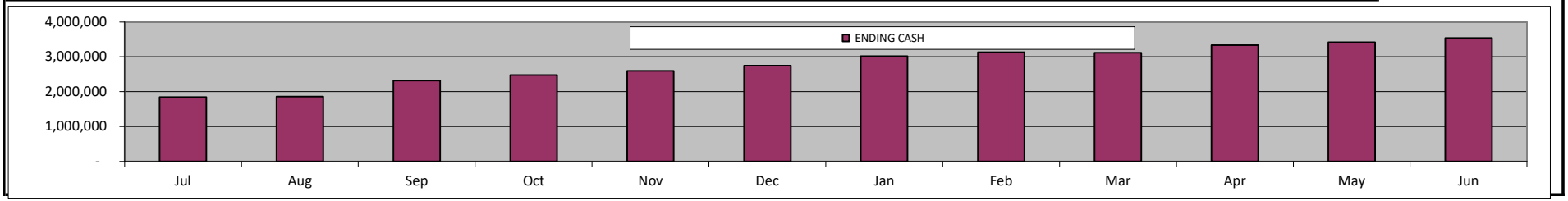
2026-27 July Budget			Annual Budget	
MSA SA		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Books & Supplies				
4100	Text&CoreCurric	60,000	60,000	-
4200	BooksOthRefMats	2,000	2,000	-
4300	Materials and Supplies	10,000	10,000	-
4310	Ins Mats & Sups	22,500	15,000	(7,500)
4315	OthrSupplies	1,000	1,000	-
4320	Office Supplies	16,000	13,844	(2,156)
4325	ProfDevMat&Sups	5,317	5,317	-
4326	Arts&MusicSupps	20,000	5,000	(15,000)
4330	Staff Meals & Events	-	-	-
4335	PE Supplies	10,000	10,000	-
4340	Educat Software	60,000	55,913	(4,087)
4345	NonInstStdntSup	60,572	60,572	-
4346	TeacherSupplies	10,633	10,633	-
4350	Cust. Supplies	27,500	20,000	(7,500)
4351	Yearbook	-	-	-
4390	Uniforms	43,000	43,000	-
4400	NonCapEquip-Gen	10,000	10,000	-
4410	ClssrmFrnEqp<5k	-	-	-
4430	OffceFurnEqp<5k	22,000	22,000	-
4440	Computers <$5k	5,000	5,000	-
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	3,381	3,381	-
4710	Food	5,636	5,636	-
4720	Food:Other Food	29,607	29,607	-
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**424,146**	**387,903**	**(36,243)**

2026-27 July Budget			Annual Budget	
MSA SA		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Services & Other Operating Expenses				
5101	CMO Fees	1,039,181	1,394,844	355,663
5200	Travel - General	1,000	1,000	-
5205	Conference Fees	2,254	2,254	-
5210	MilesParkTolls	1,127	1,127	-
5215	TravConferences	-	-	-
5220	TraLodging	9,000	9,000	-
5300	DuesMemberships	52,000	45,000	(7,000)
5450	Other Insurance	151,500	151,500	-
5500	OpsHousekeeping	40,000	40,000	-
5510	Gas & Electric	190,000	190,000	-
5610	Rent & Leases	-	-	-
5611	Rent & Leases- Interest	-	-	-
5620	EquipmentLeases	25,924	25,924	-
5621	EquipmentLeases- Interest	-	-	-
5630	Reps&MaintBldng	60,000	100,000	40,000
5800	ProfessServices	40,000	159,270	119,270
5810	Legal	10,000	-	(10,000)
5813	SchPrgAftSchool	203,483	203,483	-
5814	SchPrgAcadComps	10,000	6,000	(4,000)
5819	SchlProgs-Other	116,000	116,000	-
5820	Audit & CPA	10,144	10,144	-
5825	DMSBusinessSvcs	-	-	-
5835	Field Trips	55,085	55,085	-
5836	FieldTrip Trans	110,000	110,000	-
5840	MarkngStdtRecrt	75,000	75,000	-
5850	Oversight Fees	87,826	92,990	5,164
5857	Payroll Fees	45,000	40,000	(5,000)
5860	Service Fees	5,072	5,072	-
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	10,000	10,000	-
5864	Prof Dev-Other	17,250	10,000	(7,250)
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	150,000	125,000	(25,000)
5870	Livescan	1,000	1,000	-
5872	SPED Fees (incl Encroachment)	11,000	7,000	(4,000)
5875	Staff Recruiting	1,000	1,000	-
5884	Substitutes	265,000	244,080	(20,920)
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	8,000	5,636	(2,364)
5910	Communications 2	5,000	5,000	-
5920	TelecomInternet	70,000	70,000	-
5930	PostageDelivery	9,017	9,017	-
5940	Technology	57,277	57,277	-
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**2,944,140**	**3,378,703**	**434,563**

2026-27 July Budget			Annual Budget	
MSA SA		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed		-	-
6900	Depreciation	631,178	631,178	-
	SUBTOTAL - Capital Outlay & Depreciation	**631,178**	**631,178**	**-**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	293,654	285,871	(7,783)
	SUBTOTAL - Other Outflows	**293,654**	**285,871**	**(7,783)**
TOTAL EXPENSES		**11,737,868**	**12,592,271**	**854,403**

Monthly Cash Flow 2026-27

MSA-SA	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**1,196,657**	**1,843,071**	**1,860,188**	**2,316,381**	**2,476,775**	**2,594,958**	**2,742,859**	**3,015,836**	**3,134,020**	**3,115,694**	**3,335,384**	**3,419,041**	**3,532,415**	
Revenue														
LCFF: State Aid	455,536	455,536	819,965	819,965	819,965	819,965	819,965	819,965	819,965	819,965	819,965	819,965	-	**9,110,722**
LCFF: EPA	-	-	29,717	-	-	29,717	-	-	29,717	-	-	29,717	-	**118,868**
LCFF: ILPT	-	4,162	8,324	5,549	5,549	5,549	5,549	5,549	5,827	5,827	5,827	5,827	5,827	**69,368**
Federal Revenue	-	-	93,822	-	-	-	93,822	-	-	93,822	-	-	191,620	**473,085**
Other State Revenues	151,856	151,856	229,198	271,409	229,198	229,198	290,171	229,198	194,394	236,605	194,394	194,394	291,784	**2,893,657**
Other Local Revenues	16,806	16,806	16,806	16,806	16,806	16,806	16,806	16,806	16,806	16,806	16,806	16,806	-	**201,673**
Total Revenue	**624,198**	**628,360**	**1,197,832**	**1,113,729**	**1,071,519**	**1,101,236**	**1,226,313**	**1,071,519**	**1,066,709**	**1,173,025**	**1,036,992**	**1,066,709**	**489,231**	**12,867,372**
Expenses														
Certificated Salaries	177,837	361,456	361,456	361,456	361,456	361,456	361,456	361,456	361,456	361,456	361,456	361,456	292,057	**4,445,914**
Classified Salaries	76,191	95,239	95,239	95,239	95,239	95,239	95,239	95,239	95,239	95,239	95,239	95,239	95,239	**1,219,058**
Benefits	93,263	181,962	181,962	181,962	181,962	181,962	181,962	181,962	181,962	181,962	181,962	181,962	148,802	**2,243,644**
Books and Supplies	31,032	31,032	31,032	31,032	31,032	31,032	31,032	31,032	31,032	31,032	31,032	31,032	15,516	**387,903**
Services and Operations	259,823	259,823	259,823	259,823	259,823	259,823	259,823	259,823	259,823	259,823	259,823	259,823	260,823	**3,378,703**
Depreciation / Cap Outlay	52,598	52,598	52,598	52,598	52,598	52,598	52,598	52,598	52,598	52,598	52,598	52,598	-	**631,178**
Other Outflows	23,823	23,823	23,823	23,823	23,823	23,823	23,823	23,823	23,823	23,823	23,823	23,823	-	**285,871**
Total Expenses	**714,567**	**1,005,933**	**1,005,933**	**1,005,933**	**1,005,933**	**1,005,933**	**1,005,933**	**1,005,933**	**1,005,933**	**1,005,933**	**1,005,933**	**1,005,933**	**812,437**	**12,592,271**
Other Transactions Affecting Cash														
Accounts Receivable	899,000	449,500	449,500	-	-	-	-	-	-	-	-	-		**1,798,000**
Fixed Assets - Depreciation Addback	52,598	52,598	52,598	52,598	52,598	52,598	52,598	52,598	52,598	52,598	52,598	52,598		**631,178**
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable	(214,816)	(107,408)	(107,408)	-	-	-	-	-	-	-	-	-		**(429,632)**
Other	-	-	(130,396)	-	-	-	-	-	(131,700)	-	-	-		**(262,096)**
Total Other Transactions	**736,782**	**394,690**	**264,294**	**52,598**	**52,598**	**52,598**	**52,598**	**52,598**	**(79,102)**	**52,598**	**52,598**	**52,598**		**1,737,450**
Total Change in Cash	**646,414**	**17,117**	**456,193**	**160,394**	**118,183**	**147,900**	**272,978**	**118,183**	**(18,326)**	**219,689**	**83,657**	**113,374**		**2,012,552**
ENDING CASH	**1,843,071**	**1,860,188**	**2,316,381**	**2,476,775**	**2,594,958**	**2,742,859**	**3,015,836**	**3,134,020**	**3,115,694**	**3,335,384**	**3,419,041**	**3,532,415**		<<< = 102 days cash



2026-27 July Budget		Annual Budget	
MSA SD	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Projected Average Daily Attendance:	448	462	14.55
SUMMARY			
Revenue			
LCFF Entitlement	5,142,770	5,345,677	202,907
Federal Revenue	321,953	326,554	4,601
Other State Revenues	2,116,519	1,898,947	(217,572)
Other Local Revenues	120,000	120,000	-
Total Revenue	**7,701,241**	**7,691,177**	**(10,064)**
Expenditures			
Certificated Salaries	2,542,434	2,575,029	32,595
Classified Salaries	483,659	471,390	(12,269)
Benefits	1,151,162	1,148,183	(2,978)
Books and Supplies	588,886	348,551	(240,335)
Services and Operating Exp.	2,619,570	2,660,241	40,671
Depreciation & Cap Outlay	75,636	75,636	-
Other Outflows	3,180	3,180	-
Total Expenditures	**7,464,528**	**7,282,212**	**(182,316)**
Net Revenues	**236,713**	**408,966**	**172,253**
Fund Balance			
Beginning Balance (Budgeted)	1,778,183	2,014,896	
Net Revenues	236,713	408,966	
Ending Fund Balance	**2,014,896**	**2,423,862**	
Components of Fund Bal.			
Available For Econ. Uncert.		1,859,528	25.5% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets		564,334	7.7% of Expenditures
Ending Fund Balance		**2,423,862**	**33.3% of Expenditures**

2026-27 July Budget			Annual Budget	
MSA SD		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
REVENUE				
LCFF Entitlement				
8011	State Aid	638,509	638,746	237
8012	EPA Entitlement	89,562	92,472	2,910
8019	Prior Year Adjustments	-	-	-
8096	InLieuPropTaxes	4,414,699	4,614,459	199,760
	SUBTOTAL - LCFF Entitlement	**5,142,770**	**5,345,677**	**202,907**
Federal Revenue				
8181	SpEd - Revenue	70,485	80,636	10,151
8220	SchLunchFederal	-	-	-
8285	SpEd - Revenue	-	-	-
8290	All Other Federal Revenue	251,468	245,918	(5,550)
8295	Prior Year Adjustments (Fed Rev)	-	-	-
	SUBTOTAL - Federal Revenue	**321,953**	**326,554**	**4,601**
Other State Revenue				
8311	SpEd Revenue	435,545	600,982	165,437
8520	SchoolNutrState	-	-	-
8550	MandCstReimburs	8,943	9,543	600
8560	StateLotteryRev	127,222	131,355	4,133
8590	AllOthStateRev	1,544,809	1,157,067	(387,742)
8595	Prior Year Adjustments (Other State Rev)	-	-	-
	SUBTOTAL - Other State Revenue	**2,116,519**	**1,898,947**	**(217,572)**
Local Revenue				
8600	Other Local Rev	60,000	60,000	-
8660	Interest	-	-	-
8698	OthRev-Suspense	-	-	-
8690	Prior Year Adj (Local1)	-	-	-
8677	SpEd Revenue	-	-	-
8699	Other Revenue	-	-	-
8999	Misc Revenue (Suspense)	-	-	-
	SUBTOTAL - Local Revenue	**60,000**	**60,000**	**-**

2026-27 July Budget			Annual Budget	
MSA SD		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Fundraising & Grants				
8802	Donations - Private	-	-	-
8803	Fundraising	60,000	60,000	-
	SUBTOTAL - Fundraising & Grants	**60,000**	**60,000**	**-**
TOTAL REVENUE		**7,701,241**	**7,691,177**	**(10,064)**
EXPENSES				
Certificated Salaries				
1100	TeacherSalaries	1,740,368	1,766,183	25,815
1200	Cert Aid	419,690	430,756	11,066
1300	Cert Adminis	382,376	378,090	(4,286)
	SUBTOTAL - Certificated Salaries	**2,542,434**	**2,575,029**	**32,595**
Classified Salaries				
2100	Instructional Aides	91,025	93,485	2,459
2200	Classified Support	100,762	102,577	1,815
2300	Classified Admin	-	-	-
2400	Clerical & Tech	291,872	275,328	(16,544)
2900	OtherClassStaff	-	-	-
	SUBTOTAL - Classified Salaries	**483,659**	**471,390**	**(12,269)**
Employee Benefits				
3101	STRS-Certified	417,908	430,658	12,750
3102	STRS-Classified	73,595	71,159	(2,437)
3201	PERS-Cert	48,005	50,674	2,669
3202	PERS-Classified	17,509	16,979	(530)
3301	OASDI/Med-Cert	47,096	47,897	801
3302	OASDI/Med-Class	12,397	11,168	(1,228)
3401	HlthWelfareCert	486,468	472,748	(13,720)
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	14,088	14,398	310
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	30,326	30,326	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	1,597	972	(625)
3902	OthBenes-Class	2,174	1,205	(969)
	SUBTOTAL - Employee Benefits	**1,151,162**	**1,148,183**	**(2,978)**

2026-27 July Budget			Annual Budget	
MSA SD		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Books & Supplies				
4100	Text&CoreCurric	60,397	60,397	-
4200	BooksOthRefMats	5,000	5,000	-
4300	Materials and Supplies	15,798	15,798	-
4310	Ins Mats & Sups	18,015	18,015	-
4315	OthrSupplies	5,000	5,000	-
4320	Office Supplies	33,491	33,491	-
4325	ProfDevMat&Sups	-	-	-
4326	Arts&MusicSupps	29,489	29,489	-
4330	Staff Meals & Events	1,000	1,000	-
4335	PE Supplies	5,892	3,791	(2,101)
4340	Educat Software	43,013	43,013	-
4345	NonInstStdntSup	31,596	31,596	-
4346	TeacherSupplies	10,532	10,532	-
4350	Cust. Supplies	13,397	13,397	-
4351	Yearbook	-	-	-
4390	Uniforms	23,170	18,000	(5,170)
4400	NonCapEquip-Gen	23,170	23,170	-
4410	ClssrmFrnEqp<5k	-	-	-
4430	OffceFurnEqp<5k	21,064	10,000	(11,064)
4440	Computers <$5k	227,000	5,000	(222,000)
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	-	-	-
4710	Food	4,000	4,000	-
4720	Food:Other Food	17,862	17,862	-
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**588,886**	**348,551**	**(240,335)**

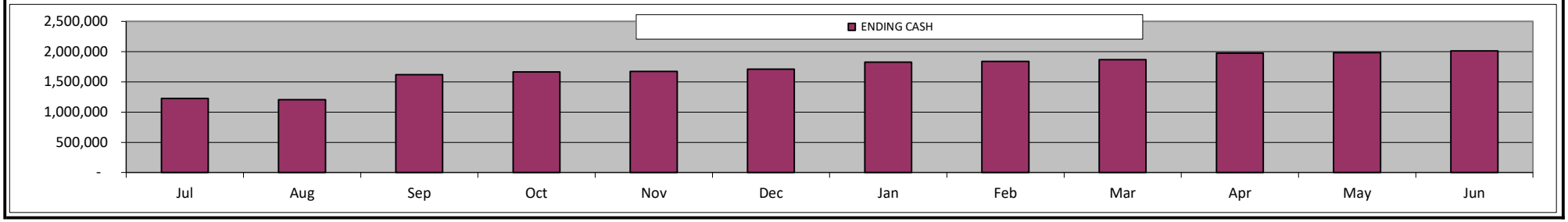
2026-27 July Budget			Annual Budget	
MSA SD		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Services & Other Operating Expenses				
5101	CMO Fees	765,427	801,852	36,425
5200	Travel - General	2,120	2,120	-
5205	Conference Fees	5,100	2,233	(2,867)
5210	MilesParkTolls	6,250	1,675	(4,575)
5215	TravConferences	-	-	-
5220	TraLodging	15,798	15,798	-
5300	DuesMemberships	21,064	21,064	-
5450	Other Insurance	97,500	110,000	12,500
5500	OpsHousekeeping	115,850	115,850	-
5510	Gas & Electric	115,850	115,850	-
5610	Rent & Leases	336,271	336,271	-
5611	Rent & Leases- Interest	204,987	204,987	-
5620	EquipmentLeases	22,306	22,306	-
5621	EquipmentLeases- Interest	-	-	-
5630	Reps&MaintBldng	42,127	42,127	-
5800	ProfessServices	68,924	92,798	23,874
5810	Legal	11,164	11,164	-
5813	SchPrgAftSchool	112,515	112,515	-
5814	SchPrgAcadComps	5,000	2,791	(2,209)
5819	SchlProgs-Other	10,000	5,266	(4,734)
5820	Audit & CPA	10,047	10,047	-
5825	DMSBusinessSvcs	-	-	-
5835	Field Trips	15,000	15,000	-
5836	FieldTrip Trans	20,000	20,000	-
5840	MarkngStdtRecrt	43,181	43,181	-
5850	Oversight Fees	51,185	53,457	2,272
5857	Payroll Fees	23,000	16,746	(6,254)
5860	Service Fees	9,489	9,489	-
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	14,000	14,000	-
5864	Prof Dev-Other	18,957	18,957	-
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	217,524	217,524	-
5870	Livescan	5,000	5,000	-
5872	SPED Fees (incl Encroachment)	12,500	-	(12,500)
5875	Staff Recruiting	10,532	10,532	-
5884	Substitutes	125,000	127,390	2,390
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	5,000	3,349	(1,651)
5910	Communications 2	2,000	-	(2,000)
5920	TelecomInternet	36,840	36,840	-
5930	PostageDelivery	4,466	4,466	-
5940	Technology	37,596	37,596	-
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**2,619,570**	**2,660,241**	**40,671**

2026-27 July Budget			Annual Budget	
MSA SD		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed	-	-	-
6900	Depreciation	75,636	75,636	-
	SUBTOTAL - Capital Outlay & Depreciation	**75,636**	**75,636**	**-**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	3,180	3,180	-
	SUBTOTAL - Other Outflows	**3,180**	**3,180**	**-**
TOTAL EXPENSES		**7,464,528**	**7,282,212**	**(182,316)**

Monthly Cash Flow 2026-27

MSA-SD

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**1,230,302**	**1,226,156**	**1,206,116**	**1,619,373**	**1,663,857**	**1,675,501**	**1,710,264**	**1,825,769**	**1,837,414**	**1,869,807**	**1,973,401**	**1,982,676**	**2,015,069**	
Revenue														
LCFF: State Aid	31,937	31,937	57,487	57,487	57,487	57,487	57,487	57,487	57,487	57,487	57,487	57,487	-	**638,746**
LCFF: EPA	-	-	23,118	-	-	23,118	-	-	23,118	-	-	23,118	-	**92,472**
LCFF: ILPT	-	276,868	553,735	369,157	369,157	369,157	369,157	369,157	387,615	387,615	387,615	387,615	387,615	**4,614,459**
Federal Revenue	-	-	61,480	-	-	-	61,480	-	-	61,480	-	-	142,116	**326,554**
Other State Revenues	100,781	100,781	147,063	179,902	147,063	147,063	189,445	147,063	126,236	159,075	126,236	126,236	202,002	**1,898,947**
Other Local Revenues	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	-	**120,000**
Total Revenue	**142,718**	**419,585**	**852,883**	**616,546**	**583,707**	**606,825**	**687,568**	**583,707**	**604,456**	**675,656**	**581,338**	**604,456**	**731,732**	**7,691,177**
Expenses														
Certificated Salaries	103,001	209,352	209,352	209,352	209,352	209,352	209,352	209,352	209,352	209,352	209,352	209,352	169,156	**2,575,029**
Classified Salaries	29,462	36,827	36,827	36,827	36,827	36,827	36,827	36,827	36,827	36,827	36,827	36,827	36,827	**471,390**
Benefits	46,655	93,263	93,263	93,263	93,263	93,263	93,263	93,263	93,263	93,263	93,263	93,263	75,632	**1,148,183**
Books and Supplies	27,884	27,884	27,884	27,884	27,884	27,884	27,884	27,884	27,884	27,884	27,884	27,884	13,942	**348,551**
Services and Operations	204,471	204,471	204,471	204,471	204,471	204,471	204,471	204,471	204,471	204,471	204,471	204,471	206,591	**2,660,241**
Depreciation / Cap Outlay	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303	-	**75,636**
Other Outflows	265	265	265	265	265	265	265	265	265	265	265	265	-	**3,180**
Total Expenses	**418,041**	**578,366**	**578,366**	**578,366**	**578,366**	**578,366**	**578,366**	**578,366**	**578,366**	**578,366**	**578,366**	**578,366**	**502,149**	**7,282,212**
Other Transactions Affecting Cash														
Accounts Receivable	657,015	328,508	328,508	-	-	-	-	-	-	-	-	-		**1,314,030**
Fixed Assets - Depreciation Addback	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303		**75,636**
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable	(392,141)	(196,071)	(196,071)	-	-	-	-	-	-	-	-	-		**(784,282)**
Other	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**271,177**	**138,740**	**138,740**	**6,303**	**6,303**	**6,303**	**6,303**	**6,303**	**6,303**	**6,303**	**6,303**	**6,303**		**605,384**
Total Change in Cash	**(4,146)**	**(20,040)**	**413,257**	**44,483**	**11,645**	**34,763**	**115,506**	**11,645**	**32,393**	**103,593**	**9,275**	**32,393**		**1,014,350**
ENDING CASH	**1,226,156**	**1,206,116**	**1,619,373**	**1,663,857**	**1,675,501**	**1,710,264**	**1,825,769**	**1,837,414**	**1,869,807**	**1,973,401**	**1,982,676**	**2,015,069**		<<< = 101 days cash



2026-27 July Budget		Annual Budget	
MSA OC	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
	74	352	278
SUMMARY			
Revenue			
Other Local Revenues	1,426,158	1,338,115	(88,043)
Total Revenue	**3,117,030**	**7,514,957**	**4,397,928**
Expenditures			
Classified Salaries	590,179	698,286	108,108
Benefits	583,976	1,995,134	1,411,157
Books and Supplies	461,900	461,134	(766)
Services and Operating Exp.	1,163,538	1,593,519	429,981
Depreciation & Cap Outlay	7,308	12,555	5,247
Other Outflows	108,000	-	(108,000)
Total Expenditures	**4,103,472**	**7,346,304**	**3,242,832**
Net Revenues	**(986,442)**	**168,653**	**1,155,095**
Fund Balance			
Beginning Balance (Budgeted)	-	(986,442)	
Net Revenues	(986,442)	168,653	
Ending Fund Balance	**(986,442)**	**(817,789)**	
Components of Fund Bal.			
Available For Econ. Uncert.		(1,751,311)	-23.8% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets		933,522	12.7% of Expenditures
Ending Fund Balance		**(817,789)**	**-11.1% of Expenditures**

2026-27 July Budget		Annual Budget	
MSA OC	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
REVENUE			
LCFF Entitlement			
8011 State Aid	1,105,678	4,912,434	3,806,756
8012 EPA Entitlement	14,852	63,067	48,215
8019 Prior Year Adjustments	-	-	-
8096 InLieuPropTaxes	-	-	-
SUBTOTAL - LCFF Entitlement	**1,120,530**	**4,975,501**	**3,854,971**
Federal Revenue			
8181 SpEd - Revenue	-	29,602	29,602
8220 SchLunchFederal	-	-	-
8285 SpEd - Revenue	-	-	-
8290 All Other Federal Revenue	318,960	377,069	58,109
8295 Prior Year Adjustments (Fed Rev)	-	-	-
SUBTOTAL - Federal Revenue	**318,960**	**406,671**	**87,711**
Other State Revenue			
8311 SpEd Revenue	66,158	141,623	75,465
8520 SchoolNutrState	-	-	-
8550 MandCstReimburs	-	3,802	3,802
8560 StateLotteryRev	21,117	100,783	79,666
8590 AllOthStateRev	164,107	548,462	384,355
8595 Prior Year Adjustments (Other State Rev)	-	-	-
SUBTOTAL - Other State Revenue	**251,382**	**794,670**	**543,289**
Local Revenue			
8600 Other Local Rev	200,000	-	(200,000)
8634 StudentLunchFee	-	-	-
8650 Leases &Rentals	-	-	-
8660 Interest	-	-	-
8698 OthRev-Suspense	-	-	-
8701 CMO Fee - MSA-1	-	-	-
8702 CMO Fee - MSA-2	-	-	-
8703 CMO Fee - MSA-3	-	-	-
8704 CMO Fee - MSA-4	-	-	-
8705 CMO Fee - MSA-5	-	-	-
8706 CMO Fee - MSA-6	-	-	-
8707 CMO Fee - MSA-7	-	-	-
8708 CMO Fee - MSA-8	-	-	-
8709 CMO Fee - MSA-SA	-	-	-
8712 CMO Fee - MSA-SD	-	-	-
8713 CMO Fee - MSA-OC	-	-	-
8677 SpEd Revenue	-	-	-
8699 Other Revenue	231,158	288,115	56,957
8999 Misc Revenue (Suspense)	-	-	-
SUBTOTAL - Local Revenue	**431,158**	**288,115**	**(143,043)**

2026-27 July Budget			Annual Budget	
MSA OC		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Fundraising & Grants				
8802	Donations - Private	995,000	700,000	(295,000)
8803	Fundraising	-	350,000	350,000
	SUBTOTAL - Fundraising & Grants	**995,000**	**1,050,000**	**55,000**
TOTAL REVENUE		**3,117,030**	**7,514,957**	**4,397,928**
EXPENSES				
Classified Salaries				
2100	Instructional Aides	64,355	256,606	192,251
2200	Classified Support	46,060	174,961	128,902
2300	Classified Admin	-	-	-
2400	Clerical & Tech	479,764	266,719	(213,045)
2900	OtherClassStaff	-	-	-
	SUBTOTAL - Classified Salaries	**590,179**	**698,286**	**108,108**
Employee Benefits				
3101	STRS-Certified	164,667	726,581	561,914
3102	STRS-Classified	66,372	46,464	(19,908)
3201	PERS-Cert	42,929	221,925	178,995
3202	PERS-Classified	26,053	20,388	(5,665)
3301	OASDI/Med-Cert	25,061	118,484	93,423
3302	OASDI/Med-Class	12,484	9,345	(3,139)
3401	HlthWelfareCert	238,655	827,191	588,536
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	7,335	24,756	17,421
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	-	-	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	405	-	(405)
3902	OthBenes-Class	15	-	(15)
	SUBTOTAL - Employee Benefits	**583,976**	**1,995,134**	**1,411,157**

2026-27 July Budget			Annual Budget	
MSA OC		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Books & Supplies				
4100	Text&CoreCurric	40,000	130,000	90,000
4200	BooksOthRefMats	51,000	10,000	(41,000)
4300	Materials and Supplies	6,000	20,100	14,100
4310	Ins Mats & Sups	12,000	12,060	60
4315	OthrSupplies	9,000	18,090	9,090
4320	Office Supplies	18,000	24,120	6,120
4325	ProfDevMat&Sups	-	-	-
4326	Arts&MusicSupps	1,400	2,814	1,414
4330	Staff Meals & Events	-	-	-
4335	PE Supplies	3,000	4,020	1,020
4340	Educat Software	20,000	40,200	20,200
4345	NonInstStdntSup	21,000	40,200	19,200
4346	TeacherSupplies	2,000	4,020	2,020
4350	Cust. Supplies	25,000	30,150	5,150
4351	Yearbook	-	-	-
4390	Uniforms	4,000	10,050	6,050
4400	NonCapEquip-Gen	10,000	20,100	10,100
4410	ClssrmFrnEqp<5k	10,000	4,020	(5,980)
4430	OffceFurnEqp<5k	120,000	53,000	(67,000)
4440	Computers <$5k	80,000	10,050	(69,950)
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	-	-	-
4710	Food	22,500	14,070	(8,430)
4720	Food:Other Food	7,000	14,070	7,070
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**461,900**	**461,134**	**(766)**

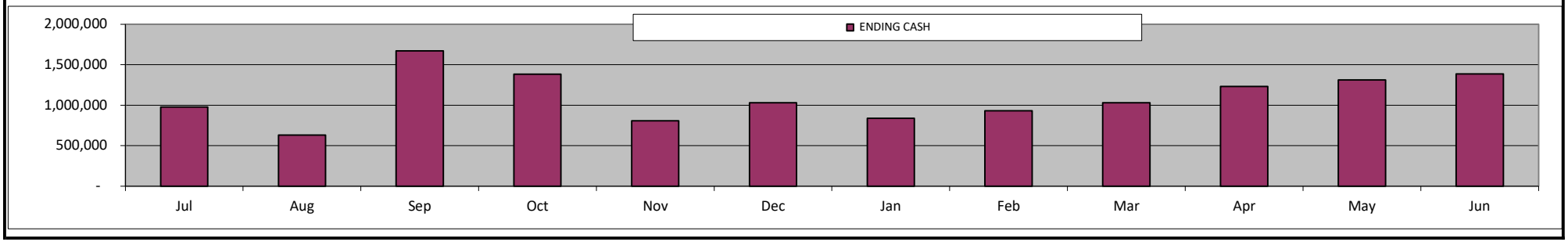
2026-27 July Budget			Annual Budget	
MSA OC		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Services & Other Operating Expenses				
5101	CMO Fees	-	-	-
5200	Travel - General	2,000	4,020	2,020
5205	Conference Fees	1,000	2,010	1,010
5210	MilesParkTolls	1,000	2,010	1,010
5215	TravConferences	-	-	-
5220	TraLodging	8,000	2,010	(5,990)
5300	DuesMemberships	1,000	16,080	15,080
5450	Other Insurance	7,200	30,150	22,950
5500	OpsHousekeeping	65,000	50,000	(15,000)
5510	Gas & Electric	25,000	60,300	35,300
5610	Rent & Leases	282,829	268,893	(13,936)
5611	Rent & Leases- Interest	-	-	-
5620	EquipmentLeases	40,000	25,000	(15,000)
5621	EquipmentLeases- Interest	-	-	-
5630	Reps&MaintBldng	31,600	35,000	3,400
5800	ProfessServices	40,000	137,982	97,982
5810	Legal	50,000	70,000	20,000
5813	SchPrgAftSchool	40,000	80,400	40,400
5814	SchPrgAcadComps	-	-	-
5819	SchlProgs-Other	20,000	40,200	20,200
5820	Audit & CPA	12,000	30,150	18,150
5825	DMSBusinessSvcs	-	-	-
5835	Field Trips	5,000	10,050	5,050
5836	FieldTrip Trans	5,000	10,050	5,050
5840	MarkngStdtRecrt	230,000	90,000	(140,000)
5850	Oversight Fees	10,251	43,828	33,577
5857	Payroll Fees	27,000	54,270	27,270
5860	Service Fees	2,800	5,628	2,828
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	10,000	20,100	10,100
5864	Prof Dev-Other	4,000	8,040	4,040
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	120,000	220,900	100,900
5870	Livescan	1,658	1,524	(134)
5872	SPED Fees (incl Encroachment)	-	-	-
5875	Staff Recruiting	-	-	-
5884	Substitutes	70,000	198,614	128,614
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	10,500	14,000	3,500
5910	Communications 2	-	-	-
5920	TelecomInternet	10,000	20,100	10,100
5930	PostageDelivery	700	2,010	1,310
5940	Technology	30,000	40,200	10,200
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**1,163,538**	**1,593,519**	**429,981**

2026-27 July Budget			Annual Budget	
MSA OC		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed	-	-	-
6900	Depreciation	7,308	12,555	5,247
	SUBTOTAL - Capital Outlay & Depreciation	**7,308**	**12,555**	**5,247**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	108,000	-	(108,000)
	SUBTOTAL - Other Outflows	**108,000**	**-**	**(108,000)**
TOTAL EXPENSES		**4,103,472**	**7,346,304**	**3,242,832**

Monthly Cash Flow 2026-27

MSA-OC

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**1,039,816**	**976,985**	**628,342**	**1,670,025**	**1,382,042**	**808,864**	**1,028,933**	**839,020**	**931,285**	**1,029,444**	**1,231,300**	**1,313,692**	**1,387,842**	
Revenue														
LCFF: State Aid	101,877	101,877	1,247,088	101,877	101,877	619,358	101,877	507,320	507,320	507,320	507,320	507,320	-	**4,912,434**
LCFF: EPA	-	-	15,767	-	-	15,767	-	-	15,767	-	-	15,767	-	**63,067**
LCFF: ILPT	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Federal Revenue	-	-	94,267	-	-	-	94,267	-	-	94,267	-	-	123,869	**406,671**
Other State Revenues	37,539	37,539	59,478	84,673	59,478	59,478	88,475	59,478	49,605	74,801	49,605	49,605	84,917	**794,670**
Other Local Revenues	111,510	111,510	111,510	111,510	111,510	111,510	111,510	111,510	111,510	111,510	111,510	87,500	24,010	**1,338,115**
Total Revenue	**250,926**	**250,926**	**1,528,109**	**298,060**	**272,864**	**806,112**	**396,129**	**678,308**	**684,202**	**787,898**	**668,435**	**660,192**	**232,796**	**7,514,957**
Expenses														
Certificated Salaries	103,427	210,218	210,218	210,218	210,218	210,218	210,218	210,218	210,218	210,218	210,218	210,218	169,856	**2,585,676**
Classified Salaries	43,643	54,554	54,554	54,554	54,554	54,554	54,554	54,554	54,554	54,554	54,554	54,554	54,554	**698,286**
Benefits	80,474	162,112	162,112	162,112	162,112	162,112	162,112	162,112	162,112	162,112	162,112	162,112	131,432	**1,995,134**
Books and Supplies	36,891	36,891	36,891	36,891	36,891	36,891	36,891	36,891	36,891	36,891	36,891	36,891	18,445	**461,134**
Services and Operations	122,269	122,269	122,269	122,269	122,269	122,269	122,269	122,269	122,269	122,269	122,269	122,269	126,289	**1,593,519**
Depreciation / Cap Outlay	1,046	1,046	1,046	1,046	1,046	1,046	1,046	1,046	1,046	1,046	1,046	1,046	-	**12,555**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**387,750**	**587,089**	**587,089**	**587,089**	**587,089**	**587,089**	**587,089**	**587,089**	**587,089**	**587,089**	**587,089**	**587,089**	**500,576**	**7,346,304**
Other Transactions Affecting Cash														
Accounts Receivable	199,232	99,616	99,616	-	-	-	-	-	-	-	-	-		**398,464**
Fixed Assets - Depreciation Addback	1,046	1,046	1,046	1,046	1,046	1,046	1,046	1,046	1,046	1,046	1,046	1,046		**12,555**
Fixed Assets - Acquisitions	(700,000)	-	-	-	-	-	-	-	-	-	-	-		**(700,000)**
Accounts Payable	(226,285)	(113,142)	-	-	-	-	-	-	-	-	-	-		**(339,427)**
Other	800,000	-	-	-	(260,000)	-	-	-	-	-	-	-		**540,000**
Total Other Transactions	**73,994**	**(12,480)**	**100,662**	**1,046**	**(258,954)**	**1,046**	**1,046**	**1,046**	**1,046**	**1,046**	**1,046**	**1,046**		**(88,408)**
Total Change in Cash	**(62,831)**	**(348,643)**	**1,041,682**	**(287,983)**	**(573,178)**	**220,069**	**(189,913)**	**92,265**	**98,159**	**201,856**	**82,393**	**74,150**		**80,245**
ENDING CASH	**976,985**	**628,342**	**1,670,025**	**1,382,042**	**808,864**	**1,028,933**	**839,020**	**931,285**	**1,029,444**	**1,231,300**	**1,313,692**	**1,387,842**		<<< = 69 days cash



2026-27 July Budget		Annual Budget	
MERF	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
SUMMARY			
Revenue			
Other Local Revenues	8,088,806	6,697,476	(1,391,330)
Total Revenue	**8,088,806**	**6,697,476**	**(1,391,330)**
Expenditures			
Classified Salaries	5,032,909	4,326,475	(706,434)
Benefits	1,590,107	1,352,506	(237,601)
Books and Supplies	167,681	167,681	-
Services and Operating Exp.	2,510,477	1,802,699	(707,777)
Depreciation & Cap Outlay	515	515	-
Other Outflows	15,000	15,000	-
Total Expenditures	**9,316,689**	**7,664,876**	**(1,651,813)**
Net Revenues	**(1,227,883)**	**(967,400)**	**260,483**
Fund Balance			
Beginning Balance (Budgeted)	441,370	(786,513)	
Net Revenues	(1,227,883)	(967,400)	
Ending Fund Balance	**(786,513)**	**(1,753,913)**	
Components of Fund Bal.			
Available For Econ. Uncert.		(1,765,506)	-23.0% of Expenditures
Restricted Balances (Est.)			0.0% of Expenditures
Net Fixed Assets		11,593	0.2% of Expenditures
Ending Fund Balance		**(1,753,913)**	**-22.9% of Expenditures**

2026-27 July Budget		Annual Budget	
MERF	**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
REVENUE			
Local Revenue			
8600 Other Local Rev	-	-	-
8660 Interest	-	-	-
8698 OthRev-Suspense	-	-	-
8701 CMO Fee - MSA-1	1,254,184	1,599,367	345,183
8702 CMO Fee - MSA-2	967,513	819,059	(148,454)
8703 CMO Fee - MSA-3	716,676	585,902	(130,774)
8704 CMO Fee - MSA-4	179,169	105,232	(73,937)
8705 CMO Fee - MSA-5	215,003	243,504	28,501
8706 CMO Fee - MSA-6	179,169	255,811	76,642
8707 CMO Fee - MSA-7	537,507	-	(537,507)
8708 CMO Fee - MSA-8	716,676	646,905	(69,771)
8709 CMO Fee - MSA-SA	1,039,181	1,394,844	355,663
8712 CMO Fee - MSA-SD	765,427	801,852	36,425
8713 CMO Fee - MSA-OC	-	-	-
8677 SpEd Revenue	-	-	-
8699 Other Revenue	1,518,300	-	(1,518,300)
8999 Misc Revenue (Suspense)	-	-	-
SUBTOTAL - Local Revenue	**8,088,806**	**6,452,476**	**(1,636,330)**

2026-27 July Budget			Annual Budget	
MERF		2025-26 Estimated Actuals	Proposed July Budget	Change From Prior Year
Fundraising & Grants				
8802	Donations - Private	-	245,000	245,000
8803	Fundraising	-	-	-
	SUBTOTAL - Fundraising & Grants	**-**	**245,000**	**245,000**
TOTAL REVENUE		**8,088,806**	**6,697,476**	**(1,391,330)**
EXPENSES				
Classified Salaries				
2100	Instructional Aides	-	-	-
2200	Classified Support	-	-	-
2300	Classified Admin	-	-	-
2400	Clerical & Tech	5,032,909	4,326,475	(706,434)
2900	OtherClassStaff	-	-	-
	SUBTOTAL - Classified Salaries	**5,032,909**	**4,326,475**	**(706,434)**
Employee Benefits				
3101	STRS-Certified	10,227	-	(10,227)
3102	STRS-Classified	465,713	343,420	(122,293)
3201	PERS-Cert	-	-	-
3202	PERS-Classified	77,200	95,789	18,589
3301	OASDI/Med-Cert	8,325	-	(8,325)
3302	OASDI/Med-Class	200,205	199,219	(986)
3401	HlthWelfareCert	637,517	527,167	(110,350)
3402	HlthWelfareCert	-	-	-
3501	UI-Certificated	13,899	10,776	(3,123)
3502	UI-Classified	-	-	-
3601	WorkersCmp-Cert	67,788	67,788	-
3602	WorkersCmp-Class	-	-	-
3701	Other Retirement-Cert	-	-	-
3901	OthBenes-Cert	4,505	-	(4,505)
3902	OthBenes-Class	104,728	108,346	3,618
	SUBTOTAL - Employee Benefits	**1,590,107**	**1,352,506**	**(237,601)**

2026-27 July Budget			Annual Budget	
MERF		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Books & Supplies				
4100	Text&CoreCurric	1,000	1,000	-
4200	BooksOthRefMats	-	-	-
4300	Materials and Supplies	2,000	2,000	-
4310	Ins Mats & Sups	-	-	-
4315	OthrSupplies	4,181	4,181	-
4320	Office Supplies	20,000	20,000	-
4325	ProfDevMat&Sups	-	-	-
4326	Arts&MusicSupps	-	-	-
4330	Staff Meals & Events	-	-	-
4335	PE Supplies	-	-	-
4340	Educat Software	-	-	-
4345	NonInstStdntSup	9,000	9,000	-
4346	TeacherSupplies	-	-	-
4350	Cust. Supplies	1,000	1,000	-
4351	Yearbook	-	-	-
4390	Uniforms	5,000	5,000	-
4400	NonCapEquip-Gen	10,500	10,500	-
4410	ClssrmFrnEqp<5k	-	-	-
4430	OffceFurnEqp<5k	-	-	-
4440	Computers <$5k	25,000	25,000	-
4461	Fixed Asset Susp (Imp)	-	-	-
4464	Equipment (Pre-Cap)	-	-	-
4710	Food	-	-	-
4720	Food:Other Food	90,000	90,000	-
4990	Prior Year Adj (Mat'ls)	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-
	SUBTOTAL - Books and Supplies	**167,681**	**167,681**	**-**

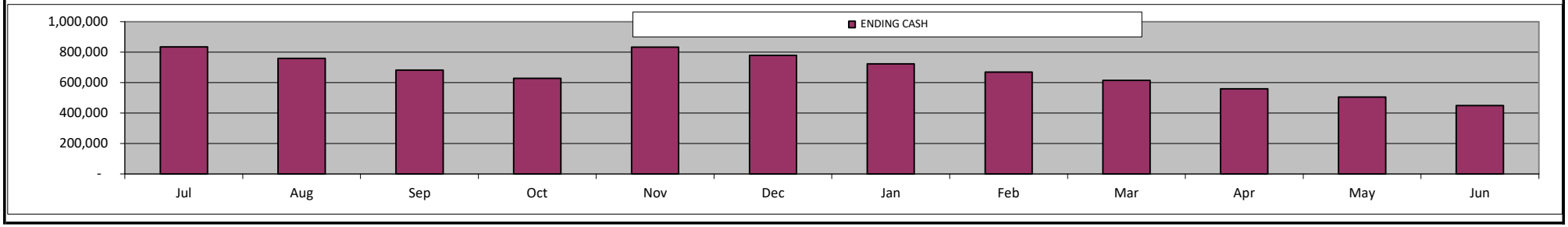
2026-27 July Budget			Annual Budget	
MERF		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Services & Other Operating Expenses				
5101	CMO Fees	-	-	-
5200	Travel - General	-	-	-
5205	Conference Fees	15,900	1,000	(14,900)
5210	MilesParkTolls	24,000	15,000	(9,000)
5215	TravConferences	-	3,000	3,000
5220	TraLodging	29,000	10,000	(19,000)
5300	DuesMemberships	41,000	120,000	79,000
5450	Other Insurance	22,500	22,500	-
5500	OpsHousekeeping	50,000	85,000	35,000
5510	Gas & Electric	-	-	-
5610	Rent & Leases	312,000	212,000	(100,000)
5611	Rent & Leases- Interest	-	-	-
5620	EquipmentLeases	25,000	12,000	(13,000)
5621	EquipmentLeases- Interest	-	-	-
5630	Reps&MaintBldng	-	-	-
5800	ProfessServices	732,700	404,323	(328,377)
5810	Legal	200,000	100,000	(100,000)
5813	SchPrgAftSchool	-	-	-
5814	SchPrgAcadComps	-	-	-
5819	SchlProgs-Other	-	-	-
5820	Audit & CPA	12,000	12,000	-
5825	DMSBusinessSvcs	692,000	519,000	(173,000)
5835	Field Trips	-	-	-
5836	FieldTrip Trans	-	-	-
5840	MarkngStdtRecrt	42,000	42,000	-
5850	Oversight Fees	-	-	-
5857	Payroll Fees	21,000	28,000	7,000
5860	Service Fees	500	500	-
5861	Prior Year Services	-	-	-
5863	Prof Developmnt	59,000	16,500	(42,500)
5864	Prof Dev-Other	32,000	-	(32,000)
5865	Professional Development LLM	-	-	-
5869	SpEd Ctrct Inst	-	-	-
5870	Livescan	500	500	-
5872	SPED Fees (incl Encroachment)	-	-	-
5875	Staff Recruiting	5,000	5,000	-
5884	Substitutes	-	-	-
5890	OthSvcsNon-Inst	-	-	-
5900	Communications	1,450	1,450	-
5910	Communications 2	-	-	-
5920	TelecomInternet	15,000	15,000	-
5930	PostageDelivery	11,500	11,500	-
5940	Technology	166,427	166,427	-
5990	Prior Year Adj (Services)	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**2,510,477**	**1,802,699**	**(707,777)**

2026-27 July Budget			Annual Budget	
MERF		**2025-26 Estimated Actuals**	**Proposed July Budget**	**Change From Prior Year**
Capital Outlay & Depreciation				
6400	EquipFixed	-	-	-
6900	Depreciation	515	515	-
	SUBTOTAL - Capital Outlay & Depreciation	**515**	**515**	**-**
Other Outflows				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-
7310	Indirect Costs	-	-	-
7438	InterestExpense	15,000	15,000	-
	SUBTOTAL - Other Outflows	**15,000**	**15,000**	**-**
TOTAL EXPENSES		**9,316,689**	**7,664,876**	**(1,651,813)**

Monthly Cash Flow 2026-27

MERF

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**942,345**	**834,770**	**757,820**	**680,870**	**627,044**	**832,336**	**777,628**	**722,919**	**668,211**	**613,503**	**558,795**	**504,086**	**449,378**	
Revenue														
LCFF: State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
LCFF: EPA	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
LCFF: ILPT	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Local Revenues	558,123	558,123	558,123	558,123	558,123	558,123	558,123	558,123	558,123	558,123	558,123	558,123	-	**6,697,476**
Total Revenue	**558,123**	**558,123**	**558,123**	**558,123**	**558,123**	**558,123**	**558,123**	**558,123**	**558,123**	**558,123**	**558,123**	**558,123**	**-**	**6,697,476**
Expenses														
Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Classified Salaries	346,118	346,118	346,118	346,118	346,118	346,118	346,118	346,118	346,118	346,118	346,118	346,118	173,059	**4,326,475**
Benefits	108,200	108,200	108,200	108,200	108,200	108,200	108,200	108,200	108,200	108,200	108,200	108,200	54,100	**1,352,506**
Books and Supplies	13,414	13,414	13,414	13,414	13,414	13,414	13,414	13,414	13,414	13,414	13,414	13,414	6,707	**167,681**
Services and Operations	144,216	144,216	144,216	144,216	144,216	144,216	144,216	144,216	144,216	144,216	144,216	144,216	72,108	**1,802,699**
Depreciation / Cap Outlay	41	41	41	41	41	41	41	41	41	41	41	41	21	**515**
Other Outflows	7,500	-	-	-	882	882	882	882	882	882	882	882	441	**15,000**
Total Expenses	**619,490**	**611,990**	**611,990**	**611,990**	**612,872**	**612,872**	**612,872**	**612,872**	**612,872**	**612,872**	**612,872**	**612,872**	**306,436**	**7,664,876**
Other Transactions Affecting Cash														
Accounts Receivable	372,329	186,164	186,164	-	-	-	-	-	-	-	-	-		**744,657**
Fixed Assets - Depreciation Addback	41	41	41	41	41	41	41	41	41	41	41	41		**494**
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable	(418,577)	(209,289)	(209,289)	-	-	-	-	-	-	-	-	-		**(837,154)**
Other	-	-	-	-	260,000	-	-	-	-	-	-	-		**260,000**
Total Other Transactions	**(46,207)**	**(23,083)**	**(23,083)**	**41**	**260,041**	**41**	**41**	**41**	**41**	**41**	**41**	**41**		**167,998**
Total Change in Cash	**(107,574)**	**(76,950)**	**(76,950)**	**(53,826)**	**205,292**	**(54,708)**	**(54,708)**	**(54,708)**	**(54,708)**	**(54,708)**	**(54,708)**	**(54,708)**		**(799,403)**
ENDING CASH	**834,770**	**757,820**	**680,870**	**627,044**	**832,336**	**777,628**	**722,919**	**668,211**	**613,503**	**558,795**	**504,086**	**449,378**		<<< = 21 days cash



Coversheet

Approval of Revised MPS Fiscal Policies and Procedures Manual for 2026-27

Section:	VII. Action Items
Item:	L. Approval of Revised MPS Fiscal Policies and Procedures Manual for 2026-27
Purpose:	Vote
Submitted by:	
Related Material:	VII.L - Approval of MPS Fiscal Policies for 2026-27.pdf

Agenda Item:	VII. L – Action Item
Date:	June 17, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Cafer Turan, Interim Chief Financial Officer
RE:	Approval of Revised Fiscal Policies and Procedures Fiscal Year 26-27

Action Proposed
Staff moves that the Board approve the revised MPS Fiscal Policies and Procedures Manual for fiscal year 2026-27.

Purpose:

The following policies have been updated for fiscal year 2026-27. Each change is summarized below:

- **G&A 103 – Business Travel & Reimbursement (updated from "Travel and Entertainment"):** Added a formal approval authority table by travel type; added structured travel expense guidelines covering air travel, lodging, car rental, and personal vehicles; added non-reimbursable expenses list and policy violations section.
- **G&A 111 – Electronic Signatures:** Expanded to define which documents may use electronic signatures and which require a wet signature; added audit trail and retention requirements.
- **G&A 112 – Maintenance Requests:** Full rewrite. Replaced single CFO approval with a tiered approval matrix (Principal up to $10K, CFO up to $50K, CEO up to $90K, Board above $90K); all requests must now be submitted through NetSuite before any vendor is contacted.
- **G&A 113 – Electronic Backup of Accounting Information:** Updated to reflect current cloud-based accounting systems and daily automated backups managed by vendor service agreements.
- **G&A 124 – Home Office Management Fees (CMO Fee):** CMO fee capped at 15% of each school's LCFF revenue; Home Office Service Costs may include up to an additional 10% contingency for unanticipated cost increases, inflationary adjustments, or compliance requirements; fee may be reduced, deferred, or waived based on school financial condition; School-Specific Costs (rent, debt service, utilities) charged separately and not subject to the 15% cap; subject to annual Board review and budget approval.

- **CSH 102 – Cash Receipts & Deposits:** Added clarification on the use of Tally Sheets for large cash collection events at school sites; clarified pre-numbered receipt requirements and deposit timelines.
- **CSH 111 – Credit Cards & Debit Cards:** Established a $1,000 per-transaction standard limit; CFO may approve up to $10,000 and CEO up to $90,000; receipts must be submitted within 7 business days; Finance Department will provide quarterly reports of CFO credit card transactions to the Board Chairperson for review and oversight; Finance Department will provide quarterly reports of CEO credit card transactions to the Board Chairperson for review and oversight.
- **CSH 113 – Financial Reserves:** Updated reserve dollar thresholds per California Title 5, Section 15450: minimum floor raised from $55,000 to $80,000 for districts with 0–1,000 ADA; 3% for 1,001–30,000 ADA; 2% for 30,001–250,000 ADA; 1% for 250,001+ ADA; clarified monitoring and escalation procedures when a school cannot meet required reserve levels.
- **PUR 103 – Receiving & Inspection:** Added requirement to upload packing slip to the purchasing system and mark PO as received; Principal or Office Manager role explicitly added for receiving, inspection, and discrepancy reporting to the Finance Department.

Background:

The MPS Finance Department conducts an annual review of the Fiscal Policies and Procedures Manual to ensure alignment with local, state, and federal requirements and industry best practices. The Board approved the Fiscal Policies and Procedures Manual on *June 26, 2025*. As part of the current review cycle, staff identified opportunities to enhance internal controls, clarify policies, and formalize existing practices.

Analysis:

This action does not result in any immediate budget changes.

- The revisions primarily **formalize existing practices** and strengthen internal controls
- The CMO fee updates establish clear maximum thresholds while maintaining flexibility
- Enhanced policies improve **compliance, accountability, and audit readiness**

Exhibits:

- Updated MPS Fiscal Policies and Procedures Manual – FY 2026-27

MPS Fiscal Policies and Procedures

FINANCIAL POLICIES AND PROCEDURES MANUAL FY2026-2027

MPS Fiscal Policies and Procedures

Board Approval Date: June 17 ,2026

List of Referenced Procedures

General & Administrative

G&A 101 Chart of Accounts
G&A 102 Files and Records Management
G&A 103 ~~Travel and Entertainment~~ Business Travel and Reimbursement
G&A104 Management Reports
G&A 105 Period-End Review & Closing
G&A 106 Controlling Legal Costs
G&A 107 Taxes and Insurance
G&A 108 Property Tax Assessments
G&A 109 Confidential Information Release
G&A 110 Document Control
G&A 111 Fax and Email Signatures Accepted
G&A 112 Maintenance Requests
G&A 113 Electronic Backup of Accounting Information
G&A 114 Political Intervention
G&A 115 Accrued Liabilities
G&A 116 Notes Payable
G&A 117 Financial and Tax Reporting
G&A 118 Budgeting
G&A 119 Insurance
G&A 120 Supplies
G&A 121 School Site Accounting
G&A122 Fraud Reporting & Whistleblower
G&A 123 Conflict of Interest
G&A 124 Home Office Management Fees

Cash

CSH 101 Cash Boxes
CSH 102 Cash Receipts and Deposits
CSH 103 Problem Checks
CSH 104 Wire Transfers
CSH 105 Check Signing Authority
CSH 106 Check Matters
CSH 107 Bank Account Reconciliations
CSH 108 Inter-Account Bank Transfers

Powered by BoardOnTrack

MPS Fiscal Policies and Procedures

CSH 109 Journal Entries and Reclassification Entries
CSH 110 Petty Cash Purchases
CSH 111 Credit Cards and Debit Cards
CSH 112 Intercompany Receivables and Payables (Due To/Due From)
CSH 113 Financial Reserves

Fixed Assets
INV 101 Fixed Asset Control and Leases
INV 102 Fixed Asset Capitalization & Depreciation

Investments
IVT101 Investments

Revenue
REV 101 Sales Receipt Processing
REV 102 Invoicing and Accounts Receivable
REV 103 Progress Billing
REV 104 Account Collections
REV 105 Revenue Recognition – Grants and Contributions
REV 106 Gifts-In-Kind – Fundraising
REV 107 Restricted Funds

Payroll
PYR 101 Payroll Desk Procedure
PYR 102 Time Keeping Procedure

Purchasing
PUR 101 Vendor Selection
PUR 102 General Purchasing
PUR 103 Receiving and Inspection
PUR 104 Accounts Payable and Cash Disbursements
PUR 105 Prepaid Expenses
PUR 106 Reimbursements
PUR 107 Bidding Requirements

Bond Compliance Requirements
BND 101 Continuing Disclosure Policies and Procedures

MPS Fiscal Policies and Procedures

MPS Fiscal Policies and Procedures

SOP # G&A 101 Revision: 1 Prepared by: Central Office **Effective Date:** 9/5/2017 Approved by: BOD

Title: G&A 101 CHART OF ACCOUNTS

Policy:

To facilitate the record keeping process for accounting, all ledger accounts should be assigned a descriptive account title and account number.

Purpose:

To provide the method for assignment and maintenance of the company's chart of accounts in order to produce meaningful financial data for the Organization.

Scope:

This procedure applies to all general ledger accounts.

Responsibilities:

The Chief Financial Officer is responsible for monitoring and approving changes to the company’s Chart of Accounts.

Definition:

Chart of Accounts – A categorized listing of all account titles and numbers being used by an organization to track income, expenses, assets, equity, and liabilities is called a Chart of Accounts.

Procedure:

DESIGN OF ACCOUNTS

Accounts should have titles and numbers that indicate specific ledger accounts such as Cash in Checking, Furniture and Fixtures, Accounts Payable, etc.

In general, the Standardized Account Code Structure (SACS) is followed for the major code segments, including resource function, object and location.

Sub-divisions should be used to provide additional clarification, as needed. A subdivision among the balance sheet accounts should be designated short term to long term, (i.e. current assets should precede long term assets and current debt should precede long-term debt).

Unassigned number sequences should be left open within each group of accounts to provide for additional accounts, which may be added later.

Accounts may be numbered using the SACS format. See Appendix A for guidance regarding SACS format.

DESCRIPTION OF ACCOUNTS

Each account should be given a short title description that is brief but will allow the reader to quickly ascertain the purpose of the account.

For training and consistent transaction coding, as well as to help other non- accounting managers understand why something is recorded as it is, each account should be defined. Definitions should be concise and meaningful. The account name should clearly identify what the account is to be used for.

An example of definitions follows:

ASSETS

9121 – Main Operating Account

Includes all cash held in the operating bank account. All withdrawals and deposits are recorded here. The reported balances are supported by a bank reconciliation prepared monthly.

Revision History:

Revision	Date	Description of changes	Requested By
0	2/14/13	Initial Release	
1	9/5/17	Revisions	

APPENDIX A

A copy of the California School Accounting Manual (CSAM) can be found at https://www.cde.ca.gov/fg/ac/sa/ for guidance regarding SACS format.

MPS Fiscal Policies and Procedures

SOP # G&A 102 Revision: 1 Prepared by: Central Office Effective **Date:** 4/7/2022 Approved by: BOD

Title: G&A 102 FILES AND RECORDS MANAGEMENT

Policy:

The Organization will retain financial records in an orderly fashion for time periods that comply with legal and governmental requirements and as needed for general business requirements.

Purpose:

To outline the methods for filing, retaining and disposing of business records.

Scope:

This procedure applies to all business documentation generated by the Organization. However, this does not necessarily cover internal or certain day-to-day business correspondence.

Responsibilities:

The Finance Staff will be responsible for categorizing and maintaining a list of records maintained and the location (i.e. by wall unit shelf row number).

The Chief Financial Officer is responsible for overseeing the execution of Organization policy for Record Retention, Storage and Destruction of obsolete Organization records.

Procedure:

FILING SYSTEM

To ensure efficient access, filing centers will be established in each department. To reduce the amount of duplicate and unnecessary record retention, individual desk files should be avoided unless they are used in daily operations. All other departmental or Organization records should be filed in the departmental central filing areas.

Unless necessary, records should usually only be kept by the originator or sender and not by the receiver to avoid duplicate filing systems.

The following filing guidelines should be adhered to optimize filing efficiency and records access:

All file cabinets and files should follow recognized rules of order, such as Left to Right, Top to Bottom, Front to Back and in the case of chronological records, newest to oldest.

File markers or label headings should always be placed at the beginning or in front of a file or group of files.

Alphabetical files should always be filed under broad topical categories. Files should never be filed under individual employee names (except People and Culture records) to avoid confusion and re-filing in the event of turnover.

Files should always be filed under the "proper" or Organization names whenever appropriate. In the case of individuals, files should be maintained according to the person's "Last name" then First name and Middle initial.

Extra care should be used for sensitive or private information. Organization financial data or personnel records that contain performance reviews, salary information, and any health-related information should be kept in a secure area with limited access to only those that have a “need to know” such as the Office Manager or the Chief Financial Officer.

RECORD RETENTION AND LONG-TERM STORAGE

Storage of archived records will be maintained in the locked storage area of the building. Access to this area will be limited to the Chief Financial Officer, officers of the Organization and the Office Manager.

Non-permanent files will be stored in cardboard file boxes. Each file box will be labeled on the front with the contents, dates covered, and destruction date if applicable. Permanent records will be filed electronically.

Files should be stored only in boxes with similar items, dates and retention periods. This will allow easier access and purging of records. A general rule to keep in mind is that it is better to only half-fill a file box than to file dissimilar types of files in the same box.

The Office Manager will be responsible for categorizing and maintaining a list of records maintained and the location (i.e. by wall unit and shelf row number).

Maintain all files for as long as is necessary but only to the extent they serve a useful purpose or satisfy business or legal requirements. G&A102 Ex1 RECORDS RETENTION PERIODS, provides a guide to the typical business life of various documents. The retention periods provided are suggested with federal requirements in

mind. Be sure to check with local and state authorities for specific record retention requirements.

Copies of critical records that are vital to the daily operations of the Organization should be kept off site in case of possible disasters. This may include information needed to file insurance claims (assets lists, insurance contacts, policy numbers), financial data for tax purposes (wages paid, income and expenses), contacts lists to inform or restart the business (vendors, customers, investors and employees), and other data that would assist in rebuilding the business (business plans, intellectual property, or proprietary information).

RECORD DESTRUCTION

Three to six months after each year-end, the Office Manager will proceed with destruction of all files that have exceeded their recognized holding period.

A listing of file categories to be destroyed will be circulated to all managers thirty days prior to destruction for review and comment. The actual list of records destroyed will be maintained permanently for future reference.

Destruction of the files will be performed by an independent, outside service for shredding and disposal. Disposal of records into the Organization's general trash service is not allowed.

References:

HEALTH INSURANCE PORTABILITY ACCOUNTABILITY ACT (HIPAA)

The Standards for Privacy of Individually Identifiable Health Information (the Privacy Rule) creates national standards to protect individuals' personal health information and gives patients increased access to their medical records. As required by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), the Privacy Rule covers health plans, health care clearinghouses, and those health care providers who conduct certain financial and administrative transactions electronically. Most covered entities (certain health care providers, health plans, and health care clearinghouses) must comply with the Privacy Rule by April 14, 2003. Small health plans have until April 14, 2004, to comply with the Rule.

Note: Employment records maintained by a covered entity in its capacity as an employer are excluded from the definition of protected health information. The modifications do not change the fact that individually identifiable health information

created, received, or maintained by a covered entity in its health care capacity is protected health information.

AGE DISCRIMINATION IN EMPLOYMENT ACT (ADEA)

ADEA applies to employers with 20 or more employees. If an EEOC charge or lawsuit is filed, keep records until final disposition of the charge or lawsuit.

Otherwise, ADEA compliance suggests keeping basic employee files from one to three years as listed:

Payrolls or other records (for temporary and permanent positions) for three years. Basic employee information such as employees' names, addresses, birth dates, occupations, rates of pay, and weekly compensation for three years.

Applications and personnel records relating to promotion, demotion, transfer, selection for training, layoff, recall or discharge for one year. Job advertisements and postings for three years.

Copies of employee benefit plans, seniority and merit systems must keep on file for

the full period the plan or system is in effect and for at least one year after its

termination

AMERICANS WITH DISABILITIES ACT (ADA)

ADA applies to employers with 5 or more employees. If an EEOC charge or lawsuit is filed, keep records until final disposition of the charge or lawsuit.

Otherwise, ADA compliance suggests keeping employment applications and other personnel records including promotions, transfers, demotions, layoffs, and termination or requests for reasonable accommodation for at least 1 year from the making of the record or the personnel action.

CIVIL RIGHTS ACT OF 1964

Applies to employers with 15 or more employees. If an EEOC charge or lawsuit is filed, keep records until final disposition of the charge or lawsuit. Otherwise, basic nondiscrimination compliance suggests keeping employment applications and other personnel records including promotions, transfers, demotions, layoffs, and termination or any EEO-1 Reports for at least one year from the making of the record or the

personnel action. If an employee is involuntarily terminated, his/her personnel records must be retained for one year from the date of termination.

EMPLOYEE RETIREMENT INCOME SECURITY ACT (ERISA)

The ERISA reporting and disclosure obligations apply to all pension and welfare plans including summary plan descriptions, annual reports, reportable events, and plan termination, unless the Organization plan is exempt under ERISA. ERISA suggests the Organization should maintain all reports, documents, information, and materials for a minimum of six years in order to disclose and or support all transactions to participants and beneficiaries (and report to certain governmental agencies), as requested or needed.

EQUAL PAY ACT

Payroll records including timecards, wage rates, deductions from wages, and records explaining the difference in wage rates between men and women in similar positions should be kept for three years.

EXECUTIVE ORDER 11246

Applies to federal contractors and requires the preparation of affirmative action plans. Affirmative action plans must be updated annually and retained for two years along with all applications and other personnel records that form the basis of the Organization’s employment decisions. Generally, personnel and employment records must be retained for two years.

FAIR LABOR STANDARDS ACT (FLSA)

FLSA applies to employers engaged in or employees who work in interstate commerce and suggests the following records are retained for three years:

Payroll and other records containing employee’s name, birth date, gender, and occupation.

Employee’s beginning of workweek and time employee begins work. Regular rate of pay or other basis of payment.

Hours worked per day and for the workweek. Daily and weekly straight time earnings. Deduction from wages.

Total wages per pay period.

Date of payment and the pay period covered.

For exempt professional, executive and administrative employees, and those employed in outside sales, the employer must maintain records that reflect the basis on which wages are paid to permit calculations of the employee's total remuneration.

In addition, employers must keep for at least two years all records (including wage rates, job evaluations, seniority and merit systems, and collective bargaining agreements) that explain the basis for paying different wages to employees of opposite sexes in the same establishment.

FAMILY AND MEDICAL LEAVE ACT (FMLA)

FMLA applies to employers with 50 or more employees within a 75-mile radius and whose employee must have worked for at least one year and accumulated at least 1,250 hours of service with the employer during the previous year. FMLA suggests the following records are retained for 3 years.

Basic employee data including name, address, occupation, rate of pay, terms of

compensation, daily and weekly hours worked per pay period, deductions from wages, and total compensation.

Dates of leave taken by eligible employees. For intermittent leave, the hours of leave.

A copy of employee notices and documents describing policies and practices regarding leave.

Records of any dispute regarding the designation of leave.

IMMIGRATION REFORM & CONTROL ACT (IRCA)

IRCA applies to all employers and requires a signed Form I-9 to be retained for three years after the date of hire and at least one year after termination.

OCCUPATIONAL SAFETY & HEALTH ACT (OSHA)

OSHA applies to employers with 10 or more employees and suggests that the log of occupational injuries and illnesses is retained for five years. All other records should be retained for at least 30 years after employee separation. Other records include:

Occupational injuries and illnesses. The annual summary of injuries and illnesses.

Medical records and records of exposure to toxic substances.

REHABILITATION ACT OF 1973

Applies to federal contractors. If a charge or lawsuit is filed, keep records until final disposition of the charge or lawsuit. Otherwise, basic compliance suggests keeping personnel and employment records including requests for accommodation, physical exams, job advertisements and postings, applications, resumes and records regarding hiring, assignments, promotions, demotions, transfers, layoffs, terminations, rates of pay and selection for training for two years (only 1 year if contractor has less than 150 employees or a federal contract of $150,000 or less). Note: Affirmative action plans also may have to be maintained by the employer

RIGHT TO FINANCIAL PRIVACY ACT

The act establishes specific procedures and exceptions concerning the release of customer financial records to the federal government. It provides customers of financial institutions with a right to expect that their financial activities will have a reasonable amount of privacy from federal government scrutiny.

GUIDE TO RECORD RETENTION REQUIREMENTS

A good source of federal retention requirements is the "Guide to Record Retention Requirements" published by the Office of the Federal Register National Archives and Records Administration. It can be purchased from the U.S. Government Printing Office in Washington DC. Additional sources of information include IRS regulations, state and local government retention requirements or the AICPA (American Institute of Certified Public Accountants) Filing and Record Retention Procedures Guide.

IRS REVENUE PROCEDURE 98-25 RECORDS RETENTION

The Income Tax Regulations require that, except for farmers and wage-earners, any person subject to income tax, or any person required to file information.

return with respect to income, must keep such books and records, including inventories, as are sufficient to establish the amount of gross income, deductions, credits, or other matters reported. The books or records required must be kept available at all times for inspection by authorized internal revenue officers or employees and must be retained so long as the contents thereof may become material in the administration of any internal revenue law.

Note: Section 6.01 requires taxpayers to maintain and make available documentation of the business processes that (1) create the retained records, (2) modify and maintain its records, (3) satisfy the requirements of section 5.01(2) of the procedure and verify the correctness of the taxpayer's return, and (4) evidence the authenticity and integrity of the taxpayer's records.

Section 6.02 sets four elements that the documentation required under section 6.01 must establish: (1) the flow of data through the system, (2) internal controls that ensure accurate processing, (3) internal controls that prevent unauthorized record changes, and (4) charts of account.

Section 6.03 sets forth six specific types of documentation for each retained file:

(1) record formats, (2) field definitions, (3) file descriptions, (4) evidence that periodic checks are undertaken to ensure that data remains accessible, (5) evidence that the records reconcile to the taxpayer's books, and (6) evidence that the records reconcile to the taxpayer's return.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	9/5/17	Revision	

G&A102 Ex1 RECORDS RETENTION PERIODS

ACCIDENT REPORTS AND CLAIMS (SETTLED CASES)	7 YEARS
ACCOUNTS PAYABLE LEDGERS, SCHEDULES AND TRIAL BALANCES	7 years
ACCOUNTS RECEIVABLE LEDGERS, SCHEDULES AND TRIAL BALANCES	7 years
ASSIGNMENTS	3 years
AUDIT REPORTS OF ACCOUNTANTS	Permanently
BANK RECONCILIATIONS	1 year
BANK STATEMENTS, CANCELLED CHECKS, AND DEPOSIT SLIPS	7 years
BILLS OF LADING	3 years
CAPITAL STOCK AND BOND RECORDS	Permanently
CASH BOOKS	Permanently
CASH RECEIPTS AND DISBURSEMENTS	7 years
CHART OF ACCOUNTS	Permanently
CHECKS (CANCELED, ALL OTHER)	7 years
CHECKS (CANCELED, FOR IMPORTANT PAY- MENTS, I.E. TAXES, PROPERTY PURCHASES, SPE- CIAL CONTRACTS, ETC. FILE CHECKS WITH THE TRANSACTION PAPERS)	Permanently

MPS Fiscal Policies and Procedures

CONSTRUCTION DOCUMENTS	Permanently
CONTRACTS AND LEASES (EXPIRED)	7 years
CONTRACTS AND LEASES STILL IN EFFECT	Expiration +7 years
CORPORATE RECORDS AND MINUTES	Permanently

ACCIDENT REPORTS AND CLAIMS (SETTLED CASES)	7 YEARS
CORRESPONDENCE (LEGAL AND IMPORTANT MATTERS ONLY)	Permanently
CORRESPONDENCE GENERAL	3 years
CREDIT APPLICATIONS (CONSUMER)	25 Months (after notification)
CREDIT APPLICATIONS (BUSINESS)	1 year (after notification)
DEEDS, MORTGAGES, AND BILLS OF SALE	Permanently
DEPRECIATION SCHEDULES	Permanently
DUPLICATE DEPOSIT SLIPS	1 year
ELECTRONIC FUND TRANSFERS DOCUMENTS	7 years
EMPLOYEE PERSONNEL RECORDS (AFTER TER- MINATION)	7 years
EMPLOYMENT APPLICATIONS	3 years
EXPENSE ANALYSES AND EXPENSE DISTRIBU- TION SCHEDULES	7 years

MPS Fiscal Policies and Procedures

EXPIRED CONTRACTS AND NOTES RECEIVABLE	7 years
EXPIRED PURCHASE CONTRACTS	7 years
FEDERAL, STATE AND LOCAL TAX RETURNS	Permanently
FINANCIAL STATEMENTS (END-OF-YEAR TRIAL BALANCES)	Permanently
FIXED ASSET RECORDS AND APPRAISALS	Permanently
FORMS W-4	7 years
GARNISHMENTS	3 years

ACCIDENT REPORTS AND CLAIMS (SETTLED CASES)	7 YEARS
GENERAL LEDGERS (END-OF-YEAR TRIAL BAL- ANCES)	Permanently
I-9S (AFTER TERMINATION)	1 year
INSURANCE RECORDS, CURRENT ACCIDENT RE- PORTS, CLAIMS, POLICIES, ETC	Permanently
INTERIM AND YEAR-END FINANCIAL STATE- MENTS AND TRIAL BALANCES	Permanently
INVENTORIES OF PRODUCTS, MATERIALS, AND SUPPLIES	7 years

Invoices	7 years

Powered by BoardOnTrack

Journals	Permanently
Licenses	Permanently
Loan documents, notes	Permanently
Minute books of directors and stockholders, including bylaws and charter	Permanently
Monthly trial balances	Permanently
Notes receivable ledgers and schedules	7 years
OSHA logs	5 years
Paid bills and vouchers	7 years
Payroll journals	7 years
Payroll records and summaries	7 years
Payroll reports (federal & state)	7 years
Perpetual inventory records	7 years
Petty cash vouchers	7 years
Physical inventory records	7 years
Physical inventory tags	7 years
Plant cost ledgers	Permanently
Polygraph test results and reasons for test	3 years
Property appraisals by outside appraisers	Permanently

MPS Fiscal Policies and Procedures

Property records including costs, depreciation schedules, blueprints, plans	Permanently
Property titles and mortgages	Permanently
Purchase journals	7 years
Purchase orders	7 years
Receiving sheets	1 year
Requisitions	7 years
Sales journals	7 years
Sales records	7 years
Savings bond registration records of employees	7 years
Scrap and salvage records (inventories, sales, etc.)	7 years
Shipping tickets	3 years
Stock and bond certificate (cancelled)	1 year
Stockroom withdrawal forms	7 years

MPS Fiscal Policies and Procedures

SOP # G&A 103 Revision: 2 Prepared by: Central Office **Effective Date:** 4/7/2022 Approved by: BOD

Title: G&A 103 ~~TRAVEL AND ENTERTAINMENT~~ G&A 103 BUSINESS TRAVEL AND REIMBURSEMENT

Policy:

The purpose of this policy is to establish consistent practices for business travel, entertainment, expenses, and reimbursements for Magnolia Public Schools ("MPS"). All business travel reservations must be made through the Organization's approved travel management platform and approved in advance by the employee's Supervisor or designated approver.

Employees are expected to use Organization funds responsibly and in accordance with established guidelines. Reimbursable expenses must be properly documented, submitted in a timely manner, and approved in compliance with this policy. MPS reserves the right to deny reimbursement for expenses that are outside policy guidelines or considered excessive, unnecessary, or non-business related.

The Organization will make reasonable efforts to provide safe and appropriate lodging, meals, and transportation accommodations for employees traveling on official business.

Employees participating in grant-funded trainings, conferences, or professional development opportunities are expected to attend once registration has been approved. Because grant funds are allocated based on confirmed participation, cancellations are permitted only in verified emergencies.

Purpose:

To provide guidelines for business travel and reimbursement procedures, ensure proper stewardship of Organization funds, and establish accountability expectations for employees participating in Organization-funded and grant-funded travel opportunities.

Scope:

This procedure applies to all departments and individuals who travel or entertain for the Organization.

APPROVAL AUTHORITY

All travel must be approved in writing before any arrangements are made. Approvals are based on travel type as follows

Travel Type	Required Approval
Local mileage / local meeting within budget	Supervisor or budget owner
Same-day conference or training outside normal worksite	Supervisor and budget owner
Overnight travel	Supervisor, budget owner, and Finance review
Out-of-state travel	CEO or designee and CFO
International employee travel	CEO, CFO, and Board approval
Student international travel	Board approval + CEO + CFO + risk/insurance review + student-trip checklist
Grant-funded travel	Program lead and Finance/grants allowability review before booking
CEO travel reimbursement	Board Chair or Treasurer
CFO travel reimbursement	CEO
Board member travel	Board Chair, Treasurer, or full Board depending on policy
Exceptions above policy limits	CFO and CEO; Board Chair for CEO exceptions

Responsibilities:

Employees

Employees are responsible for coordinating and completing all required arrangements for approved business travel when travel arrangements are not made on their behalf. Travel requests must be submitted for prior approval.

Supervisors / Principals

Supervisors and Principals are responsible for approving travel requests and ensuring travel expenses comply with this policy.

Finance Department

The Finance Department is responsible for reviewing documentation and processing approved reimbursements in accordance with PUR106 Reimbursements.

MPS Fiscal Policies and Procedures

Travel Arrangements

Travel may be arranged individually or through the Organization's designated travel management platform.

Employees arranging their own travel must obtain the best available pricing. Airfare should be booked at least fifteen (15) days in advance whenever possible.

All arrangements required for business travel are to be made individually or through the Supervisor.

All business travel arrangements must be approved in advance and processed through the Organization's approved travel management process whenever applicable.

Travel Expense Guidelines

Air Travel

- Economy class is required for all flights.
- For flights exceeding six (6) consecutive hours, premium economy may be approved by the CFO with advance written justification.
- Business or first-class airfare is not reimbursable.
- Employees should select the most cost-effective flight option.
- Direct flights may be booked when operationally justified.
- Preferred airlines may be used when cost and schedule are comparable.

Lodging

- Lodging arrangements should align with GSA guidelines and reasonable business standards.
- MPS will not require employees to share hotel rooms.
- Voluntary room sharing requires written agreement by both employees.
- Employees traveling with non-employees are personally responsible for any incremental lodging costs.

Meals

Meal	Organization Limit
Breakfast	Up to $18
Lunch	Up to $25

Dinner	**Up to $35**

Officers may include pre-trip meals under the same limits. Receipts required for all meal expenses. See PUR104 and PUR106 for additional details.

Car Rentals

- Rental vehicles should be reserved in advance whenever possible.
- Employees must select the most cost-effective vehicle class that satisfies business needs.
- Drivers must be authorized by MPS and meet applicable insurance requirements.
- Rental car insurance coverage shall follow MPS insurance carrier or broker guidance and may only be purchased when required by MPS risk management guidance, the rental jurisdiction, or the travel approval.

Personal Vehicles

- Personal vehicle use will be reimbursed at the current IRS mileage reimbursement rate.
- Mileage reimbursement requests must include dates, business purpose, and mileage traveled.
- Employees are responsible for maintaining legally required automobile insurance coverage.
- Parking tickets, towing fees, and moving violations are the employee's sole responsibility.

INTERNATIONAL TRAVEL

International travel requires advance approval as outlined in the Approval Authority section.

Employees traveling internationally must coordinate with Finance regarding:

Payment methods and Cash Advances

Cash advances are generally discouraged unless special circumstances apply.

Approved travel advances must be reconciled within ten (10) business days after return from travel.

Any unreconciled balance owed to the Organization may be deducted from future reimbursements or payroll, as permitted by law.

Direct billings to the Organization from motels, restaurants, etc. are not permitted unless previously authorized.

Direct billing arrangements require advance written approval from Finance.

NON-REIMBURSABLE EXPENSES

The following expenses are not reimbursable:

- Alcoholic beverages
- Airline lounge memberships or travel insurance unless specifically approved
- Personal entertainment expenses
- Personal medical expenses
- Parking tickets, traffic violations, or towing fees
- Babysitting or pet care expenses
- Grooming services
- Expenses for family members or guests unless specifically approved

Expense Reporting And Reimbursement

Employees must submit reimbursement requests through the Organization's financial system within sixty (60) days of the expense date.

All reimbursement requests must include:

- Required receipts
- Supporting documentation
- Supervisor approval
- Business purpose explanation

MPS Fiscal Policies and Procedures

Missing receipts require a written Missing Receipt Declaration and CFO approval.

All reimbursement requests must be submitted through the Organization's approved financial system with complete supporting documentation.

POLICY VIOLATIONS

Non-compliance may result in denial of reimbursement, personal liability for unauthorized charges, disciplinary action up to and including termination, or legal referral in cases of fraud or misappropriation. Supervisors and Principals who approve non-compliant expenses or fail to properly authorize non-exempt overtime are also subject to disciplinary action.

Revision History:

REVISION	DATE	DESCRIPTION OF CHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider process	Oswaldo Diaz, CFO
2	9/5/17	Revision	
3	9/12/19	Revision	
4	11/14/19	Revision	Nanie Montijo, CFO
5	4/7/22	Revision	Steve Budhaja, CFO
6	6/25/26	Revision	Cafer Turan Interim CFO

MPS Fiscal Policies and Procedures

SOP # G&A 104 Revision: 2 Prepared by: Central Office **Effective Date**: 4/7/2022 Approved by BOD

Title: G&A104 MANAGEMENT REPORTS

Policy:

Back-office provider and MPS will prepare summary reports of vital operating statistics for the Organization, including revenues, current debt, operating cash, accounts receivable and projected short-term cash flows. These reports are to be prepared and are to supplement detailed monthly and quarterly financial reports and are to be used for timely "hands-on" management.

Purpose:

To provide the format and content requirements for preparation of the Financial Reports.

Scope:

The procedure applies to the Back-office provider and the Finance personnel required for preparation of these reports.

Responsibilities:

Back-office provider and MPS Finance personnel will be responsible for assuring effective and informative reporting for the Organization.

Procedure:

PREPARATION GUIDELINES

Financial reports that provide management the necessary information to understand whether the Organization is progressing as planned are prepared monthly or as needed.

Back-office provider maintains electronic copies of all reports and analyses.

FINANCIAL REPORTS

The Chief Financial Officer should review accounting program financial reports on a regular basis.

CASH FLOW REPORT

The Cash Flow Report represents a summary of the cash flowing through the Organization in the near term and identifies any potential shortfall that might occur in the near future before it occurs. The Cash Flow Report should be reviewed at least monthly by the Chief Financial Officer. This report supplements the detailed monthly and quarterly financial statement reports and provides a quick look at the cash performance of the Organization.

The Cash Flow Report should include projected operating cash balances for each month with estimated cash receipts by major classifications and projected disbursements by major account classifications.

Back-office provider will notify the Chief Financial Officer of any shortfall so that the Organization may determine alternative courses of action to rectify the situation.

BUDGET VS. ACTUAL REPORT

The Budget vs. Actual Report represents a comparison of planned operating expenses to the actual expenses incurred for the period. The objective is to highlight results against plan, percentages and variances and thus provide a basis for management decisions. The Budget vs. Actual Report is prepared and maintained by the Back-office provider on a monthly basis.

FINANCIAL STATEMENTS

The Chief Financial Officer, Chief Executive Officer, and the Board of Directors should review the Financial Statements monthly for each board meeting. This report provides one indication of the performance of the Organization.

The Financial Statements typically consist of three main parts: The Statement of Financial Position, Statement of Activities, and the Statement of Cash Flows (Statement of Cash Flows quarterly).

The Statement of Financial Position (Balance Sheet) lists all of the Organization’s assets (cash, receivables, deposits, inventory, equipment, intellectual property, etc.), liabilities (debt, lease obligations, etc.) and net assets. It identifies the assets (which are “the business”) and the financiers, or debt and equity holders and the relationship between the two.

The Statement of Activities represents the Organization’s operational sources of cash – revenue – or uses – business expenses and is typically divided into operating periods

that represent months, quarters or years of operations. It identifies the profitability of the Organization as a function of the accounting decisions.

The Statement of Cash Flows is the difference between the Statement of Financial Position sources and uses of cash and the Statement of Activities sources and uses of cash. This difference assists in identifying the health of the Organization's operations. It identifies whether the Organization is producing cash or consuming cash and at what rate and from what sources.

Accounting Policies, Procedures and Forms

The Financial Statements should be produced after the close of the Organization's period (see procedure G&A 105 PERIOD-END REVIEW & CLOSING). The final Financial Statements form the basis for the Organization's formal presentations to the Board of Directors, or other stakeholders such as banks, outside agencies, or creditors in accordance with procedure G&A 109 CONFIDENTIAL INFORMATION RELEASE.

References:

FINANCIAL ACCOUNTING STANDARDS BOARD (FASB)

Since 1973, the Financial Accounting Standards Board (FASB https://www.fasb.org) has been the designated organization in the private sector for establishing standards of financial accounting and reporting. Those standards govern the preparation of financial reports. They are officially recognized as authoritative by the Securities and Exchange Commission (Financial Reporting Release No. 1, Section 101) and the American Institute of Certified Public Accountants (Rule 203, Rules of Professional Conduct, as amended May 1973 and May 1979).

FASB pronouncements are the primary sources of GAAP.

GENERALLY ACCEPTED ACCOUNTING PRINCIPLES (GAAP)

A collection of accounting principles. Typically includes the most recent developments of all generally accepted accounting principles (GAAP) as derived or collected from various technical pronouncements. Sources include FASB statements, interpretations, technical bulletins and concepts; American Institute of CPAs (AICPA); Accounting Principles Board opinions, accounting research bulletins, and position statements; and Securities and Exchange (SEC) financial reporting releases.

Revision History:

MPS Fiscal Policies and Procedures

REVISION	DATE	DESCRIPTION OF CHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	11/12/15	Revision of responsibilities	Oswaldo Diaz, CFO
2	9/5/17	Revision of working/clarification of processes	

MPS Fiscal Policies and Procedures

SOP # G&A 105 Revision: 2 Prepared by: Central Office **Effective Date:** 4/7/2022 Approved by: BOD

Title: G&A 105 PERIOD-END REVIEW & CLOSING

Policy:

An orderly, timely and comprehensive review of all general ledger accounts should be performed or directed by the Chief Financial Officer to ensure an accurate representation of the company's financial statements. These practices are aimed at proving that the financial accounts are accurate, and if not, are properly adjusted to make them accurate, prior to closing.

Purpose:

To provide a general overview of the process to be completed for reviewing the accounting records at year-end or any particular month-end prior to closing.

Scope:

These practices apply to all accounts. Typically, all financial accounts are reviewed and then closed out as of the company's year-end.

Consequently, the procedures that follow are discussed in reference to year-end review. However, a subset of these procedures is also applicable to month-end reviews. Month end procedures are identified near the end of this module.

Responsibilities:

Back-office provider is responsible for creating and reviewing all period-end activities to ensure the period-end financial statements accurately reflect the results of the Organization’s activities. All general ledger adjustments should be approved by designated Finance team members.

CLOSING PREPARATIONS

The following procedures would be expected for monthly closing:

- Reconcile all bank accounts
- Print and compare the aged receivables and payables to the general ledger. Make appropriate adjustments to balance the accounts.
- Review all Statement of Financial Position and Statement of Activities accounts for completeness

- Retain all above reports in a monthly summary file.

STATEMENT OF FINANCIAL POSITION: ASSETS

Cash accounts - prepare the bank reconciliations for year-end balances per the bank statement to the balance per books for each account. The year-end reconciliation is especially important for preparing the final year-end financial statements to ensure that it is completely accurate.

Show origination dates and description of each reconciling item. Prepare the necessary journal entries to adjust to the reconciliations. Totals must agree with the general ledger. File all reconciliation reports in the year-end closing file.

Accounts Receivable – Print a detailed aged accounts receivable report and reconcile it to the General Ledger. This can be prepared as soon as all accounts receivable are calculated as of year-end. Calculate possible allowances for un- collectible accounts. Adjust prior allowances to the calculated amount. Write off any unlocatable differences. Retain a complete copy of the detailed accounts receivable, along with any reconciling adjustments in the year-end closing file.

Inventory – Supplies inventory may be small but should be evaluated periodically for cost increases.

Capital Assets - Update the detailed schedule of fixed assets with any additions and deletions and reconcile to the general ledger balances.

Other Assets - Other assets include utility or real estate deposits, prepaid insurance, advances to employees, and intangibles like store pre-opening costs. These should all be identified and documented. For example, a copy of the initial deposit with the utility company, or a list of the facility pre-opening costs with a schedule showing how much of those costs are to be amortized each year. File copies of these documents in the year-end closing file.

STATEMENT OF FINANCIAL POSITION: LIABILITIES AND NET ASSETS

Liabilities are shown as the amount to be paid in the subsequent period. If in doubt, record the liability.

Accounts Payable - Print a detailed aged accounts payable report and reconcile it to the general ledger. This is generally completed 2 to 4 weeks after the year-end to ensure

that all vendor invoices relating to services and merchandise purchased have been received and entered.

Compare all month-end vendor statements to balances per accounts payable and investigate any differences. Consider making adjustments for any significant unrecorded liabilities such as work started prior to year-end but not yet billed by the supplier. Retain a complete copy of the accounts payable detail, along with any reconciling adjustments, in the year-end closing file.

Accrued Expenses - Review accruals for sales tax, payroll, payroll tax, payroll deductions payable, interest expense on short-term borrowings and long-term debt.

Loan Debt - Verify recorded accuracy of debt by ensuring the general ledger balances agree

Contingent Liabilities and Commitments - Prepare a schedule of any outstanding litigation and possible losses. Prepare a schedule of all long-term rental agreements with amounts due by year for the next five years. Retain these schedules in the year-end closing file.

Net Assets - Record any changes in the Prior Period Adjustment category but ordinarily this account does not have any transactions directly posted to it.

STATEMENT OF ACTIVITIES: REVENUE & SUPPORT

Revenue & Support – Review all program revenue, reimbursement billings, and any other donations.

Additionally, the Chief Financial Officer and back-office provider should periodically review revenue trends, costs associated with revenues, variable expenses and fixed expenses. Look for patterns, new trends, seasonal variances, or profitable emerging products that may indicate changes in customer or program behavior.

The Chief Financial Officer and back-office provider should analytically review the revenue reports and explain all variances.

STATEMENT OF ACTIVITIES: EXPENSES

Each expense total should be compared to expense total from the year before (and budgets if applicable). Attempt to explain any unusual variances. Some expense items are directly related to asset or liability accounts and can be reconciled in conjunction with the related Statement of Financial Position account.

MPS Fiscal Policies and Procedures

Program Costs - A detailed report should be produced on program costs and analyzed in relation to the associated revenues and to prior periods.

Payroll - At year-end, the various payroll expense accounts should agree to total gross payroll per payroll reports. Account for all deductions for W-3 reported to the Social Security Administration, 1099s for vendors, as well as FICA and other taxes reported accordingly.

Bad Debt Expense - Prepare a list of all accounts written off during the year. Note specifically any addition to the allowance for uncollectible accounts.

Interest Expense - Prepare a schedule of interest expense by source. Reconcile amounts to short-term borrowings and long-term debt.

Revision History:

REVISION	DATE	DESCRIPTION OF CHANGES	REQUESTED BY
0	2/14/13	Initial Release	

MPS Fiscal Policies and Procedures

SOP # G&A 106 Revision: 1 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

Title: G&A 106 CONTROLLING LEGAL COSTS

Policy:

The Organization will employ various methods to manage and whenever possible, minimize legal expenses.

Purpose:

To describe the procedures for managing and controlling associated legal expenses.

Scope:

This statement applies to all individuals with the responsibility for contracting legal services and/or approving agreements, contracts, or any other legally associated transactions.

Responsibilities:

Chief Executive Officer will resolve, negotiate, and examine all legal expenses.

Legal Counsel should provide the estimated costs of legal engagements and the most likely outcome.

Definition:

Arbitration - is a private, informal process by which all parties agree, in writing, to submit their disputes to one or more impartial persons authorized to resolve the controversy by rendering a final and binding award, which is enforceable in court. It can be used for a wide variety of disputes from commercial transactions to labor grievances.

Declaratory Judgment - is a binding judgment issued by the court that defines the legal relationship between the parties and their rights with respect to the matter before the court. Commonly used in contract disputes (especially useful if no physical agreement exists and/or a suit has not been filed yet) to clarify what conduct is permitted or prohibited by the contract or to clarify the contract if necessary.

A declaratory judgment provides the opposing party (defendant) with the opportunity to pick and choose the venue or jurisdiction, and the parties to the litigation. In this manner

the opposing party can steal the initiative, direct the litigation, and maximize its chances of winning.

Procedure:

MPS may use negotiation, mediation, arbitration, administrative resolution, or litigation depending on the matter type, contract terms, legal requirements, insurance coverage, public accountability considerations, and advice of counsel. Arbitration clauses shall not be inserted into standard contracts without legal review and approval by the authorized contract owner.

ARBITRATION

Whenever practical, the Organization should utilize arbitration to resolve disputes. Arbitration can significantly reduce the amount of time and legal fees to resolve a dispute. The major features of arbitration are:

- A written agreement to resolve disputes by the use of impartial arbitration. Such a
  provision can be inserted into a contract for the resolution of possible future disputes or can be an agreement to submit to arbitration of an existing dispute.
- Under the rules of arbitration, the procedure is relatively simple and informal. Strict
  rules of evidence do not apply; there is no motion practice or formal discovery; no requirements for transcripts of the proceedings or for written opinions of the arbitrators. The rules are flexible and can be varied by mutual agreement of the parties.
- Impartial and knowledgeable neutrals serve as arbitrators. Arbitrators are selected
  for specific cases because of their knowledge of the subject matter. Based on that
  experience, arbitrators can render an award grounded on thoughtful and thorough analysis.
- Final and binding awards which are enforceable in a court. Court intervention and review is limited by applicable state or federal arbitration laws, and award enforcement is facilitated by these same laws.

The following standard clause should be inserted whenever practical into contracts, agreements, etc. to provide for the arbitration of possible future disputes:

> "Any controversy or claim arising out of or relating to this contract, or the breach thereof, shall be settled by arbitration in accordance with the Commercial [or applicable] Rules of the American Arbitration Association and judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction thereof."

The arbitration of existing disputes may be accomplished by mutual agreement of parties with the use of the following terminology:

> "We, the undersigned parties, hereby agree to submit to arbitration under the Commercial [or applicable] Rules of the American Arbitration Association the following controversy.
>
> We further agree that we will faithfully observe this agreement and the rules, and that we will abide by and perform any award rendered by the arbitrator(s) and that a judgment of the court having jurisdiction may be entered upon the award."

LEGAL SERVICES

All legal documents prepared for the company's use, such as vendor contracts, employment agreements, sales orders, etc. should be written in common language and whenever possible should avoid the use of legalese or jargon. Legalese tends to complicate even simple arrangements and often unnecessarily requires the incurrence of legal assistance for mere interpretive purposes.

Before undertaking legal disputes, the Organization's legal counsel should ascertain and inform the Organization of the estimated costs that will be incurred for the legal engagement and the probable or most likely outcome of the case along with the probable amount of any awards or judgments. Use this information to produce a budget and clarify any matters that are increasing the budget. A budget will provide some assurance that the legal counsel has thought the matter through, and it will also provide a baseline to determine the legal utility obtained from the matter.

Use legal action only as a last resort. Legal action is frequently not very effective. In fact, a threatened action — particularly with intellectual property — could result in a preemptive declaratory judgment lawsuit by the other party thus giving them the “homefield” advantage, which could lead to higher legal costs.

MPS Fiscal Policies and Procedures

LEGAL BILLINGS

Consider negotiating a “money-back” guarantee with the right to audit any bill for up to six months. Request that all fees that are proven to be unnecessary or excessive be returned. Then examine all legal bills for any such unnecessary or excessive transactions.

Many times, legal bills are aggregated, vague and too uninformative to be useful in controlling costs. Therefore, all legal arrangements contracted by the Organization should require itemized billings to include the following information:

Start and end times and dates of each service transaction Detailed description of services provided or work performed Distinct itemization of each individual performing services

Examine all internal discussions or conferences and note exactly who is working on the case and why. Ask for a justification for all attorneys working on the case.

Consider alternatives such as contingent fees, fixed fees, and monthly retainers. All fees are negotiable.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	

MPS Fiscal Policies and Procedures

SOP # G&A 107 Revision: 2 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

Title: G&A107 TAXES AND INSURANCE

Policy:

To ensure compliance with all Federal, state, local, and other regulatory taxation requirements

Purpose:

To outline the general areas of taxation. To be used as a checklist or guide in complying with tax requirements related to each specific location and organizational structure.

Scope:

This statement applies to the business activities of the company.

Responsibilities:

The Finance team and back-office provider responsible for determining all tax liabilities and fees, and the dates due

Back-office provider is responsible for ensuring the timely payment of all tax liabilities and fees.

Procedure:

ORGANIZATION FEES AND TAXES

Fees and taxes will vary depending on the legal structure of the business activity. The Organization is a Not-For-Profit organization; however, there may be from time-to-time revenue earned that is taxable as if the Organization were a For- Profit entity and those profits would be considered Unrelated Business Income and subject to tax.

The Finance team and back-office provider should check with the secretary of state, registry of charitable trusts, the IRS, and any other agency that non-profit organizations may pay fees with in order to ensure all fees are paid in a timely manner. Failure to pay such fees can result in the loss of the company’s legal status or structure.

UNRELATED BUSINESS INCOME TAX

Activities conducted not related to the exempt purpose of the Organization can be subject to unrelated business income tax.

PAYROLL FEES AND TAXES

The Federal and state governments charge an unemployment tax, based on a specified minimum amount of each worker's salary level. For most states, the rate can change from business to business depending on the Company’s history of claims and the economic health of the state in which the Company is located. Most of Magnolia’s schools participate in the School Employers’ Fund (SEF) for unemployment insurance.

Worker's compensation insurance may be imposed by a state like a tax. It can also vary based on the amount of payroll, past history of worker's compensation claims, and the type of work in which the business is engaged. This coverage is generally arranged through an insurance company.

At the Federal level, payroll is taxed at a uniform rate for Social Security and Medicare. These two taxes are evenly shared between the company and the employee up to certain levels of income. Additionally, personal income taxes, based on the employee's compensation, must be withheld from the employee's earnings and remitted to the government by the company, along with the company's and employee's share of Social Security and Medicare taxes.

In California, a portion of the employee's compensation is also withheld and remitted to the state by the Organization.

Other payroll withholdings, mandated by Federal or state requirements, may require wage garnishments to fulfill a bankruptcy edict or childcare payment requirement.

The Treasury Department and or the Internal Revenue Service (IRS) collects all monies due to the Federal Government. Technically, withholding amounts deducted from a paycheck are considered the government’s money and the business owner is temporarily holding the money, in deposit, until it can be transferred to the government. Any failure to pay in a timely fashion is considered a serious matter by the IRS and will not be ignored.

The IRS will impose a penalty for failing to pay the required withholding amounts on time. In addition, interest will be charged until the amount is paid. Both interest and penalties imposed by the IRS can add up significantly.

Therefore, the IRS is not a good source to “borrow” money from if cash is tight. Note: Money due to the IRS is NOT dischargeable in bankruptcy.

Certain local municipalities charge an Earnings tax based on payroll, income, assets, stock options granted or any combination. Check with the city clerk for details.

EXCISE TAXES

There are many different federal government taxes or fees imposed on the commerce of different types of businesses. The following represents the most common.

- Penalties and interest may result from any of the following acts.
- Failing to collect and pay over tax as the collecting agent.
- Failing to keep adequate records.
- Failing to file returns. Failing to pay taxes.
- Filing returns late.
- Filing false or fraudulent returns.
- Paying taxes late.
- Failing to make deposits.
- Depositing taxes late.
- Making false statements relating to tax.
- Failing to register.

OTHER TAXES AND CREDITS

Many states, counties, and cities impose real estate taxes. The Organization should ensure that where possible the Organization has applied for exemption from property taxes as a non-profit organization.

Sales and Use Taxes – at this time, the Organization does not sell any products and is not subject to sales tax. However, they may make purchases from out of state vendors that are subject to California Use Tax. Such expenditures are monitored and reported, and payment is remitted q~~uarterly to the Board of Equalization.~~**California Department of Tax and Fee Administration (CDTFA)** on a quarterly basis.

TAX PAYMENTS

The Finance team should create and maintain a detailed tax calendar as a guide, which provides a sample guide to some of the most common taxes. The guide should serve a reminder of tax due dates.

MPS Fiscal Policies and Procedures

INSURANCE

Insurance needs for a business can be grouped into two broad categories, those that are directed at safeguarding assets and those that are furnished as employee benefits. Employee benefit insurance such as, health insurance, disability insurance and key man life insurance, should be considered in light of its importance in the entire employee compensation mix and in light of the personal needs of the company's owner(s).

Insurance used for safeguarding company's assets includes: property, causality, keyman and professional liability insurance, as well as auto insurance, errors and omissions, directors' liability or business interruption insurance. The levels and terms of these policies should be determined based upon the value of the assets at risk and creditor or state and local requirements.

Businesses with a lot of employees should consider employment practices liability insurance covers businesses against some types of employee lawsuits including:

- Sexual harassment
- Discrimination
- Wrongful termination
- Breach of employment contract
- Negligent evaluation
- Failure to employ or promote
- Wrongful discipline
- Deprivation of career opportunity
- Wrongful infliction of emotional distress
- Mismanagement of employee benefit plans

Certificates of insurance may be required to be on file or on display depending on governmental requirements. It is important to consider that the insurance policy is a contract. Each year's policy should be saved in a permanent file. A product liability suit can go back many years, and if the potential claim is significant, the protection afforded by the prior year's insurance coverage will be improved if that year's policy has been saved.

MPS Fiscal Policies and Procedures

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider service provider process	Oswaldo Diaz, CFO
2	9/5/2017	Revise to clarify procedures	

MPS Fiscal Policies and Procedures

SOP # G&A108 Revision: 0 Prepared by: Central Office **Effective Date:** 2/14/13 Approved by: BOD

Title: G&A108 PROPERTY TAX ASSESSMENTS

Policy:

All property tax assessments will be reviewed for accuracy and proper assessed valuations to ensure minimum property tax costs to the Organization.

Purpose:

To outline the areas for review in assessments and methods for appealing overstated assessments. A Non-Profit property tax exemption is the preferred method to minimize property taxes.

Scope:

This statement applies to the Finance Department for property tax assessments for all sites owned by the Organization.

Responsibilities:

The Chief Financial Officer is responsible for reviews of Assessments including the review of Property Descriptions, validating record accuracy and submitting appeals to local Assessor’s Offices.

Procedures:

REVIEW OF ASSESSMENTS

All assessments are to be promptly reviewed. Many jurisdictions only allow a challenge to an assessment within 30 days after the annual notice of assessed value is sent. If the Finance Department misses the deadline, the Organization loses the chance to reduce the year's property taxes. There are normally no refunds for prior years' property taxes even if successfully challenged in the future. Often, it may be advisable to begin the analysis process prior to receiving the assessment notice.

When reviewing an assessment, the first step is to find out how the property was assessed. Ask for a full explanation of how the assessed value was derived. Assessors are usually cooperative in providing this information.

Upon receipt of the basis for assessment, the following factors should be reviewed:

Note: Do not make the mistake of thinking property has received a favorable low assessment just because its assessed value is less than its market value. Many jurisdictions use "assessment ratios" that are a percentage of market value. What is important is the amount of a property's assessment compared to those of similar properties. A below market assessment may in fact be very high.

Research Similar Properties: Tax assessments are part of the public record. Assessments of similar properties to the Organization's should be looked up to see that the Organization's assessment is in line. The objective is to find assessed values for similar properties that are far lower than the Organization's. For example, organization locations within industrial parks or similar developments should be easy to find very similar properties for comparison.

Review Property Descriptions and Accuracy of Records: Review records for possible clerical errors. Ensure that property descriptions are correct and the building size (total square feet) is not overstated. Make sure that all dates are correct and that all calculations are properly computed. A wrong construction date or simple mathematical error can increase tax valuations.

Deflate Property Valuations: Tax assessors generally value property on the basis of historical cost and the recent sales prices of other properties in the area. Often, when figuring local property taxes, numbers reported on the federal tax return will be used. Depreciable assets are valued at cost on the federal return when figuring depreciation deductions. However, the appropriate assessment for market value for property tax purposes may very different. Further, instead of performing actual physical inspections or assessments of properties every year, local assessors use "equalization ratios" to adjust the annual assessment. The equalization ratio is a type of an inflation adjustment meant to reflect the current general trend in property values. However, the current trend in property values may not apply to the Organization's property.

If the Organization can provide solid reasons for using different measures to value property, it may be able to receive a reduction in property taxes. Possible valuation methods can include:

- **Income Production:** Measure the current value of the cash flow stream generated by the property, which may be substantially lowered during a recession.
- **Replacement or Reproduction Cost:** How much would it cost to replace or reproduce the property should be determined. For example, if the construction

industry is in a downturn, the cost to replace the property may be less than what the Organization paid for the property.

Also, the Organization should evaluate if it incurred any construction cost overruns due to bad weather, labor disturbances, material shortages, etc., that may have increased the cost of a new building without adding to its value. Decorative features may also add much less value than their actual cost.

- **Market Prices:** The actual recent sales of similar properties may show that the Organization's property is over-assessed.

Unique Features or Business Obsolescence: Changes to the characteristics of the property or features specific to the Organization's business may reduce its value. Examples can include:

- Change in zoning restrictions that limit the use of the property.
- Changes in neighborhood logistics, such as a median divider placed in a highway that deprives a location from access to customers, rerouting of a highway, closing of
  a railroad line or economic decline in the area that forces the Organization's traditional customer base to move away.
- Obsolete design for the Organization's particular business needs such as a facility that has been specially designed to hold machinery that has been made obsolete by
  a competitor's innovation or a communications facility built with conventional wiring that is obsolete due to a switch in the industry to the use of fiber optics.
- Unique design aspects which meet Organization needs but would reduce the value of a property to others.
- A general downturn in the Organization's industry.

Including Personal Property in Building Valuations: Property that is movable is personal property and should not be included in a valuation of the building. Many items such as piping, wiring, climate control systems, generators, special supports and foundations for equipment may look like part of the building to the assessor but should not be included in the building's assessment.

Where the Organization is renting classroom or other facilities with triple net leases that includes property taxes that the Organization paid, the Organization should consider evaluating the lease location for the possibility that the landlord has not lowered the property taxes or is charging an unfair higher property tax to the Organization.

Under all circumstances the Organization should seek a property tax exemption or waiver. Oftentimes the County will assess taxes for the first year, and the waiver will apply thereafter.

APPEALING OF ASSESSMENTS

If upon review of the assessment and all other factors, the Finance Department believes a downward adjustment to the property assessment is appropriate, an appeal should be prepared. Experience has shown that if an organization presents a sound argument for challenging an assessment, the Organization has an excellent chance of receiving some type of tax reducing adjustment even if it is less than the Organization had requested.

The appeal case should include documentation of the above findings. It is important to keep in mind that the property tax assessor may not be familiar with the details of the Organization's business or industry, so the Organization must prepare to explain how such factors may affect a property's value.

Once a sound case is prepared, an appeal can be sought by simply calling the local assessor's office and asking for an appointment to discuss the assessment. The meeting with the local assessor will generally be informal. It is important to not be adversarial with the assessor but to present the attitude that the Organization is helping the assessor to reach a more accurate valuation for the property by presenting additional information.

If the Organization does not receive any or a large enough adjustment, an appeal may be made with the local Board of Appeals. These meetings will probably be more formal, and the Organization may wish to provide expert testimony or obtain an independent appraisal of the property to present to the Board of Appeals.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	

MPS Fiscal Policies and Procedures

SOP # G&A 109 Revision: 1 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

Title: G&A109 CONFIDENTIAL INFORMATION RELEASE

Policy:

The release of financial, statistical or other information that may be of a confidential nature to the Organization should be controlled. Individual requests should be referred to the Chief Financial Officer, or appropriate manager for disposition.

Purpose:

To provide a means for the control of information to banks, media, credit bureaus, or other agencies and organizations.

Scope:

All requests by an outsider to an employee regarding financial, revenue, marketing, customers, personnel, vendors, or other Organization confidential information. If in doubt, verify with the Chief Financial Officer

Responsibilities:

Chief Financial Officer is responsible for safeguarding all Organization information and determining the appropriate level of detail for release.

The Finance Department shall oversee all responses to all reference requests.

Procedure:

FINANCIAL INFORMATION REQUESTS

Typical written requests are for additional information concerning details of the published financial statements, litigation progress, insurance coverage, names of investors, etc. If the request is by letter or other written correspondence, the material shall be forwarded to the Chief Financial Officer who will decide what information may be released and who will be authorized to reply.

If the request is by telephone or a personal visit to our office, the requester should be referred to the Chief Financial Officer. If either is unavailable, the requester should be asked to provide their name, Organization, telephone number and address, if possible.

Also, they should be asked the reason for the request and a brief description of the information desired. This information should be written down and forwarded to the Chief Financial Officer for follow-up.

The Chief Financial Officer should determine the appropriate response for each request. Formal Financial Statement presentations to the Board of Directors, or other stakeholders such as banks, should be accompanied by an opinion or comment from the Organization's Certified Public Accountant (CPA) prior to any formal presentation. (If no outside CPA review is obtained then some people may consider the Financial Statements as "Pro-Forma" and then request copies of completed tax returns). The

Chief Financial Officer or designated Finance team member will examine the Financial Statements and prepare a formal version to one of three standards: compiled, reviewed or audited. The Organization should use an economically appropriate CPA standard sufficient to satisfy outside requirements.

The CPA standards are as follows:

- Compiled Financial Statement. The CPA is unable to make any assurances on the
  data or methods used to produce financial statements. The CPA will re-cast the financial statements into a standard format (as per Generally Accepted Accounting
  Principles or GAAP) with a disclaimer that the statements are un-audited and the information is solely derived from the management of the business entity.
- Reviewed Financial Statement. The CPA is able to make some limited assurances
  that material changes are not required in order for the Financial Statements to be in
  conformity with GAAP. The CPA uses limited inquiry and some analytical procedures
  to ascertain the reasonableness of the statements. The information is then re-cast
  into a standard format with appropriate footnotes and a disclaimer that the statements are un- audited and only a limited inquiry has been made into the reasonableness of the information.
- Audited Financial Statement. The CPA provides assurance, through an opinion letter, that the financial statements are a fair representation of the financial position, results of operations, and cash flows of an entity. This opinion is given

after a detailed review and verification of the accounting records and processes used to
produce data. Verification steps include various analytical procedures, client surveys, third party confirmation, and detailed accounting record reviews.

Any irregularities found could lead to either a “qualified” opinion, to indicate that something is inconsistent with GAAP, or an “adverse” opinion, which calls into question the reliability of the information itself. The CPA considers an adverse opinion very serious.

Some types of confidential information may require the signing of G&A109 Ex1 NONDISCLOSURE AGREEMENT, prior to release. This may include requests for product release schedules, development plans, elements of corporate strategy, customer lists, intellectual property, financial information, legal proceedings, or time sensitive information.

PERSONNEL INFORMATION REQUESTS

The Office Manager shall oversee all responses to all reference requests. No other employee, including a former employee’s immediate supervisor, shall be authorized to respond independently without first obtaining approval from People and Culture.

All requests should be in writing, using Organization letterhead, indicating in that letter that the subject of the reference request has applied for a job. Information is not to be provided over the phone.

Each response shall be obtained only from people with first-hand knowledge of the employee’s performance.

The Office Manager shall review all responses to ensure that:

- Only factual information about the employee’s job performance and qualifications for employment are included in the response. At no time should a response include emotions, personal feelings, rumors, non-work-related comments or exaggerations
- If at all possible, it is important that some form of documentation or solid evidence supports all information provided in the response.
- Retain a copy of all responses, including the contents of any oral response, in the former employee’s personnel file.

CREDIT REFERENCE INQUIRIES

MPS Fiscal Policies and Procedures

All credit reference requests should be in writing. Information requests should be directed to the Office Manager and are not to be provided over the phone.

The Office Manager should review the Credit Inquiry form for completeness prior to responding. Retain a copy of all responses, including the contents of any oral response, in the customer's file.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	

MPS Fiscal Policies and Procedures

G&A 109 Ex1 NONDISCLOSURE AGREEMENT

This NONDISCLOSURE AGREEMENT is made and entered into as of (DATE) between (THE ORGANIZATION NAME, STATE OF INCORPORATION AND ADDRESS), and (OTHER PARTY NAME, STATE OF INCORPORATION AND ADDRESS).

Purpose. The parties wish to explore and/or implement a business opportunity of mutual interest, and in connection with this opportunity, each party may disclose to the other certain confidential technical and business information that the disclosing party desires the receiving party to treat as confidential.

"Confidential Information" means any information disclosed by either party to the other party, either directly or indirectly, in writing, orally or by inspection of tangible objects (including, without limitation, documents, prototypes, samples, plant and equipment) that is designated as “Trade Secret”, "Confidential", "Proprietary" or some similar designation, or is of such a nature or has been disclosed in such a manner that it should be obvious to the receiving party that such is claimed as confidential. Information communicated orally shall be considered Confidential Information within a reasonable time after the initial disclosure. Confidential Information may also include information disclosed to a disclosing third party by third parties. Confidential Information includes, without limitation, a disclosing party's trade secrets, know-how, intellectual property and proprietary information as well as business plans, financial data and the status and terms of any discussions between the parties regarding a potential business transaction. Confidential Information shall not, however, include any information that (i) was publicly known and made generally available in the public domain prior to the time of disclosure by the disclosing party; (ii) becomes publicly known and made generally available after disclosure by the disclosing party to the receiving party through no action or inaction of the receiving party; (iii) is already in the possession of the receiving party at the time of disclosure by the disclosing party as shown by the receiving party's files and records immediately prior to the time of disclosure; (iv) is obtained by the receiving party from a third party without a breach of such third party's obligations of confidentiality; (v) is independently developed by the receiving party without use of or reference to the disclosing party's Confidential Information, as shown by documents and other competent evidence in the receiving party's possession; or (vi) is required by law to be disclosed by the receiving party, provided that the receiving party gives the disclosing party prompt written notice of such requirement prior to such disclosure and assistance in obtaining an order protecting the information from public disclosure.

Non-use and Non-disclosure. Each party agrees not to use any Confidential Information of the other party for any purpose except to evaluate and engage in discussions concerning a potential business relationship between the parties. Each party agrees not to disclose any Confidential Information of the other party to third parties or to such party's employees or agents, except to those employees or agents of the receiving party who are required to have the information in order to evaluate or engage in discussions concerning the contemplated business relationship. A receiving party shall be responsible and liable for the action of its employees and agents with respect to a disclosing party's Confidential Information and shall fully cooperate with the disclosing party in enforcing any rights of the disclosing party against any such person in connection with a breach of this Agreement. Neither party shall reverse engineer, disassemble or decompile any prototypes, software, or other tangible objects that embody the other party's Confidential Information and that are provided to the party hereunder. Neither party shall hire any employees of the other during the term of this Agreement and for a period of two years thereafter.

Maintenance of Confidentiality. Each party agrees that it shall take reasonable measures to protect the secrecy of and avoid disclosure and unauthorized use of the Confidential Information of the other party. Without limiting the foregoing, each party shall take at least those measures that it takes to protect its own highly confidential information and shall ensure that its employees and agents who have access to Confidential Information of the other party have signed a Non-use and Non-disclosure agreement in content similar to the provisions hereof, prior to any disclosure of Confidential Information to such employees and agents. Neither party shall make any copies of the Confidential Information of the other party unless the other party previously approves the same in writing. Each party shall reproduce the other party's proprietary rights notices on any such approved copies, in the same manner in which such notices were set forth in or on the original.

Ongoing Development. Nothing in this Agreement shall prohibit or restrict either party's right to develop, use or market products or services similar to or competitive with those of the other party disclosed in the Confidential Information as long as such shall not otherwise be a breach of this Agreement. Each party acknowledges that the other may already possess or have developed products or services similar to or competitive with those of the other party disclosed in the Confidential Information. Each party shall remain free to use in the course of its business its general knowledge skills and experience incurred before, during or after the date of this Agreement and the activities hereunder.

No Obligation. Nothing herein shall obligate either party to proceed with any transaction between them and each party reserves the right, in its sole discretion, to terminate the discussions contemplated by this Agreement concerning the business opportunity. Upon termination of such discussions the parties shall return all Confidential Information as provided in paragraph 8 and shall have no further rights to evaluate or use the Confidential Information of each other for any purpose whatsoever.

No Warranty. ALL CONFIDENTIAL INFORMATION IS PROVIDED "AS IS." THE PARTIES MAKE NO REPRESENTATIONS OR WARRANTIES, EXPRESS, IMPLIED OR OTHERWISE, REGARDING THE ACCURACY, COMPLETENESS OR PERFORMANCE OF ANY OF ITS RESPECTIVE CONFIDENTIAL INFORMATION.

Return of Materials. All documents and other tangible objects (except for any tangible objects purchased by a party) containing or representing Confidential Information that have been disclosed by either party to the other party, and all copies thereof which are in the possession of the other party, shall be and remain the property of the disclosing party and shall be promptly returned to the disclosing party upon the disclosing party's written request.

No License. Nothing in this Agreement is intended to grant any rights to either party under any patent, mask work right, trademark, trade secret or copyright of the other party, nor shall this Agreement grant any party any rights in or to the Confidential Information of the other party except as expressly set forth herein.

Term. The obligations of each receiving party hereunder shall survive until such times as all Confidential Information of the other party disclosed hereunder becomes publicly known and made generally available through no action or inaction of the receiving party. Notwithstanding the surviving obligations of a receiving party to maintain the confidentiality of a disclosing party's Confidential Information either party may at any time given written notice to the other party that it does not desire to receive any additional Confidential Information from the other party. After receipt of such notice, such party shall no longer furnish its Confidential Information to the notifying party.

Remedies. Each party agrees that any violation or threatened violation of this Agreement may cause irreparable injury to the other party, entitling the other party to seek injunctive relief in addition to all other legal and equitable remedies.

General Provisions. This Agreement shall bind and inure to the benefit of the parties hereto and their successors and assigns. This Agreement shall be governed by the laws of the ~~State of Missouri~~ , State of California without reference to conflict of laws

principles. This document contains the entire Agreement between the parties with respect to the subject matter hereof. Any failure to enforce any provision of the Agreement shall not constitute a waiver thereof or of any other provision. This Agreement may not be amended, nor any obligation waived, except by a writing signed by both parties hereto. (THE ORGANIZATION).

By: _____

Name: _____

Title: _____

(THE OTHER PARTY)

By: _____

Name: _____

Title: _____

MPS Fiscal Policies and Procedures

SOP # G&A 110 Revision: 0 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

Title: G&A 110 DOCUMENT CONTROL

Policy:

All documents used to provide work direction or set policy should be reviewed, approved, distributed, and controlled by the office of the Chief Financial Officer.

Purpose:

To define the methods and responsibilities for controlling documents used to provide work direction or set policy, and to define methods for document revision, approval, and distribution.

Scope:

This procedure applies to all documents required by the Accounting Management System. Documents of internal or external origin are included.

Responsibilities:

The Chief Financial Officer is responsible for controlling and reviewing, at least annually, the Accounting Manual, all procedures and instructions related to the Accounting Management System, and all External Documents that are required.

The Finance Team is responsible for maintaining and controlling the Accounting Manual, all procedures and instructions related to the Accounting Management System, and all External Documents that are required.

School Principals are responsible for ensuring the relevant versions of documents are available at the points of use and that they are legible.

Definitions:

Controlled Document: A document that provides information or direction for performance of work that is within the scope of this procedure.

Characteristics of control include such things as Revision Number (letter), Signatures indicating review and approval, and Controlled Distribution.

MPS Fiscal Policies and Procedures

Document: Information and its supporting medium. The medium can be paper, magnetic, electronic, optical computer disc, photograph, or sample.

External Document: A document of external origin that provides information or direction for the performance of activities within the scope of the quality management system. Examples include but are not limited to customer drawings, industry standards, international standards, or equipment manuals.

Procedure:

DOCUMENT DISTRIBUTION

Federal, State, and Local grants and contracts should be controlled. It is up to the Chief Executive Officer, Chief Financial Officer, and Chief Operations Officer to dispose of previous revisions as new revisions are released.

Each applicable department is responsible for maintaining each department's-controlled documents. Examples of external documents include Memorandums of Understanding that may be used or referenced.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

MPS Fiscal Policies and Procedures

G&A 110 Ex1 REQUEST FOR DOCUMENT CHANGE (RDC)

G&A 110 Ex1 REQUEST FOR DOCUMENT CHANGE (RDC)

Date:_____RDC No.:

.

Originator:_____

._____Document Title and Publication Date:__

_____. Page and

Chapter, or Paragraph Number:_____Description Of

Problem, Opportunity Or Reason For Request (Define in Detail):

Solution Recommended (if known) Date Action Required by:

Comments:

Department Manager Approval:

._____Recommended

Solution to Problem or Postponement/Dissolution of Request

(attach all necessary documentation to support response)

Powered by BoardOnTrack

MPS Fiscal Policies and Procedures

Approved By:_____ Date:_

.

MPS Fiscal Policies and Procedures

PROCEDURE FOR COMPLETING FORM

Complete top section of this form except for RDC number
Obtain Department Manager's approval

Forward original to the Office Manager who will assign an RDC number (Note: one copy will be returned to originator with RDC number assigned.

The Office Manager will take action and if appropriate will proceed with an RDC. The Office Manager returns a copy to Originator upon resolution of request.

Distribution: Original - RDC File Copy 1 - Originator

Powered by BoardOnTrack

MPS Fiscal Policies and Procedures

G&A 110 Ex2 DOCUMENT CHANGE CONTROL

Date: _____

DCN#: _____

RDC#: _____

DOC. OR PART NO.	DESCRIPTION OF CHANGE, DOCUMENTS AFFECTED AND REAS- ON(S) FOR CHANGE(S)	ACTION CODE(S)	EFFECTIVE DATE

Change Action Required

Make/order New Document:

Current Docs:

Use until depleted Return for Credit Scrap Save for spares Other:

Comments: _____

Authorization(s): Chief Financial Officer By: _____

Title: _____

Date: _____

Authorization(s): _____

Office Manager By: _____

Title: _____

Date: _____

MPS Fiscal Policies and Procedures

SOP # G&A 111 Revision: 0 Prepared by: Central Office **Effective Date:** 2/14/13 Approved by: BOD

Title: G&A 111 ~~FACSIMILE AND E-MAIL SIGNATURES~~ G&A 111 Electronic Signatures Policy

Policy:

~~Fax and E-mail signatures are accepted as if the signature were an authentic wet blue ink signature for any official document.~~
Magnolia Public Schools may use electronic signatures and electronic approval workflows when legally permissible, accepted by all parties, and supported by the organization's internal controls. Electronic signatures carry the same authority as wet signatures provided the signer has proper authorization and the document type permits electronic execution.

Electronic signatures do not expand approval authority. All signers must comply with MPS approval thresholds, board delegations, and applicable law. Documents that require a wet signature by law, authorizer, grantor, or lender must be executed accordingly.

Purpose:

~~The purpose of this policy is to provide a clear explanation of the guidelines surrounding the use of Fax and E-mail signatures on Organization provided and received E- mail accounts and Fax Documents.~~
To establish when and how MPS may use electronic signatures while maintaining internal controls, audit trails, and legal compliance.

Scope:

~~This applies to all Organization E-mail and Fax documents.~~
This policy applies to all MPS employees, board members, and authorized agents who execute or approve documents on behalf of the organization, including finance, purchasing, HR, contracts, and grants.

MPS Fiscal Policies and Procedures

Responsibilities:

~~Chief Financial Officer is responsible for review and approval of signatures.~~

Chief Financial Officer: Owns electronic signature controls for finance, purchasing, banking, and grant documents. Determines when wet signatures are required.

Legal Counsel: Advises on signature requirements for real estate, bond, litigation, and other high-risk documents.

IT / Systems Administrator: Maintains system access, deactivates departed employees, and conducts annual access reviews.

All Signers: May only sign documents within their delegated authority. Credentials may not be shared.

~~Background:~~

~~E-mail and fax communication are often used more than any other form of communication and is a form of business communication. The format of E- mail and fax documents should be professional in terms of signature and other formatting. Email and fax signatures should follow certain guidelines to fit with the overall image of the Organization. As such, the style of address, tone, spelling, grammar and punctuation of all messages should reflect the standards of formal business communication.~~

Procedure:

Documents eligible for electronic signature include:

- **Purchase orders and invoice approvals**
- **Reimbursement requests**
- **Credit card certifications**
- **Routine vendor and employment onboarding forms**
- **Internal budget and finance approvals**
- **Grant reports when accepted by the grantor**

Wet signatures are required for:

- **Real estate, lease, and deed documents**
- **Bond and loan documents**

- **Documents required by law, court order, authorizer, grantor, or lender**
- **Notarized documents**
- **Any document where the receiving party specifically requires original execution**

Email approvals are acceptable when the email clearly identifies:

- **The approver's name and MPS email address**
- **The document or transaction being approved**
- **The dollar amount and vendor, if applicable**
- **The funding source or budget code**

Email approvals must be retained with the transaction record and cannot substitute for required purchase orders, board approval, or contract execution.

Audit trail and retention:

All electronic signatures must produce a record that identifies who signed, when, and what document was signed. Signed documents must be retained in accordance with G&A 102 and may not be altered after execution.

~~FAX AND EMAIL SIGNATURES~~

~~What should be included in an email signature:~~

~~E-mail and fax signatures should include your name, job title, department, mailing address, telephone and fax numbers, and Website address. This should be in plain text format to easily accommodate all types of users.~~

~~When the signature is for a contract or approving a document or official in any nature, the signature should only be acceptable if the signature is in original "blue" ink.~~

~~What should not be included in a fax or e-mail signature:~~

~~Elements that should not be included in fax or e-mail signatures include colored text, very large or complicated fonts, images, clip art or personal quotes. Faculty and staff should also refrain from using background images or stationery in their email correspondence.~~

MPS Fiscal Policies and Procedures

No fax or email document is considered officially received as if it were an original blue ink wet signature until after the Organization has sent a formal reply to the fax or e- mail that the signature has been accepted.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	6/17/26		Interim CFO

MPS Fiscal Policies and Procedures

SOP # G&A 112 Revision: 0 Prepared by: Central Office **Effective Date:** 2/14/13 Approved by: BOD

Title: G&A 112 MAINTENANCE REQUESTS

Purpose & Policy

~~Any maintenance work must be approved and pre-authorized unless emergency circumstances occur.~~

All maintenance work must be approved and authorized before work begins unless emergency circumstances exist.

This policy establishes the requirements for authorization, budgeting, vendor compliance, and oversight of maintenance activities at Magnolia Public Schools (“MPS”).

All maintenance expenditures are subject to applicable MPS purchasing, vendor selection, and approval policies, including PUR 101, PUR 102, PUR 104, and related procurement procedures.

Emergency maintenance necessary to protect health, safety, property, or school operations may proceed immediately and must be documented and reported as soon as practicable.

Scope:

~~This applies to any and all maintenance type service requests.~~
This policy applies to all maintenance, repair, and facility-related services performed at MPS schools, leased facilities, district-provided facilities, and the Home Office.

Responsibilities:

~~Chief Financial Officer or the Chief Financial Officer’s staff designee is responsible for review and approval of maintenance requests~~.

MPS Fiscal Policies and Procedures

Maintenance requests shall be reviewed and approved in accordance with MPS purchasing authority limits and operational responsibilities.

The following roles share responsibility for the execution and oversight of this policy:

School Principal / Office Manager:

Identifies maintenance needs, submits requests through approved MPS systems, and verifies completion of work

MPS Facility Team:

Oversees facility maintenance activities, vendor coordination, and maintenance standards across the organization.

CFO / Finance:

Reviews budget availability and approves expenditures in accordance with MPS purchasing policies.

Back-Office Provider / AP:

Processes approved vendor payments in accordance with MPS financial procedures.

~~**Background:**~~

~~MERF and/or its maintenance contractors have the responsibility to repair, make replacements and adjust equipment and buildings in response to conditions discovered during performance of preventive maintenance, equipment breakdown/improper operation or employee complaint. MERF and/or its maintenance contractors shall respond to and accomplish any request that is relevant to the successful operation of the Organization and its school and system locations.~~

MPS and its authorized contractors are responsible for maintaining facilities, equipment, and infrastructure necessary to support safe and effective school operations.

Approval Requirements

Maintenance work shall not begin until appropriate approval has been obtained, except in emergency situations.

Approval Thresholds

MPS Fiscal Policies and Procedures

Maintenance expenditures are subject to MPS purchasing thresholds and approval requirements. Approval authority is as follows: School Principals may approve purchases up to $10,000 (PUR 101); the CFO approves payments up to $50,000 (PUR 104); the CEO or designee approves payments over $50,000 and up to $90,000 for non-budgeted items (PUR 104); and the Board of Directors approves all contracts above $90,000, which are subject to formal bid / RFP requirements (PUR 101, PUR 107). Purchases between $10,000 and $90,000 require a minimum of three (3) quotes (PUR 102, PUR 107). No vendor may be engaged and no work may begin until the appropriate approval is documented in NetSuite. Split billing to circumvent approval thresholds is strictly prohibited (PUR 102, PUR 107).

Vendor Requirements

All vendor selection, onboarding, contracting, and payment activities shall comply with applicable MPS procurement and vendor management policies.

Emergency Maintenance

Emergency maintenance may proceed when immediate action is necessary to protect health, safety, property, or school operations. Such work must be documented and reported promptly in accordance with MPS procedures.

Preventive Maintenance

Preventive maintenance activities shall be scheduled and managed in accordance with operational procedures established by the Facility Team.

Work Completion & Payment

Payment for maintenance services shall be made only for authorized work and in accordance with MPS financial and accounts payable procedures.

MAINTENANCE REQUESTS

~~Maintenance requests will be reviewed and approved or disapproved by the Chief Financial Officer and/or the designated staff as appropriate.~~

Maintenance requests shall be reviewed and approved by the appropriate authority based on purchasing thresholds, operational responsibility, and budget availability.

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY

MPS Fiscal Policies and Procedures

0	2/14/13	Initial Release	
`1	06/17/26	Full rewrite. Corrected structure (Policy, Scope, Responsibilities). Replaced CFO-only approval with tiered approval matrix aligned to MPS purchasing thresholds. Added vendor requirements, emergency protocol, and completion confirmation requirement. Updated MERF references to MPS.	Interim CFO

MPS Fiscal Policies and Procedures

SOP # G&A 113 Revision: 1 Prepared by: Central Office **Effective Date:** 4/7/22 Approved by: BOD

Title: G&A 113 ELECTRONIC BACKUP OF ACCOUNTING INFORMATION

Policy:

All electronic accounting information systems must be backed up every week at a minimum on the Organization's server.

Purpose:

The purpose of this policy is to provide a clear explanation of the need to backup electronic accounting data regularly.

Scope:

This applies to the accounting program.

Responsibilities:

The Finance Department is responsible for ensuring that the accounting program information is properly backed up.

Background:

Electronic Accounting Information Backup means measures should be adopted that ensure that all electronic accounting data is properly backed up to secondary sources such as off-site web-based services and/or other media to protect the Organization's information in the event of any form of electronic data loss.

Procedure:

ELECTRONIC BACKUP OF ACCOUNTING INFORMATION

~~Full backups are taken daily at approximately 1:45 a.m. Pacific Time using our current accounting and budgeting systems.~~ The Organization's cloud-based accounting and budgeting systems maintain daily system backups and disaster recovery procedures in accordance with vendor-managed service agreements and industry standards.

MPS Fiscal Policies and Procedures

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	4/7/22	Electronic Back-up of Accounting Information	Steve Budhaja, CFO
2	6/17/26		Interim CFO

MPS Fiscal Policies and Procedures

SOP # G&A 114 Revision: 0 Prepared by: Central Office **Effective Date:** 2/14/13 Approved by: BOD

Title: G&A 114 POLITICAL INTERVENTION

Policy:

Consistent with its tax-exempt status under the Internal Revenue Code, it is the policy of MERF that the Organization shall not incur any expenditure for political intervention. Political intervention does not include lobbying activities, defined as direct or indirect support or opposition for legislation, which is not prohibited under the Internal Revenue Code.

Purpose:

The purpose of this policy is to provide a clear explanation of what the Organization may and may not be involved in with regards to politics.

Scope:

All political activities of the Organization.

Responsibilities:

Chief Executive Officer is responsible for ensuring that the Organization is not seen as a political organization.

Background:

The Organization is very well known and as such, political candidates may seek endorsements from MERF. This policy clarifies what MERF can and cannot do with regards to politics.

Definition:

Political Intervention shall be defined as any activity associated with the direct or indirect support or opposition of a candidate for elective public office at the Federal, California or local level.

Procedure:

PROHIBITED EXPENDITURES

MPS Fiscal Policies and Procedures

Examples of prohibited political expenditures include, but are not limited to, the following:

- Contributions to political action committees
- Contributions to the campaigns of individual candidates for public office
- Contributions to political parties
- Expenditures to produce printed materials (including materials included in periodicals) that support or oppose candidates for public office
- Expenditures for the placement of political advertisements in periodicals

MERF will comply with all Federal and State laws and regulations regarding political intervention, lobbying, etc. Federal funds and those assets paid for by this program may not be used in any partisan activity.

ENDORSEMENTS OF CANDIDATES

It is the policy of MERF not to endorse any candidate(s) for public office in any manner, either verbally or in writing. This policy extends to the actions of management and other representatives of MERF, when these individuals are acting on behalf of, or are otherwise representing, MERF.

PROHIBITED USE OF ASSETS AND RESOURCES

It is the policy of MERF that no assets or People and Culture of MERF shall be utilized for political activities, as defined above. This prohibition extends to the use of MERF assets or People and Culture in support of political activities that are engaged in personally by board members, members of management, employees, or any other representatives of MERF. While there is no prohibition against these individuals engaging in political activities personally (on their own time, and without representing that they are acting on behalf of MERF), these individuals must at all times be aware that MERF resources cannot at any time be utilized in support of political activities except as identified in “1.0” above.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	

MPS Fiscal Policies and Procedures

G&A 114 Political Intervention page 2 of 2 Accounting Policies, Procedures and Forms/

SOP # G&A 115 Revision: 1 Prepared by: Central Office **Effective Date:** 4/7/22 Approved by: BOD

Title: G&A 115 ACCRUED LIABILITIES

Policy:

The Organization will establish a list of commonly incurred expenses that may require accrual at the end of the fiscal year accounting period.

Purpose:

The purpose of this policy is to properly recognize and accrue liabilities.

Scope:

This applies to potential liabilities.

Responsibilities:

The Senior Controller & Financial Analysts with the support of Back-office provider are responsible for ensuring that the accrued liabilities are properly accounted for.

Background:

Accrued liabilities are liabilities that have been incurred such as vacation pay but have not been paid.

Procedure:

Accrued Liabilities

Some of the expenses that shall be accrued by MERF at the end of an accounting period are:

- Salaries and wages
- Payroll taxes
- Vacation pay/Compensated absences
- Rent
- Interest on notes payable Insurance premiums
- Audit fees

MPS Fiscal Policies and Procedures

- Charter Management Organization fees

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider service provider	Oswaldo Diaz, CFO
2	4/7/22	Updated to include Senior Controller	Steve Budhraja, CFO

MPS Fiscal Policies and Procedures

SOP # G&A116 Revision: 1 Prepared by: Central Office **Effective Date:** 11/12/15 Approved by: BOD

Title: G&A116 NOTES PAYABLE

Policy:

It is the policy of MERF to maintain a schedule of all notes payable, mortgage obligations, lines of credit, and other financing arrangements. This schedule shall be based on the underlying loan documents.

Purpose:

The purpose of this policy is to properly track and recognize all notes payable and other similar obligations.

Scope:

This applies to notes, loans, lines of credit, and obligations of the Organization.

Responsibilities:

Back-office provider is responsible for ensuring that all notes, loans, and other similar obligations are properly accounted for.

Background:

Properly tracking and monitoring long term debt such as loans is important such that as payments become due, the Organization has sufficient cash flow to honor the obligation.

Procedure:

NOTES PAYABLE

Prepare a schedule that shall be based on the underlying loan documents and shall include all of the following information:

- Name and address of lender
- Date of agreement or renewal/extension
- Total amount of debt or available credit
- Amounts and dates borrowed
- Description of collateral, if any

- Interest rate Repayment terms
- Maturity date
- Address to which payments should be sent
- Contact person at lender
- Loan covenants, if applicable

ACCOUNTING AND CLASSIFICATION

An amortization schedule shall be maintained for each note payable. Based upon the amortization schedule, the principal portion of payments due with the next year shall be classified as a current liability in the statements of financial position of MERF. The principal portion of payments due beyond one year shall be classified as long-term/noncurrent liabilities in the statements of financial position.

Demand notes and any other notes without established repayment dates shall always be classified as current liabilities.

Unpaid interest expense shall be accrued as a liability at the end of each accounting

A detailed record of all principal and interest payments made over the entire term shall be maintained with respect to each note payable. Periodically, the amounts reflected as current and long-term notes payable per the general ledger shall be reconciled to these payment schedules and the amortization schedules, if any, provided by the lender. All differences shall be investigated.

NON-INTEREST-BEARING NOTES PAYABLE

As a charitable organization, MERF may from time to time receive notes payable that do not require the payment of interest, or that require the payment of a below-market rate of interest for the type of obligation involved. In such cases, it shall be the policy of MERF to record contribution income for any unpaid interest.

For demand loans, recording of interest expense and contribution income shall be performed at the end of each accounting period, based on the outstanding principal balance of the loan during that period, multiplied by the difference between a normal interest rate for that type of loan and the rate, if any, that is required to be paid by MERF.

For loans with fixed maturities or payment dates, the note payable shall be recorded at the present value of the future principal payments, using as a discount rate the difference between a normal interest rate for that type of loan and the rate, if any, which

is required to be paid by MERF. The difference between the cash proceeds of the note and the present value shall be recorded as contribution income in the period the loan is made. Thereafter, interest expense shall be recorded in each accounting period using the effective interest method, with the corresponding credit entry increasing the note payable account to reflect the amount(s) that shall be repaid.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	11/12/15	Changes in responsibilities	Oswaldo Diaz, CFO

MPS Fiscal Policies and Procedures

SOP # G&A 117 Revision: 2 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

Title: G&A 117 FINANCIAL AND TAX REPORTING

Policy:

The Organization will prepare annual and monthly financial statements as management considers necessary and prepare non-profit tax information and tax information returns within eight months of the fiscal year close.

Purpose:

The purpose is to control and prepare consistent and accurate financial statements and tax returns that are relied upon by both internal and external parties.

Scope:

This applies to financial statements and tax reporting documents.

Responsibilities:

Chief Financial Officer or his designee is responsible for preparing all tax documents and ensuring Organization financial statements are accurate.

Back-office provider is responsible for preparing all Organization financial statements.

Background:

Preparing financial statements and communicating key financial information is a necessary and critical accounting function. Financial statements are management tools used in making decisions, in monitoring the achievement of financial objectives, and as a standard method for providing information to interested parties external to MERF. Financial statements may reflect year-to-year historical comparisons or current year budget to actual comparisons.

Procedure:

STANDARD FINANCIAL STATEMENTS

Prepare the basic financial statements at year end and as considered necessary for reporting purposes. The basic financial statements of the Organization are maintained and prepared by MERF on an Organization wide basis and shall include:

- Statements of Financial Position - reflects assets, liabilities and net assets of MERF and classifies assets and liabilities as current or non- current/long-term
- Statements of Activities - presents support, revenues, expenses, and other changes in net assets of MERF, by category of net asset (unrestricted, temporarily restricted and permanently restricted)

FREQUENCY OF PREPARATION

The objective of the Back-office provider is to prepare accurate financial statements in accordance with generally accepted accounting principles and distribute them in a timely and cost-effective manner. In meeting this responsibility, the following policies shall apply:

- A standard set of financial statements described in the preceding section shall be produced on a quarterly basis for presentation at the Board of Directors meeting. The standard set of financial statements described in the preceding section shall be supplemented by the following schedules:
- Individual statements of activities on a departmental and functional basis (and/or program/grant basis)
- Comparisons of actual year-to-date revenues and expenses with year- to- date budgeted amounts
- The bi-monthly set of financial statements shall be prepared on the cash basis of accounting with exception of year-end reports where accrual method of accounting must be used. Year-end report must include all receivables, accounts payable received by the end of the reporting period, and actual depreciation expense.

REVIEW AND DISTRIBUTION

All financial statements and supporting schedules shall be reviewed and approved by the Chief Financial Officer, prior to being issued by Back-office provider.

After approval by the Chief Financial Officer, a complete set of monthly financial statements shall, including the supplemental schedules described above, shall be distributed to the following individuals:

- All members of the Finance and Audit Committee of the Board
- Chief Executive Officer
- School Principals and any other employee with budget-monitoring responsibilities will receive only the budget vs. actual report

Financial statements may include an additional supplemental schedule prepared or compiled by the Chief Financial Officer. The purpose of this schedule is to provide known explanations for material budget variances in accordance with MERF'S budget monitoring policies. Also included is a list which lists all invoices that have not been paid at the end of the year and all revenues, if any, that have not been received.

ANNUAL FINANCIAL STATEMENTS

A formal presentation of MERF's annual financial statements shall be provided by the independent auditor to the full Board of Directors at MERF's annual meeting. This presentation will be preceded by a meeting with MERF's Finance and Audit Committee, at which the Finance and Audit Committee will vote to accept or reject the annual financial statements.

GOVERNMENT RETURNS

MERF must be aware of its tax and information return filing obligations and comply with all such requirements of the Federal government, California and local jurisdictions. Filing requirements of MERF include, but are not limited to, filing annual information returns with the Internal Revenue Service (IRS), California charitable solicitation reports, annual reports for corporations, property tax returns, income tax returns, information returns for retirement plans, annual reporting of compensation paid, and payroll withholding tax returns.

FILING OF RETURNS

It is the policy of MERF to become familiar with the obligations in each jurisdiction and to comply with all known filing requirements. The Chief Financial Officer shall be responsible for identifying all filing requirements and assuring that MERF is in compliance with all such requirements.

It is also the policy of MERF to file complete and accurate returns with all authorities. MERF shall make all efforts to avoid filing misleading, inaccurate or incomplete returns.

Reports and returns which may be required to be filed by MERF include, but are not limited to, the following returns:

- Form 990 - Annual information return of tax-exemption of MERF, filed with IRS. Form 990 for MERF is due on the fifteenth day of November, annually.

- Form 990-T – Annual tax return to report MERF'S unrelated trade or business activities (if any), filed with the IRS. Form 990-T is due on the fifteenth day of November, annually.
- Form 199 – Exempt Organization Annual Information Statement or Return (California) – This form is due on the fifteenth day of November, annually.
- Form 5500 - Annual return for MERF'S employee benefit plans. Form 5500 is due on the fifteenth day of November, annually.
- Federal and State Payroll Returns - Filed on a quarterly or annual basis.
- Form RRF-1 – Registration/Renewal Fee Report to Attorney General of California. This form is due on the fifteenth day of November, annually.
- SF-SAC – The Office of Management and Budget requires all Form SF-SAC and Single Audit submissions to be submitted on the Federal Audit Clearinghouse (FAC) Internet Data Entry System. The due date is established by OMB Circular A-133.
- Form 1099's – See PUR101 VENDOR SELECTION.

MERF'S fiscal and tax year-end is June 30. All annual tax and information returns of MERF Form 990, Form 990-T are filed on the accrual basis of reporting.

Federal and all applicable California payroll tax returns are prepared by the Chief Financial Officer, in consultation with MERF'S independent auditor and the pension plan third-party administrator.

It is the policy of MERF to comply with all California payroll tax requirements by withholding and remitting payroll taxes to California for each MERF employee.

PUBLIC ACCESS TO INFORMATION RETURNS

Under regulations that became effective in 1999, MERF is subject to Federal requirements to make the following forms "widely available" to all members of the general public:

- The three most recent annual information returns (Form 990), and
- MERF'S original application for recognition of its tax-exempt status (Form 1023 or Form 1024), filed with IRS, and all accompanying schedules and attachments.

It is the policy of MERF to adhere to the following guidelines in order to comply with the preceding public disclosure requirements:

- Anyone appearing in person at the offices of MERF during normal working hours making a request to inspect the forms will be granted access to a file copy of the

forms. The Chief Financial Officer shall be responsible for maintaining this copy of each form and for making it available to all requesters.

- For all written requests for copies of forms received by MERF, the Organization shall require pre-payment of all copying and shipping charges. For requests for copies that are received without prepayment, MERF will notify the requester of this policy via phone call or by letter within 7 days of receipt of the original request.
- The copying cost charged by MERF for providing copies of requested forms shall be $1.00 for the first page copied and $0.20 for each subsequent page. All copies shall be shipped to requesters via Priority Mail, thus, shipping charges will be a standard $5.00 per shipment.
- After payment is received by MERF, all requested copies should be shipped to requesters in accordance with applicable laws. Making of all copies and shipping within the legal time period shall be the responsibility of the Finance Team.
- For requests for copies made in person during normal business hours, copies shall
  be provided while the requester waits provided the request is for twenty-five (25) or
  less copied pages. Requests for copies in excess of 25 pages but less than 100 pages will be available the next business day. All requests in excess of 100 pages will be sent to the requestor in accordance with applicable laws.
- MERF shall accept certified checks and money orders for requests for copies made in person. MERF shall accept certified checks and money orders or personal checks as payment for copies of forms requested in writing. Personal checks must clear the bank prior to the copies being made and delivered to the requestor.

UNRELATED BUSINESS ACTIVITIES

Identification and Classification of unrelated business activities must be separately identified.

It is the policy of MERF to properly identify and classify income-producing activities that are unrelated to MERF's tax-exempt purpose using the guidelines described in the Internal Revenue Code and underlying regulations. Such income accounts shall be segregated into separate accounts in the general ledger of MERF in order to facilitate tracking and accumulation of unrelated trade or business activities.

It is the policy of MERF to file IRS Form 990-T to report taxable income from unrelated trade or business activities. Form 990-T is not subject to any public access or disclosure

requirements. Accordingly, it is the policy of MERF not to distribute copies of Form 990-T to anyone other than management and the Board of Directors of MERF.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider service provider process	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

MPS Fiscal Policies and Procedures

SOP # G&A 118 Revision: 2 Prepared by: Central Office **Effective Date:** 2/11/21 Approved by: BOD

Title: G&A 118 BUDGETING

Policy:

The School Site Principals with the support of Back-office provider are responsible for preparing, monitoring, and implementing the annual school site budget. The School Site Principal must have the school site budget approved by the Board of Directors no less than 60 days before the fiscal year. It is the School Site Principal's responsibility to work with the central office in order to acquire the necessary budgetary information to implement their program. The budget may be revised as needed.

An annual Organization-wide budget shall be prepared on the accrual basis of accounting, and the budget shall be adopted by the Board of Directors. The budget may be revised as needed. It is the policy of the Organization to adopt a final annual operating budget at least 60 days before the beginning of MERF's fiscal year.

Purpose:

A budget is a management commitment of a plan for present and future MERF activities that will ensure survival. It provides an opportunity to examine the composition and viability of MERF's programs and activities simultaneously in light of all available resources

Scope:

This applies to all departments and chart of accounts of the Organization.

Responsibilities:

Principal is responsible for providing information to the Back-office provider so that the back- office provider service provider can prepare the annual site budget and make revisions as needed.

The Finance Department is responsible for reviewing the school site and Organization wide budgets and budget revisions.

Back-office provider is responsible for preparing the monthly budget vs. actual comparison reports.

MPS Fiscal Policies and Procedures

Background:

Budgeting is an integral part of managing MERF in that it is concerned with the translation of MERF's goals and objectives into financial and human resource terms. A budget should be designed and prepared to direct the most efficient and prudent use of the MERF's financial and People and Culture. A budget is a management commitment of a plan for present and future MERF activities that will ensure survival. It provides an opportunity to examine the composition and viability of MERF's programs and activities simultaneously in light of all available resources.

Procedure:

PREPARATION AND ADOPTION

The school site budgets will be developed by the School Site Principals and Back-office provider., The Organization-wide budget will be prepared by the Chief Financial Officer with the support of Back-office provider. They will gather proposed budget information from all Finance teams and others with budgetary responsibilities and prepare the first draft of the budget. Budgets proposed and submitted by each department should be accompanied by a narrative explanation of the sources and uses of funds and explaining all material fluctuations in budgeted amounts from prior years.

After appropriate revisions and a compilation of all school site budgets by Back- office provider, a draft of the school site budgets and Organization-wide budget will be presented to the Chief Financial Officer for discussion, revision, and preliminary approval. The Chief Executive Officer is responsible for the final approval of all budgets.

The final budget is then submitted by the Chief Financial Officer to the Board of Directors for adoption. School Site Principals shall be present at the Board of Directors budget approval meeting.

It is the policy of MERF to adopt a final annual operating budget at least 60 days before the beginning of the MERF's fiscal year. In addition, the Finance Team must setup the new fiscal year accounts, input the budget into the accounting system and establish appropriate accounting and reporting procedures (including any necessary modifications to the chart of accounts), to ensure proper classification of activities and comparison of budget versus actual once the new year commences.

MONITORING PERFORMANCE

MERF will monitor its financial performance by comparing and analyzing actual results with budgeted amounts. This function will be accomplished in conjunction with the monthly financial reporting process described earlier.

On a monthly basis, budget reports comparing actual year-to-date revenues and expenses with budgeted year-to-date amounts shall be produced by the Finance Team and distributed to each respective School Principal on a monthly basis.

The financial reports, interim reports, and budgets will be distributed to the Board of Directors. The Chief Financial Officer and School Site Principal, with the/support of Back-office provider, will be responsible for answering budget questions posed at the Board meetings.

The Chief Financial Officer will also institute an on-going monitoring plan to ensure the fiscal operations effectively implement all Federal and State requirements and to ensure the safeguarding of Federal and State funds and assets.

BUDGET MODIFICATION

After a budget has been approved by the Board of Directors and adopted by MERF, reclassifications of budgeted expense amounts may be made by Back-office provider, with approval from the Chief Financial Officer or his designee (Controller or Senior Financial Analyst).

Budget reclassifications of any amount are at the discretion of the Chief Financial Officer.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider process	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

MPS Fiscal Policies and Procedures

3	2/11/2021	Revision to clarify budget modifications	Serdar Orazov, CFO

MPS Fiscal Policies and Procedures

SOP # G&A 119 Revision: 0 Prepared by: Central Office **Effective Date:** 2/14/13 Approved by: BOD

Title: G&A 119 INSURANCE

Policy:

It is the policy of the Organization to have an active risk management program that includes a comprehensive insurance package and to maintain adequate insurance against general liability, as well as coverage for buildings, contents, computers, fine arts, equipment, vehicles, machinery and other items of value.

.

Purpose:

To have a comprehensive insurance package and to maintain adequate insurance against general liability, as well as coverage for buildings, contents, computers, fine arts, equipment, vehicles, machinery and other items of value.

Scope:

This applies to all areas of risk management.

Responsibilities:

Chief Financial Officer is responsible for monitoring risk management and identifying areas of insurance need.

Background:

Risk management and insurance enable the Organization to hedge against known and unknown potential losses.

Definition:

Workers' Compensation and Employer's Liability

Contractors are required to comply with applicable Federal and California workers' compensation and occupational hazard and disease statutes. If occupational hazard and diseases are not compensated under those statutes, they shall be covered under the employer's liability insurance policy.

MPS Fiscal Policies and Procedures

Fidelity Bond

For all personnel handling cash, preparing or signing checks, MERF shall obtain insurance that provides coverage in a blanket fidelity bond. The specific needs of MERF will determine the dollar limit of this coverage.

Comprehensive Liability

This type of coverage may include directors, officers and employee general liability insurance, buildings, contents, computers, fine arts, boilers and machinery.

Student Accident Insurance

All children enrolled in any of MERF's funded programs must be insured for accidents and injury. The limit per child enrolled will be determined by local area experience rates and potential risk assessments.

Procedure:

COVERAGE GUIDELINES

As a guideline, MERF will arrange for the following types of insurance, as a minimum:

Type of Coverage

- Comprehensive Liability
- Automobiles for Employees,
- Volunteers or Escorts
- Employee dishonesty/bonding Fire and Water Damage
- Directors and Officers
- Theft
- Workers' Compensation
- Student Accident Insurance

The dollar limits are identified in the Insurance Booklet.

MERF shall maintain a file of all insurance policies in effect. This file shall include the following information, at a minimum:

- Description (type of insurance)
- Agent and insurance company, including all contact information
- Coverage and deductibles

- Premium amounts and frequency of payment
- Policy effective dates
- Date(s) premiums paid and check numbers

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	

MPS Fiscal Policies and Procedures

SOP # G&A 120 Revision: 1 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

Title: G&A 120 SUPPLIES

Policy:

It is the policy of the organization to maintain an internal control system over supplies to prevent theft, overstocking, understocking, spoilage and obsolescence.

Purpose:

To physically safeguard organization assets and to maintain accurate financial reporting.

Scope:

This applies to non-capitalized assets.

Responsibilities:

School Principal or designee is responsible for maintaining safeguards over cleaning and education supplies at each school.

Procedure:

SAFEGUARDS

Each Principal or designee is responsible for monitoring safeguards over assets at each school site. School will properly safeguard supplies inventory by keeping storage and locker facilities locked.

Cleaning/Maintenance Supplies. The Custodian at each site is responsible for custody of cleaning and repair and maintenance supplies.

Educational Supplies. The Administrative Assistant, or designee is responsible for custody of educational supplies. Only the Administrative Assistant and the School Principal will have access to educational supplies.

Educational supplies will be controlled in part by forms documenting custody, i.e. textbooks issued to students and use of laptops.

MONITORING

MPS Fiscal Policies and Procedures

School will establish optimum minimum and maximum stock levels for inventory.

Finance teams will maintain records detailing purchases of each significant inventory item for each fiscal year.

School Principal or designee will conduct a physical inventory of the supplies listed above on an annual basis. The completed inventory will then be submitted to Accounting so it can be reconciled to the general ledger.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

MPS Fiscal Policies and Procedures

SOP # G&A 121 Revision: 2 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

Title: G&A 121 SCHOOL SITE ACCOUNTING

Policy:

It is the policy of MERF to consider each school to be a separate and distinct financial accounting entity in order to maintain an accurate fund accounting system.

Purpose:

The purpose of this policy is to clearly define relationships between each school and with the business office in regard to financial accounting.

Scope:

This applies to the Organization’s charter schools and business office.

Responsibilities:

Back-office provider, with the support of the Financial Analysts, is responsible for timely and accurate recording of transactions, providing useful management information, and properly reporting such information for various user needs.

The Chief Financial Officer is responsible for overseeing the Financial Analysts and providing assistance where needed.

Background:

Separate accounting for each of the charter schools is critical in order to monitor budget performance and to determine how to allocate resources.

Procedure:

SEPARATE ACCOUNTING

Back-office provider will utilize the same accounting policies for each school they are responsible for. Consistency in accounting will ensure that the charter schools can be evaluated using the same benchmarks and will assist in evaluating performance.

MPS Fiscal Policies and Procedures

Each Charter School will have its own accounting file to assist in maintaining separate accounting for each school, and a separate bank account to avoid commingling of funds.

FUNDRAISING

Revenues from fundraising will be recorded in the accounting system using the resource tracking system in order to account for funds received from different events. Funds may be used for operating purposes unless restricted by the donor or explicitly restricted by the event.

Fundraiser Approval Process and Gift-Entry and Recording Policies

Fundraiser Approval Process: Each Magnolia Science Academy (MSA) teacher/staff member will submit a direct fundraiser request to the site principal. The MSA site principal will thoroughly review the fundraiser request and either approve or deny a fundraiser request. The head of development at the MPS Home Office under the office of the Outreach and Communication Department is informed to ensure there is alignment to the Magnolia Public Schools - Development Plan and Strategy. If the fundraiser request does not align with the Development Plan and Strategy and/or the MPS mission and vision then a recommendation will be made to not proceed with the fundraiser to the site principal. If approved, and if the fundraiser will utilize the MPS website Stripe account, the head of the MPS development will create a “fund” specific to the fundraiser. The MSA site fundraising lead will provide fundraiser details to the head of development to subsequently populate the fundraiser description section. If another approved donation payment app/s is utilized, then the MSA site fundraising lead will forward all donation details including fundraiser purpose, timeline, amount requested, amount received once the fundraiser has come to a close to the MPS finance and Development departments. Payment apps offer convenience for business owners, contractors, and individuals who want to send money from person to person. Payment apps work by allowing you to make payments directly from your smartphone. You can make payments through your app without needing to have your credit card or debit card handy at all.

Approved Apps: Stripe & Paypal

Magnolia Public Schools and Magnolia Science Academy website donation pages are operated by Stripe online payment processing. Funds are linked directly to each MSA’s account

MPS Fiscal Policies and Procedures

Donors Choose - Donors Choose is the most trusted classroom funding site for teachers.

Note, apps not listed need to be approved by the MPS Finance and Development departments prior to use by Magnolia Science Academy sites.

Gift-Entry and Recording Policy and Procedure

MSA sites will ensure all cash and checks are delivered to the MPS Finance department for accounting and depositing. An ACH transfer can be requested by the MPS Finance department throughout the duration of the fundraising campaign or as determined by the Chief Financial Officer.

The Finance department will subsequently forward the MSA fundraising totals to the MPS Development department for recording in the Grants Management Portal. Periodically, the MPS Finance department will request a funds transfer from Stripe or designated app to the prospective MSA accounts or as determined by the Chief Financial Officer.

The Development department will add/update donor information in the MPS Grants Management portal, especially if the information on the check and/or response form is different.

The Development departments will record gifts according to the donor’s intended use, i.e. unrestricted, restricted (specific program or project), endowment, etc.

The Development department will record in the system the source of the gift, i.e. direct mail appeal, special event, personal solicitation, etc.

The Development department will prepare a quarterly report on gifts to be shared with appropriate staff and board committees for information and special acknowledgment.

The Development department will acknowledge all gifts within three to five business days using appropriate MPS thank-you letters based on the gift level.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	

MPS Fiscal Policies and Procedures

1	11/12/15	Inclusion of back-office provider processes	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	
4/7/22	Inclusion of Fundraiser Approval Process & Gift Entry and Recording Policy	Steve Budhraja, CFO	

MPS Fiscal Policies and Procedures

SOP # G&A 122 Revision: 0 Prepared by: Central Office **Effective Date:** 2/14/13 Approved by: BOD

Title: G&A 122 FRAUD REPORTING & WHISTLEBLOWER

Policy:

To establish procedures for reporting concerns of fraud on a confidential basis; receipt, retention, and treatment of complaints received by the Organization regarding such concerns; and protection of anyone reporting fraud in good faith from retaliatory actions.

Purpose:

It is the policy of the Organization that its operations are conducted according to the highest standard of integrity, and that its officers, directors, employees, consultants, volunteers, interns, vendors, and other agents observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As employees and representatives of the Organization, all applicable laws and regulations must be followed, honesty and integrity must be practiced in fulfilling all responsibilities and all situations must be avoided that might conflict with responsibilities undertaken on behalf of the Organization. It is a federal crime for any organization – nonprofit or for-profit to retaliate against a “whistleblower” who reports illegal, unacceptable, or suspicious activity (“Concerns”). This policy is intended to encourage and enable the reporting of Concerns within the Organization in order to prevent, detect and correct improper activities.

Scope:

All officers, directors, employees, including temporary employees, consultants, volunteers, interns, vendors and other agents are covered by the scope of this policy and its guidelines.

Responsibilities:

Executive Management and Board of Directors are responsible for investigating any Concerns reported, and to ensure that the reporting person is protected from retaliation.

Background:

The people closest to the day-to-day workings of an organization are the ones most qualified to identify and report improper activities. Experience has shown that these

individuals will step forward if they are provided with a confidential means of reporting abuse and feel that they will be protected from retaliation, including loss of their job.

Procedure:

REPORTING RESPONSIBILITY

It is the responsibility of all those noted in the Scope of the Policy to report questionable or improper accounting or auditing matters or other Concerns as described above.

No officer, director, employee, including a temporary employee, consultant, volunteer, intern, vendor or other agent who reports a Concern in good faith shall be subject to retaliation or, in the case of an employee, adverse employment consequences. Any

individual who retaliates against someone who has reported a Concern in good faith is subject to discipline up to and including dismissal from the volunteer position or termination of employment. Such conduct may also give rise to other actions, including civil lawsuits.

Reporting in good faith means that to the best of the individual's knowledge who is reporting a suspected fraud or abuse Concern, fraud or abuse is factual.

An individual reporting fraud or abuse Concern not in good faith is subject to discipline up to and including dismissal from the volunteer position or termination of employment. In other words, fraudulently submitting a fraud or abuse Concern/ allegation is not acceptable.

PROCEDURES FOR REPORTING CONCERNS

Employees and Consultants. Whenever possible, an individual should seek to resolve Concerns by reporting issues directly to his supervisor. If, for any reason, the individual is uncomfortable speaking to his supervisor or does not believe the Concern is being properly addressed, the individual should report the Concern directly to the Chief Operating Officer of the Organization. If the individual does not believe that these channels of communication can or should be used to express his Concern, the individual should report the Concern directly to a member of the Organization's Board of Directors. Concerns may also be submitted anonymously in writing or via voice mail to a Board of Directors member. Contact information for the Chief Operating Officer and a listing of Board of Directors members may be obtained from the Organization's website or by calling the Organization at (714) 892-5066.

Officers, Directors, Interns, Volunteers, Vendors and Other Agents. Officers, directors, interns, volunteers, vendors and other agents may report Concerns to the Chief Executive Officer or directly to a member of the Organization's Board of Directors. If the officer, director, intern, volunteer, vendor or other agent is uncomfortable reporting to any of these individuals, or if he does not believe the Concern is being properly addressed, the report should be escalated directly to the Chair of the Organization's Board of Directors.

Third Party Fraud Reporting Service. An individual also has the option to report any Concerns through a service specifically set up for MERF. These can be reported through the website at https://www.magnoliapublicschools.org or by calling Central Office. Concerns addressed through these channels can be made anonymously if the individual chooses.

HANDLING OF REPORTED CONCERNS

All reported Concerns filed in accordance with this policy will be investigated by the Organization with due care and promptness. Matters reported internally without initial resolution will be investigated by the Chief Executive Officer of the Organization to determine if the allegations are true, whether the issue is material and what actions, if any, are necessary to correct the problem. The Organization staff may issue a full report of all matters raised under this policy to the Board of Directors.

For matters reported directly to a member of the Board of Directors or the Chief Executive Officer, the Audit Committee shall promptly acknowledge receipt of the complaint to the complainant if the complainant is known. An investigation will be held to determine if the allegations are true, whether the issue is material and what corrective action, if any, is necessary. Upon the conclusion of this investigation, the Audit Committee shall promptly report its findings to the Executive Committee of the Board.

The Audit Committee shall have full authority to investigate Concerns raised in accordance with this policy and may retain outside legal counsel, accountants, private investigators, or any other resource that the committee reasonably believes is necessary to conduct a full and complete investigation of the allegations.

Revision History:

REVISION	DATE	DESCRIPTION OF CHANGES	REQUESTED BY

0	2/14/13	Initial Release	

SOP # G&A 123 Revision: 0 Prepared by: Central Office **Effective Date:** 1/1/17
Approved by: BOD

Title: G&A 123 CONFLICT OF INTEREST POLICY

Purpose:

It is the policy of the Organization that the Governing Board shall review and adopt a conflict-of-interest policy annually or as required in accordance with authorizer MOUs.

Responsibilities:

Executive Management and Board of Directors are responsible for ensuring that the conflict-of-interest policy is reviewed and approved annually each July.

Background:

Refer to separate document titled “Conflict of Interest Policy”.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	7/21/16	Documented policy approved by Board as separate document	Caprice Young

MPS Fiscal Policies and Procedures

SOP # G&A 124 Revision: 0 Prepared by: Central Office **Effective Date:** 3/08/18 Approved by: BOD

Title: G&A 124 HOME OFFICE MANAGEMENT FEES

Policy:

Charter school-related organizations (CSRO) may charge a charter school fees for the legitimate, contractually agreed upon services it provides to the charter school.

Purpose:

To clearly define Home Office Management Fee calculations for all MPS school sites

Scope:

This applies to all MPS schools of the organization.

Responsibilities:

The Finance Department is responsible for review and confirmation of all monthly calculations and payments from school sites to MERF.

Back-office service provider is responsible for accurate bookkeeping and recording of all payments and outstanding fees.

Chief Executive Officer and Chief Financial Officer are responsible for approval of all Home Office Management Fee transactions.

Procedures:

The Board of Directors ("Board") of Magnolia Public Schools ("MPS") adopts this policy to establish a fair and sustainable methodology for funding the centralized administrative, operational, compliance, and educational support services provided by the MPS Home Office to its charter schools.

The Board authorizes and delegates to the Chief Executive Officer, Executive Team, and their designees (collectively, the "Home Office Team") the responsibility to recommend, administer, and collect Charter Management Organization ("CMO") fees in accordance with this policy.

Home Office Services

The MPS Home Office provides organization-wide services and support to MPS schools, including, but not limited to:

- Executive leadership and management;
- Human resources;
- Accounting and financial reporting;
- Payroll administration;
- Technology and information systems;
- Student services;
- Special education support and oversight;
- Procurement and purchasing support;
- Compliance and reporting;
- Operational oversight; and
- Other centralized organizational services.

CMO Fee

The annual CMO fee assessed to each MPS school shall not exceed fifteen percent (15%) of the school's total Local Control Funding Formula (LCFF) revenue for the applicable fiscal year.

The Home Office Team shall recommend the annual CMO fee for each school as part of the annual budgeting process, subject to Board approval.

The actual CMO fee assessed to a school may be less than fifteen percent (15%) and may vary based on factors including:

- The financial condition of the school;
- Enrollment trends;
- Cash flow and liquidity;
- Operational needs;
- Organizational priorities; and
- Other fiscal considerations deemed relevant by the Home Office Team.

School-Specific Costs

Costs that are attributable to a specific school or site, including but not limited to rent, debt service, utilities, facilities management, and other site-specific expenses ("School-Specific Costs"), shall be charged separately to the applicable school based on actual costs incurred.

School-Specific Costs are separate from and in addition to the CMO fee and are not subject to the fifteen percent (15%) limitation described in this policy.

Fee Modifications

The Home Office Team may reduce, defer, waive, or restructure all or a portion of a school's CMO fee based on the school's financial condition, enrollment trends, cash-flow position, operational needs, or fiscal stability.

Any such adjustment shall not create an entitlement to future reductions or waivers.

Documentation and Oversight

The Finance Department shall maintain documentation supporting CMO fee assessments and School-Specific Cost allocations.

The CMO fee shall remain subject to annual Board review and approval and shall not be considered an automatic entitlement or guaranteed transfer of funds.

~~The CMO fee policy which will be reviewed and updated each year along with the annual budget adoption as noted below~~

The CMO fee policy will be reviewed and updated annually in connection with the annual budget adoption process.

~~The Board of Directors ("Board") of Magnolia Public Schools ("MPS") adopts a policy for the MPS charter schools to fairly fund the Home Office for administrative services and support provided to the schools, sometimes referred to as the "CMO fee". The Board authorizes and delegates to the MPS Chief Executive Officer, Executive Team and their designees (collectively, the "Home Office Team") to calculate and collect the CMO fee in accordance with this policy.~~

~~The Board of Directors ("Board") of Magnolia Public Schools ("MPS") adopts a policy for the MPS charter schools to fairly fund the Home Office for administrative services and support provided to the schools, sometimes referred to as the "CMO fee." The Board authorizes and delegates to the MPS Chief Executive Officer, Executive Team, and their~~

~~designees (collectively, the "Home Office Team") to recommend, calculate, administer, and collect the CMO fee in accordance with this policy.~~

~~By June 30 each year, the Home Office Team will estimate the total costs for the Home Office to provide services and support to MPS schools for the coming fiscal year on an organization-wide basis for purposes of calculating the CMO fee for each school.~~

~~The Home Office Team will categorize costs into two groups:~~

1. ~~Estimated costs to provide administrative and organization-wide services and support that are utilized by all MPS schools, such as management, human resources, accounting, student and special education services, technology, procurement support, payroll, compliance, operational oversight, and other centralized organizational services, with up to an additional 10% to account for unanticipated cost increases, inflationary adjustments, compliance requirements, or operational contingencies, as determined necessary by the Home Office Team (the "Home Office Service Costs"); and~~
2. ~~Costs that are specific to a particular MPS school or site, including but not limited to rent, debt service, utilities, facilities management, and other school-specific operational costs ("School-Specific Costs").~~

~~The Home Office Service Costs for each MPS school shall not exceed fifteen percent (15%) of the school's total Local Control Funding Formula (LCFF) revenue in any given fiscal year.~~

~~Notwithstanding the maximum threshold, the actual CMO fee charged to each school shall be determined based on the approved annual budget, actual cost of services provided, allocation methodologies, operational support provided, and the financial condition of each school. The Home Office Team shall ensure that fees are reasonable, necessary, proportionate, and aligned with documented services provided and may assess fees below the maximum allowable percentage.~~

~~The School-Specific Costs will align to each school's actual costs. The Home Office Team will track School-Specific Costs by school and may collect reimbursement directly from each school based on actual costs incurred.~~

MPS Fiscal Policies and Procedures

~~The Home Office Team may reduce, defer, waive, or restructure all or a portion of the CMO fee based on the financial condition, enrollment trends, cash-flow position, operational needs, or fiscal stability of an individual school.~~

~~The CMO fee shall not be considered an automatic entitlement or guaranteed transfer and shall remain subject to annual Board review, budget approval, organizational financial capacity, applicable legal requirements, and financing covenants.~~

~~The Finance Department shall maintain supporting calculations, allocation methodologies, and related documentation demonstrating the basis for Home Office Service Costs and School-Specific Costs assessed to each school.~~

~~The Home Office Team will periodically review the CMO fee assessment for each MPS school and any School-Specific Costs for the school. The amount of the Home Office Service Costs may be adjusted to account for the Home Office's actual expenses throughout the year, which may in turn raise or lower each school's CMO fee accordingly.~~

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	3/08/18	Initial Release	Nanie Montijo, CFO
1	6/11/2024	CMO Fee	Steve Budhraja CFO
2	6/26/25	CMO Fee Threshold	Steve Budhraja, CFO
3	6/17/26	CMO Fee Update	Cafer Turan Interim CFO

MPS Fiscal Policies and Procedures

MPS Fiscal Policies and Procedures

SOP # CSH 101 Revision: 2 Prepared by: Central Office **Effective Date:** 4/7/2022 Approved by: BOD

Title: CSH 101 CASH BOXES

Policy:

Proper internal control should be maintained over funds received by cashiers or salesclerks of any type, even at fundraising events at all times.

Purpose:

To identify the practices for cash box control, including cash receipts, special tender items, cash payouts and reconciliation with deposits.

Scope:

All personnel that deal with the cash transactions.

Responsibilities:

Principal is responsible for safeguarding / verifying and controlling all cash assets at each school.

School Office Manager is responsible for ensuring the completeness and accuracy of all opening, closing and intermediate transactions.

School Office Manager is responsible for overseeing all event transactions.

Procedure:

CASH BOX/SAFE

Each fundraiser or individual collecting cash should collect cash for events and safeguard properly. Once all cash has been collected, this individual should submit the cash received to the School Office Manager as soon as possible for placement in the cash box. It is important to ensure that only one person has responsibility for collecting cash as to limit any opportunities for misappropriation.

All cash collected must be collected by the School Office Manager, counted together with the School Principal and one other person, and signed off by all three individuals that the cash count is accurate. The funds will then be safely secured until deposited by a designee of the School Office Manager.

MPS Fiscal Policies and Procedures

If the cash balance at the end of day exceeds $2,500, a bank deposit will need to be made the same day. Otherwise, all bank deposits will need to be made by the last business day of the week. At the end of the week there should be no more than $100 left in the cash box for the following week.

Bank deposit documentation needs to be emailed to Back-office provider, in PDF format, for entry into the general ledger on a weekly basis.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider process	Oswaldo Diaz, CFO
2	4/7/22	Revision to clarify processes and positions	Steve Budhraja, CFO

MPS Fiscal Policies and Procedures

SOP # CSH 102 Revision: 1 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

Title: CSH 102 CASH RECEIPTS AND DEPOSITS

Policy:

Accurate internal control of cash receipts and deposits will be maintained at all times. Cash deposits will generally be made on the same day as receipt.

Purpose:

To establish the procedures to be followed for receiving, applying and depositing cash receipts.

Scope:

This procedure applies to all cash receipts received by the Organization.

Responsibilities:

Finance team is responsible for processing all cash and check transactions and depositing checks received in the bank.

Finance team is responsible for inspecting and verifying proper signatures or endorsements on checks.

School Principal/Office Manager is responsible for all fundraising transactions.

Definitions:

Tender Item. Any item used to tender or pay for a transaction is considered a tender item. Tender items can include coupons, gift certificates, credits, rebates, cash, checks, barter credits, etc.

Procedure:

CUSTOMER AND AGENCY DEPOSITS

Cash receipts generally arise from:

- Contracts and Grants
- Direct donor contributions

- Fundraising activities

The principal steps in the cash receipts process are:

Central Office - The Receptionist receives incoming mail, opens, date stamps, and distributes the mail. The Finance team stamps all checks “for deposit only,” and makes one (1) copy of each check. The checks are kept in a locked cabinet until ready for deposit.

Weekly (or more often if necessary), the Finance team processes the following: the endorsed checks, the deposit logbook, and the correct account allocation for each deposit. The Finance team processes the deposit and takes it to the bank for deposit. A copy of the deposit slip is attached to the deposit. The deposits are put in a file to attach to the bank statement.

All cash received at the central office will be counted, verified, and signed off by two people from Accounting and another available staff member. The cash will immediately be posted using the appropriate allocation. A receipt will be given to the paying party and a copy kept for internal purposes. The cash will be kept in a locked, secure location and deposited within 24 business hours, but no longer than the last business day of the week.

School Site - The Receptionist receives incoming mail, opens, date stamps, and distributes the mail. The checks are kept in a locked cabinet until ready for deposit.

Weekly (or more often if necessary), the Principal, Office Manager, or designee will deposit the checks to the bank for deposit. The Principal, Office Manager, or designee will then send copies of the check(s) deposited and the original deposit slip receipt from the bank to the Finance team for processing.

For any cash collections, school sites must issue a pre-numbered receipt to the payer and retain a copy for reconciliation. For large events where cash is collected, sites may also use a Tally Sheet to assist with counting and recording collections.

The back-office provider will process the deposit and enter into the accounting system. A copy of the deposit slip is attached to the deposit. The deposits are put in a file to attach to the bank statement.

APPLICATION OF ACCOUNTS RECEIVABLE

Inspect all incoming accounting mail for checks.

Finance team should photocopy all checks. Any papers attached to the checks should be stapled to the check photocopy and the envelopes discarded.

Finance team will use the photocopy of the checks and customer remittance advice to apply the cash payments to the Accounts Receivable Ledger if applicable. Unapplied payments are to be credited against the oldest open aging column on the accounts receivable ledger. A standard letter of information and/or inquiry should be sent or faxed to the payer when there is any question as to the correct application of the check.

Checks returned once should be deposited a second time. Already re- deposited checks should be debited back to the account.

Prepare all checks received for deposit.

DEPOSIT, ENDORSEMENT OF CHECKS, TIMELINES OF BANK DEPOSITS

The Finance team will inspect all checks for proper signature or endorsement. If a check is received without a proper signature then process the check as per CSH 103 PROBLEM CHECKS procedure

All checks should be endorsed as follows:

- With the restrictive endorsement "For Deposit Only" along with,
- The Organization's designated bank deposit account number,
- The name, “Magnolia Education and Research Foundation”,
- The bank name.

No check should be withheld from daily deposit unless it is legally imperfect. The endorsed checks should then be returned to the Finance Team. Bank deposits will be made on a daily basis, unless the total cash amount received for deposit is less than $2,500. Receipts must be deposited no later than the Friday of the week it was received. Any cash not deposited on a daily basis will be kept in a locked fireproof cabinet with access limited to the Chief Financial Officer and the Finance Manager.

At time of deposit, collect all cash and checks and prepare a bank deposit slip for deposit in the Organization's authorized bank. Ensure that collections are deposited into the correct bank account, and that the name of the charter school is listed on the deposit slip.

Place a duplicate copy of the deposit ticket and collected cash into a cash bag for transport to the bank. Deposits should be made no less frequently than daily if amount

of cash exceeds $2,500. If the deposit cannot be made immediately then the deposits should be stored in a secure area for later deposit.

Extreme care should be taken to protect the safety of the person making the deposit and the deposit itself. Actions to be considered are making deposits only during daylight hours, using random deposit times and different routes to the bank, and assigning two people to make deposits.

The deposit amount should be entered into the accounting program.

No disbursements should be made from collections, nor can personal checks be cashed.

Revision History

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	9/5/17	Revision to clarify processes and positions	
2	6/25/26	Revision	Cafer Turan, Interim CFO

MPS Fiscal Policies and Procedures

SOP # CSH 102 Revision: 2 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

CSH103 PROBLEM CHECKS

Problem:

To save time in returning and following up on unsigned, checks marked "payment in full" or returned by the bank. These checks should be processed as follows and deposited.

Purpose:

To describe how these types of checks should be handled before depositing.

Scope:

This procedure applies to all checks received by the Organization.

Responsibilities:

Back-office provider is responsible for processing all check transactions for each school.

Definitions:

NSF. Non-Sufficient Funds or NSF checks are those that are returned from the bank because the balance in the checking account was not high enough to cover the check. The check is then stamped NSF or "insufficient funds", "uncollected funds", or maybe "account closed".

Procedure:

UNSIGNED CHECKS

The word "over" should be typed or written on the line where the signature would normally appear. On the back, type "Lack of Signature Guaranteed" and then add the Organization name, manager's name, title and signature.

Note: This indicates to the bank that the Organization will take back the check as a charge against its account in the event it isn't honored. In the event the check is not honored, the Office Manager should immediately follow up with the issuer.

Continue processing the check.

PARTIAL PAYMENT CHECKS MARKED "PAYMENT IN FULL"

If there's no dispute as to the amount, a check tendered for less than the amount due and marked "payment in full" (or similar wording) can be cashed without jeopardizing

the right to recover the balance. However, if there's a bona fide dispute as to the amount owing, the Organization runs the risk that payment will be deemed to have settled the disputed claim for the lesser amount.

To overcome any potential pitfall, the check should be endorsed with the following statement "Check is accepted without prejudice and with full reservation of all rights under section 1-207 of the UNIFORM COMMERCIAL CODE (see Reference A).

Continue processing the check as per procedure CSH 102 CASH RECEIPTS AND DEPOSITS.

The Office Manager should then work with the customer to resolve collection of the remaining balance due.

RETURNED CHECKS

A returned check for less than $100 or stamped "uncollected funds," should be redeposited the following day, if the check is not already stamped, "Do Not Re-Deposit".

For returned checks in amounts greater than $100, the bank that the check is drawn against should be telephoned to determine if the check amount will clear the customer's account. If sufficient funds exist the check should be re-deposited. If the check is very large, consider taking the check directly to the issuing bank for recovery.

Note: The customer's account number should be the second number series located at the bottom center of the check.

REDEPOSITED CHECKS

In the event a re-deposited check is returned or if sufficient funds do not exist to cover the check, the Office Manager should contact the issuer by phone to report the problem and discuss how the matter will be resolved. Then issue a formal notice CSH 103 Ex1 BAD CHECK NOTICE via certified mail with a return receipt requested to ensure the customer understands the seriousness of the issue.

Whenever a check is re-deposited more than once a handling fee should be considered.

References:

UNIFORM COMMERCAL CODE (UCC)

The "Uniform Commercial Code" or UCC began as a model for each state legislature to modify and adopt as law in that state. Therefore, the UCC is not the same in every state. Each state's court system can interpret the UCC differently thereby creating different case laws in that state and producing different results.

Businesspeople cannot assume that the law will be exactly the same in each state. For more information see the Secretary of State for each State question.

BAD CHECK LAW

Bad Checks are considered part of the UCC and therefore are a matter of state law enforcement. Section 3-104(2)(b) of the UCC, defines a check as "a draft drawn on a bank and payable on demand." Each state has a different “Bad Check Law” see UCC above.
Postdated check: since it is not payable on demand, most states believe that the giving of a post-dated check does not constitute a present fraud nor is it within the scope of the bad check laws.
Payments for COD or pre-existing debt: In most cases, NSF checks are not considered under the bad check law if they are used to pay a note payment or to pay an invoice that is on that act does fall within the bad check laws.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of Back Office	Oswaldo Diaz, Chief Financial Officer
2	9/5/17	Revision to clarify processes and positions	

MPS Fiscal Policies and Procedures

SOP # CSH 104 Revision: 1 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

CSH 104 WIRE TRANSFERS

Policy:

To provide additional payment options to customers and vendors in order to make funds immediately available to the receiving party. Wire transfers should be treated with special care and accuracy to prevent loss to the Organization or the customer.

Purpose:

To explain the steps necessary to ensure proper procedures are followed when processing wire transfer requests.

Scope:

This procedure applies to customers who are sending or receiving wire transfers and the financial institutions which process these requests.

Responsibilities:

Chief Financial Officer is responsible for initiating all outgoing wire transfer requests.

Chief Executive Officer or Chief Financial Officer should approve all wire transfers regardless of amount. Finance team is responsible for processing all incoming wire transfers.

Definitions:

ABA The American Bankers Association or ABA number is a unique routing identification code is issued to a Federal or State chartered financial institution which is eligible to maintain an account at a US Federal Reserve Bank. The ABA Routing Number (a.k.a. ABA number; Routing Transit number) is used to identify participants in automated clearinghouses, electronic funds transfer, and on-line banking.

Procedure:

INCOMING WIRES

Wire transfers are processed the same as a check in accordance with the CSH 102 CASH RECEIPTS AND DEPOSITS procedure.

Upon the bank’s receipt of the wire transfer the bank may create a wire transfer notification. Normally these are mailed but many banks may also provide notification via

e-mail, phone, fax, or via an on-line banking interface. The bank notification serves as documentation the money has been received.

OUTGOING WIRES

The Chief Financial Officer will initiate wire transfers as necessary. This will take place on the secured website maintained by the Organization’s bank. Chief Executive Officer must approve all wire transfers by logging into the bank’s secure website and approving the transfer. Wire transfers cannot be made without this secondary authorization.

Wire transfers should originate from a checking account. Reference A - FRB Reg D. - establishes limits on transfers from savings or money market accounts but there are no limits on transfers from checking accounts.

References:

FRB REG D: RESERVE REQUIREMENTS OF DEPOSITORY INSTITUTIONS

Defines consumer depository accounts (e.g., checking, savings, money market, CDs, transactions etc.) and the rules governing those accounts. This law also requires that financial institutions keep a minimum amount of reserve deposits either as vault cash or with the Federal Reserve.

The Federal Reserve Board’s Regulation D limits the number of certain withdrawals and transfers from savings accounts. All financial institutions are subject to this regulation. Examples of savings accounts affected by this regulation include Regular Savings and Money Market accounts. Transactions on Checking accounts are not limited.

Regulation D, allows up to six (6) preauthorized or automatic withdrawals or transfers to another account at the same financial institution or to a third party during a calendar month. There may be no more than three (3) of these six (6) transfers by check, debit card, or similar order, clearing an account. A “preauthorized transfer” includes arrangement the credit union make either to pay a third party, one time, on written or verbal instruction, or to pay a third party on a fixed schedule, (i.e. bill payer, ACH authorizations).

FRB REG E: ELECTRONIC FUND TRANSFER ACT

Establishes the rights, liabilities and responsibilities of all parties involved in electronic fund transfers and protects consumers when they use such systems. Examples of these transactions include those at automated teller machines, telephone bill payment plans, point-of-sale purchases and pre-authorized transfers to and from a consumer's account (such as direct deposit and regular utility and mortgage payments).

Regulation E prescribes rules for the solicitation and issuance of EFT cards; governs consumers' liability for unauthorized electronic fund transfers (resulting, for example,

from lost or stolen cards); requires institutions to disclose certain terms and conditions of EFT services; provides for documentation of electronic transfers (on periodic statements, for example)- sets up a resolution procedure for errors; and covers notice of crediting and stoppage of preauthorized payments from a customer's account.

Stored-value cards (also known as "smart cards") and home banking by personal computer would be subject to Regulation E because the act governs electronic fund transfers.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

MPS Fiscal Policies and Procedures

SOP # CSH 105 Revision: 0 Prepared by: Central Office **Effective Date:** 2/14/13 Approved by: BOD

CSH 105 CHECK SIGNING AUTHORITY

Policy:

MPS Board of Directors appoints and approves employees authorized to sign checks.

Purpose:

To outline the check signing authority process.

Background:

While a hired accountant, office manager, or accounting clerk may be responsible for entering bills, paying bills, and printing out checks, all printed checks and related documentation should be presented to a second individual for signing. No one person or employee should be allowed to enter invoices, select invoices for payment, then print and sign checks. At a minimum, this process requires at least two individuals to ensure the integrity of the accounting system remains intact.

Scope:

This procedure applies to all regular bank checking accounts of the Organization.

Responsibilities:

Chief Executive Officer is responsible for adding and removing check signing authority. Any change made is subject to board approval.

Chief Financial Officer is responsible for managing the check signing authority process and alerting all individuals and banks of any changes to authority.

Procedure:

AUTHORIZED CHECK SIGNERS

The Board of Directors and the Chief Executive Officer should approve authorized check signers in writing. All approvals should be forwarded to the Chief Financial Officer for processing.

The Chief Executive Officer and Chief Financial Officer should have check signing authority.

For back-up purposes, it is advisable to have at least three check signers authorized for each checking account. One should be the Chief Financial Officer or primary signer and

the other should be the Chief Executive Officer or secondary check signer. The third should be a back-up signer. The back-up signer should be a trusted individual but not necessarily an employee. It could be a board member or another principal in the Organization. A back-up signer will ensure continuing operations in case both the primary and secondary signers become incapacitated for any period of time.

If the check signer also authorizes purchase orders, their access to the accounting system should be limited to “read” access as to maintain proper segregation of duties.

CHANGING CHECK SIGNERS

The Executive Assistant/Board Secretary receives all approval paperwork and should prepare and maintain a file record of all authorized check signers and CSH 105 CHECK SIGNING AUTHORITY LOG.

The CHECK SIGNING AUTHORITY LOG should be kept current of all individuals and their status to sign checks as soon as their status changes. The log should contain the following information:

- Recipient name / position or title
- Authority start date
- Authority end date
- Maximum expenditure authority level

Contact the bank that administers the checking account for details on adding, changing, or removing check signers from a checking account. Normally this is a simple process of presenting identification and signing a card to be placed on file at the bank.

Banks maintain an authorized check signer’s card for each checking account. Only those individuals listed on the authorized check signer’s card may sign checks.

The Chief Executive Officer or the Board of Directors may revoke check signing authority. Any person who is no longer entitled to sign Organization checks will be notified in writing. The Chief Financial Officer will oversee the proper notification of the Organization's banks whenever authorized signature changes are made.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	11/14/19	Authorized signer	Nanie Montijo, CFO

CSH 105 Ex1 CHECK SIGNING AUTHORITY LOG

CSH 105 Ex1 CHECK SIGNING AUTHORITY LOG

RECIPIENT NAME/TITLE	START DATE	END DATE	AUTHORITY LEVEL (Max Dollar)

MPS Fiscal Policies and Procedures

SOP # CSH 106 Revision: 1 Prepared by: Central Office **Effective Date:** 10/14/19 Approved by: BOD

CSH 106 CHECK MATTERS

Policy:

To ensure efficient processing and record keeping all check matters will need to be handled and documented appropriately.

Purpose:

To describe the process for matters relating to checks.

Scope:

All checks.

Responsibilities:

Chief Financial Officer or Finance team is responsible for managing other check matters.

Procedure:

CHECK ORIGINATION

The Organization permits the use of manual checks for payroll-related payments after the board approved process is followed.

In no instance can the payee of a check be made to “Cash”.

CHECK STOP PAYMENT

It is important to place the stop payment information on the account as quickly as possible to prevent losses. The following information should be obtained and recorded on the bank’s Stop Payment Form or address online:

- Requester’s name and department
- Account number
- Check number
- Date of the check
- Who the check is made payable to
- Amount of the check
- Reason for the stop payment

The stop payment information above should be forwarded to the Finance team or Chief Financial Officer who will contact the bank to put a stop on the check.

An authorized check signer may need to sign the bank's Stop Payment Form or address online, typically within ten business days. Normally, stop payments are placed on the account for approximately six months.

To release the stop payment, an authorized check signer may need to contact the bank and sign a release. Note: signing the release allows the check to be paid.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	9/5/17	Revision to clarify processes and positions	
2	10/14/19	Revision to permit use of manual checks	Nanie Montijo, CFO

MPS Fiscal Policies and Procedures

SOP # CSH 107 Revision: 1 Prepared by: Central Office **Effective Date:** 4/7/22 Approved by: BOD

CSH 107 BANK ACCOUNT RECONCILIATIONS

Policy:

To ensure the accuracy of the Organization’s bank account records by

Purpose:

To outline the practices for preparation of a Monthly Bank Reconciliation

Scope:

This applies to all bank accounts maintained by the Organization.

Responsibilities:

Chief Financial Officer or designee is responsible for review and approval of all reconciliations.

Back-office service provider is responsible for reconciling each site’s respective checking account.

Background:

Errors or omissions can be made to the Organization's bank account records due to the many cash transactions that occur. Therefore, it is necessary to prove the monthly balance shown in the bank account register. Cash on deposit with a bank is not available for count and is therefore proved through the preparation of a reconciliation of the Organization's record of cash in the bank and the bank's record of the Organization's cash that is on deposit.

Procedure:

BANK STATEMENT PREPARATION

After receipt of the monthly bank statement and/or online printing of the monthly bank statement, back-office accountant should prepare the monthly bank reconciliation as follows:

- By the 15th of the following month for MSA 1, MSA 2, MSA 3 and MSA 5 and;
- By the 20th of the following month for MSA 4, MSA 6, MSA 7, MSA 8, MSA SA and MSA SD

After preparation, the back-office client manager will carefully review the bank reconciliation. Once reviewed, the bank reconciliations are sent to the Finance Team for final review and approval. To preserve proper segregation of duties, no single employee, should perform both cash transaction functions and bank account reconciliations.

The list of outstanding checks for vendor and employee expense payments is reviewed on a monthly basis by the Accounts Payable staff. If the date on the check is more than 120 days old, the check is stale.

COMPUTERIZED FORMAT

In the computerized environment, the accounting system provides an automated bank reconciliation task. This task is generally selected once a month in conjunction with receiving the month end bank statement and/or online printout of the month end bank statement. Once selected, the screen shows a list of all items that have been posted to the cash account and that have not been cleared from the previous month's account reconciliation. The screen is usually divided into two segments: one half is a list of all checks and other charges reducing cash, and the other half is a list of all deposits and other items increasing cash. This screen would also have a field for entering the proper month end date and the balance at month end, per the bank.

After the account-reconciling task is successfully completed, a report is provided which shows the reconciliation process, including outstanding checks and deposits in transit.

Note: Once completed, the bank reconciliations and bank statements are filed electronically.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	9/5/17	Revision to clarify processes and positions	
2	4/7/22	Update stale check policy to reflect 120 days	Steve Budhraja, CFO

MPS Fiscal Policies and Procedures

SOP # CSH 108 Revision: 2 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

CSH 108 INTER-ACCOUNT BANK TRANSFERS

Policy:

To ensure the accuracy of the Organization’s bank account records by proving documentation of bank transfers.

Purpose:

To outline the practices for preparation of an inter-account bank transfer

Scope:

This applies to all bank accounts maintained by the Organization.

Responsibilities:

Chief Executive Officer is responsible for review and approval of all inter-account bank transfers

Chief Financial Officer is responsible for performing all inter-account bank transfers.

Background:

Errors or omissions can be made to the Organization's bank account records due to the many cash transactions that occur. Therefore, it is necessary to authorize all interaccount bank transfers.

Procedure:

INTER-ACCOUNT BANK TRANSFER

Back-office provider monitors the balances in the bank accounts to determine when there is a shortage or excess in the checking account. Back-office provider recommends to the Chief Financial Officer when a transfer should be made to maximize the potential for earning interest or when funds are needed for processing payroll or other transfer needed. The Chief Financial Officer will determine when to make a transfer and in what amount. After the transfer has been initiated by the Chief Financial Officer, the Chief Executive Officer must log into the online banking system in order to complete the bank transfer process. A copy of the transfer is given to Back-office provider.

MPS Fiscal Policies and Procedures

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider service provider process	Oswaldo Diaz, Chief Financial Officer

MPS Fiscal Policies and Procedures

SOP # CSH 109 Revision: 2 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

CSH 109 JOURNAL ENTRIES AND RECLASSIFICATION ENTRIES

Policy:

To ensure the accuracy of the Organization's books and records by proving documentation of journal entries and reclassification entries. All journal entries shall be authorized in writing by the Finance Manager initialing or signing the entries.

Purpose:

To outline the practices for preparation of journal entries and reclassification entries.

Scope:

This applies to all accounting transactions performed by the Organization.

Responsibilities:

The Chief Financial Officer is responsible for review and approval of all journal entries and reclassification entries.

Back-office provider is responsible for performing all journal entries and reclassification entries

Background:

Journal entries can directly affect the presentation of financial statements. Therefore, it is necessary to authorize all journal and reclassification entries.

Procedure:

JOURNAL ENTRIES AND RECLASSIFICATION ENTRIES

The Chief Financial Officer the Financial Analysts and Back-office provider monitor the balances in the accounting records of the Organization.

All general ledger entries including audit adjusting entries, reclassification entries, or other such journal entries shall be supported by journal vouchers or other documentation, which shall include a reasonable explanation of each entry.

Examples of such journal entries include:

- Recording of noncash transactions
- Corrections of posting errors

Powered by BoardOnTrack

- Non-recurring accruals of income and expenses

Certain journal entries, called recurring journal entries, occur in every accounting period. These entries may include, but are not limited to:

- Depreciation of fixed assets
- Amortization of prepaid expenses
- Accruals of recurring expenses
- Amortization of deferred revenue

Support for recurring journal entries shall be in the form of a schedule associated with the underlying asset or liability account or, in the case of short-term recurring journal entries or immaterial items, in the form of a journal voucher.

It is the policy of MERF that all journal entries not originating from subsidiary ledgers shall be authorized in writing by the Chief Financial Officer initialing or signing the entries.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	11/12/15	Revision of responsibilities	Oswaldo Diaz, Chief Financial Officer
2	9/5/17	Revision to clarify processes and positions	

MPS Fiscal Policies and Procedures

SOP # CSH 110 Revision: 1 Prepared by: Central Office **Effective Date:** 11/12/15 Approved by: BOD

CSH 110 PETTY CASH PURCHASES

Policy:

The Organization does not permit the use of petty cash.

Scope:

This applies to all petty cash transactions.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	11/12/15	Revision of responsibilities	Oswaldo Diaz, Chief Financial Officer

MPS Fiscal Policies and Procedures

SOP # CSH 111 Revision: 3 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

CSH 111 CREDIT CARDS AND DEBIT CARDS

Policy:

~~It is the policy of the Organization to provide credit cards to authorized members of the Organization staff in the performance of their duties and responsibilities. The Organization does not permit the use of debit cards.~~The Organization does not issue, maintain, or permit the use of debit cards under any circumstances. ~~The use of credit is the same as handling cash; every precaution must be taken to account for all funds, whether Federal, State or otherwise, and the most efficient and effective purchasing procedures as well as internal controls will be implemented to safeguard Organization funds.~~

The Organization may issue corporate credit cards to authorized employees when necessary to conduct legitimate Organization business. The Organization does not issue, maintain, or permit the use of debit cards under any circumstances.

The use of credit is the same as handling cash; every precaution must be taken to account for all funds, whether Federal, State or otherwise, and the most efficient and effective purchasing procedures as well as internal controls will be implemented to safeguard Organization funds.

Credit cards may not be used to circumvent purchasing thresholds, bidding requirements, contract approval requirements, budget controls, or other Organization procurement policies.

Purpose:

To be able to use credit cards in a controlled manner that allows for purchases such as travel and where a check and/or purchase order is not accepted.

Scope:

~~This applies to transactions at the discretion of the School Principal, Chief Executive Officer and Chief Financial Officer.~~This policy applies to all Organization-issued credit cards and all purchases made using those cards.

Responsibilities:

~~School Principal is responsible for authorization of credit card transactions up to $10,000 in accordance with the approved budget.~~School Principals are limited to $1,000 per transaction; amounts above must follow purchase order procedures.

~~Chief External Officer, Regional Directors and Chief Financial Officer are responsible for authorization of credit card transactions up to $10,000 and over, using documented approval, not to exceed the current limits established by procedure number PUR10 4 Accounts Payable and Cash Disbursements.~~

~~Chief Executive Officer and/or designee is responsible for authorization of credit card transactions of up to $90,000 using documented approval, not to exceed the current limits established by procedure number PUR104 Accounts Payable and Cash Disbursements.~~

School Principals may utilize Organization-issued credit cards for purchases up to $1,000 per transaction. Purchases exceeding this threshold must follow standard purchase order and procurement procedures.

Chief Financial Officer (CFO): may approve transactions up to $10,000 per transaction with documented justification

Chief Executive Officer (CEO): may approve transactions up to $90,000 per transaction with documented justification

Credit card transactions shall comply with the purchasing authority limits established under PUR104 Accounts Payable and Cash Disbursements. Nothing in this policy supersedes existing purchasing authority levels.

MPS Accounts Payable Manager and Back-office provider are responsible for recording the transactions in the accounting records and reconciling credit card receipts to the credit card statements in accordance with CSH 107 Bank Reconciliations.

Procedure:

CREDIT CARDS

Issuance of Corporate Credit Cards

Corporate credit cards are issued to personnel who travel on Organization business or have a legitimate need to purchase goods and services, either in person or on-line or when a purchase order cannot be approved in time or a purchase order is not accepted by a vendor. These cardholders will be required to sign a statement (CSH 111 Ex1 Use of Credit Cards and Debit Cards Certification) acknowledging that the card shall be used exclusively for legitimate Organization-related business purposes and that the cardholder agrees to take reasonable precautions to protect the card from loss or theft by storing it in a secure location. Upon approval from the credit card company, a card will be issued bearing the names of both the individual and the Organization.

Cardholders, while working with other Organization staff, must plan activities and travel requests with sufficient time in order to avoid the use of credit cards.

Cardholders abusing this privilege may have the card revoked if it is determined that sufficient time was available in order to request and receive approval for a purchase order.

When using the credit card for internet purchases, cardholders should ensure that the site utilizes industry recognized encryption transmission tools.

All corporate credit cards will be issued from the same vendor to enhance the purchasing power of the credit card and to provide for efficient on-going monitoring of all purchases made with the credit card(s).

Cardholder Responsibilities

~~The cardholders will submit all receipts for purchases of goods and services to the Finance Department within seven (7) days attached to the debit/credit card monthly statement after making any purchase.~~

All receipts, approvals, and business purpose documentation must be submitted within seven (7) business days of the transaction.

All documents will be initialed by the cardholder.

Failure to provide required documentation within seven (7) business days will result in temporary suspension (“freeze”) of the credit card until compliance is achieved.

~~In any instance of a missing receipt, payment will be the responsibility of the cardholder.~~

Missing receipts must be documented using an approved Missing Receipt Form. Repeated failure to provide supporting documentation may result in reimbursement requirements, suspension of card privileges, or disciplinary action.

~~Transactions with missing or incomplete documentation will be recorded in a suspense account until proper documentation is provided and approved.~~

Transactions with missing or incomplete documentation may be held in suspense until sufficient documentation is received and approved.

Should the Accounts Payable Manager identify any inadvertent personal or unauthorized uses of the card, the card statement as well as all backup documentation will be forwarded to the Chief Financial Officer for review.

The Chief Financial Officer will discuss with the cardholder any charges of concern and the card member will be required to reimburse the Organization immediately for any unauthorized charges.

~~Excessive inadvertent personal charges will be grounds for revoking credit card privileges.~~

Personal use of Organization credit cards is strictly prohibited and may result in reimbursement obligations, revocation of card privileges, disciplinary action, or all of the above.

The Organization requires the following review and approval procedures:

The cardholder will review the card statement to ensure only approved business charges are listed.

All credit card transactions, receipts, and supporting documentation must be submitted and maintained within the Organization's financial system.

The Chief Financial Officer shall review monthly credit card activity for School Principals.

The Chief Executive Officer shall review monthly credit card activity for the Chief Financial Officer.

The Finance Department shall provide a quarterly report of credit card transactions incurred by the Chief Financial Officer to the Board Chairperson for review and oversight.

The Finance Department shall provide a quarterly report of credit card transactions incurred by the Chief Executive Officer to the Board Chairperson for review and oversight.

~~Credit card usage by Principals and other authorized cardholders is subject to post-transaction review rather than pre-approval.~~

Credit card activity is subject to ongoing review and monitoring for compliance with Organization policies and purchasing requirements.

The Accounts Payable Manager will review all charges against supporting documentation.

The Chief Financial Officer will review charges and supporting documentation prior to payment of the monthly statement.

Revocation of Corporate Credit Cards

Failure to comply with any of these policies associated with the use of the Organization's corporate credit cards shall be subject to possible revocation of credit card privileges.

On-going Monitoring of Corporate Credit Cards

The Organization will implement continuous monitoring of the use of corporate credit cards to ensure only authorized expenditures are made.

Credit card usage must follow the same criteria as all other purchases, including allowability, reasonableness, necessity, and allocability where required.

Corporate credit cards will be assigned only to approved employees and all charges shall remain the responsibility of the assigned cardholder.

Employee Personal Credit Cards

With prior approval from the Chief Executive Officer and/or Chief Financial Officer, employees may incur legitimate Organization business expenses utilizing their personal credit cards and seek reimbursement in accordance with PUR106 Reimbursements.

DEBIT CARDS

Debit Card Policy

The organization does not permit the use of debit cards.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	2/13/15	Revision of credit and debit card limits and controls	Oswaldo Diaz, CFO
2	7/21/16	Revision of credit card limits and controls	Oswaldo Diaz, CFO
3	9/5/17	Revision to clarify processes and positions	
4	12/10/2021	Revision of credit card limits and controls	Serdar Orazov, CFO

MPS Fiscal Policies and Procedures

5	4/7/22	Revision of credit card limits and controls	Steve Budhraja, CFO
6	6/11/2024	Revision to the policy: The term 'Chief Executive Officer and/or designee' has been added to specify that either the CEO or their appointed representative has the authority to act."	Steve Budhraja CFO
7	6/17/2026		Cafer Turan Interim CFO

MPS Fiscal Policies and Procedures

CSH 111 Ex1 USE OF CREDIT CARDS AND DEBIT

CARDS CERTIFICATION

Certification of receipt of the Organization Policy and Procedures on the “Use of Credit and Debit Cards”:

I, _____, hereby certify that I have received ____ _____and understand the above-stated policy and procedures and I will comply with those procedures. ~~Failure to comply with the procedures may subject me to disciplinary action as outlined in the Organization People and Culture- Policies and Procedures Manual.~~

Failure to comply with these procedures may result in disciplinary action. All matters will be reviewed and handled by People and Culture in accordance with established internal procedures, which may include further investigation and appropriate action.

//

Signature of Employee _____ Date _____

//

Chief Executive Officer _____ Date _____

MPS Fiscal Policies and Procedures

SOP # CSH 112 Revision: 2 Prepared by: Central Office **Effective Date:**9/5/2017 Approved by: BOD

CSH 112 INTRA-ORGANIZATION RECEIVABLES AND PAYABLES (DUE TO/DUE FROM)

Policy:

To ensure that intra-organization transactions between individual charter schools and the central office are processed correctly

Purpose:

To outline the practices for intra-organization transactions between individual charter schools and the central office

Scope:

This applies to all charter schools operated by the Organization.

Responsibilities:

Chief Financial Officer is responsible for performing the intra-organization transactions with approval from the Board of Directors.

The Finance Department is responsible for alerting Back-office provider regarding intraorganizational transactions. Back-office provider is responsible for recording it into the accounting system and ensuring accuracy of fiscal year-end balances.

Background:

Charter schools are highly dependent on government funding to operate. Government cuts and funding deferrals can result in cash shortages for schools. Therefore, the need arises to allocate resources from other schools to cover any shortfall. It is necessary to correctly record transactions between the charter schools and the central office in order to properly determine each school’s receivable/liability.

Procedure:

INTRA-ORGANIZATION TRANSACTIONS

The Chief Financial Officer, with the support of the Finance Department and Back-office provider, monitors cash balances daily for the charter schools. When a charter school realizes a need for funds, the Chief Financial Officer will assess resource levels for the other schools as well as the central office. If the central office does not have sufficient funds to advance to the charter school requestor, at the discretion of the Chief Financial

Officer, the Chief Financial Officer may transfer funds from a charter school with surplus funds into the central office. The Chief Financial Officer may then transfer funds to the charter school requestor from the central office. For policy regarding inter-account bank transfers, refer to CSH 108 INTER-ACCOUNT BANK TRANSFERS.

At the end of the fiscal year, each school's receivable or payable account will be reconciled in accordance with G&A105 PERIOD-END REVIEW & CLOSING. Once balances are reconciled, an agreement is prepared at the end of the fiscal year between each school and the central office to document the amount owed and repayment terms.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	11/12/15	Revision of responsibilities	Oswaldo Diaz, CFO
2	9/5/2017	Revision to clarify processes and positions	
3	5/9/2019	Revision to use terminology consistent with FCMAT manual	N. Montijo, CFO

MPS Fiscal Policies and Procedures

SOP # CSH 113 Revision: 2 Prepared by: Central Office **Effective Date:**9/5/17 Approved by: BOD

CSH 113 FINANCIAL RESERVES

Policy:

To ensure each charter school maintains a fund reserve in order to protect itself from unforeseen revenue shortfalls or unexpected expenditures.

Purpose:

To describe responsibilities and monitoring procedures over each charter school's fund reserve

Scope:

This applies to all charter schools operated by the Organization.

Responsibilities:

Back-office provider is responsible for day-to-day monitoring of charter school cash accounts and ensuring their accuracy.

Chief Financial Officer is responsible for oversight over charter school cash accounts to ensure that required fund reserve amounts are met.

Background:

California regulations state that the following reserve amounts must be maintained as codified in Title 5 of the California Code of Regulations Section 15450:

- Greater of 5% of prior year operational expenditures or $55,000 for districts with 0-300 ADA
- Greater of 4% of prior year operational expenditures or $55,000 for districts with 301-1,000 ADA
- the greater of 5% or $80,000 for districts with 0-300 ADA
- the greater of 4% or $80,000 for districts with 301-1,000 ADA
- 3% for districts with 1,001-30,000 ADA
- 2% for districts with 30,001-250,000 ADA
- 1% for districts with 250,001 and over ADA

MPS Fiscal Policies and Procedures

Procedure:

FUND RESERVE BALANCES

Back-office provider will monitor the cash balance for each charter school to ensure its accuracy and to be able to project future amounts. This will be accomplished through timely bank reconciliations and regular budget vs. actual comparisons. This process is critical to quickly detect any potential cash shortages so expenditures can be modified or more resources can be requested.

If the required fund reserve amount for a charter school cannot be met, the Chief Financial Officer with the support of Back-office provider will need to determine where cash can be derived from in order to restore the fund balance. This can come from central office funds or from another charter school with surplus funds. See CSH 112 INTERCOMPANY RECEIVABLES AND PAYABLES (DUE TO/DUE FROM) for this procedure.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider service processes	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	
3	10/1/	Revision to clarify processes	Steve Budhraja CFO
4		Revision to Threshold	Cafer Turan, Interim CFO

MPS Fiscal Policies and Procedures

MPS Fiscal Policies and Procedures

SOP # CSH113 Revision: 1 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

INV 101 FIXED ASSET CONTROL AND LEASES

Policy:

Proper control procedures will be followed for all capital asset acquisitions, transfers and dispositions in order to provide internal control of capital equipment and to assist in reporting.

Purpose:

To outline the procedures for acquiring, disposing and maintaining control of capital assets. This is particularly important for assets purchased with grant program dollars where the grantee may want the equipment returned at the end of the program.

Scope:

This procedure applies to all equipment with a value of $500 or more and furniture at a value of $5,000 or more.

Responsibilities:

School Principals are responsible and accountable for furniture, equipment, machinery and any other assets in their schools. An automated fixed asset tracking system will be implemented for tracking and tagging assets to be inventoried.

Definitions:

Capitalized Equipment: All furniture and equipment individually costing $5,000 or more each should be recorded in the fixed assets inventory system and depreciated annually. **Non-Capitalized Equipment:** No equipment costing less than $5,000 each should be depreciated. However, non-capitalized equipment that is motorized, electronic, or computerized should be added to the fixed assets inventory system for fiduciary purposes only so that its existence can be verified during the annual physical inventory process.

Furniture: No furniture items costing less than $5,000 each should be added to the fixed assets inventory system or depreciated

Procedure:

ACQUISITIONS

All purchases of furniture and equipment as defined above must be tagged and included in the inventory listing.

See PUR102 for the procurement process to be followed.

Any internally constructed or donated equipment will be reported to the Finance Team if the item cost has a value of $5,000 or more. A complete description of the property, date manufactured or received, number of items, cost or estimated value and a statement that it was internally constructed or donated will be included in the report.

To maintain proper segregation and control upon termination of any employees, any employee-owned tools, equipment or furniture brought on the Organization premises will be reported to the School Principal. The report should include the employee's name, description of items, identification numbers, if any, and reason for using the asset.

DISPOSITIONS

Assets may be sold or traded in on new equipment. An example INV 103 Ex1 ASSET DISPOSITION form or updating of Excel workbooks is to be completed and approved by the School Principal. Any assets with an original value greater than $10,000 will also require the Chief Financial Officer's approval.

Upon approval, the school may advertise the property for sale or submit a list to purchasing for sale and disposition. After completion of the sale, an example INV 103 Ex2 BILL OF SALE provided below will be issued and the ASSET DISPOSITION form will be submitted to Finance Team who will ensure deletion of the item from the asset records and submit paperwork to back-office provider to record any gain or loss on the disposition.

Worn-out or obsolete property with no cash value will be reported to the Finance Team on the Asset Disposition form with the description, serial number and condition. The Finance Team will inspect all worn-out of obsolete property before it is removed from the school and discarded. The asset will then be removed from the asset records.

Any asset that is missing or has been stolen will be reported in writing to the School Principal and Finance Team as soon as possible. The description, serial number, and other information about the lost item should be included in the report.

Accounting will determine the proper course of action and will notify the company's insurance carrier and any outside authorities if deemed appropriate. If un-recovered, the asset will then be removed from the asset records.

Inter-school transfers of assets will be reported to Accounting in writing including the description, serial number and the name of the school to receive the property.

The School Principal to whom the item was assigned originally will be held accountable until accounting is notified of the transfer. After being notified, the School Principal acquiring the property assumes responsibility. Accounting will then record the interschool transfer on the asset records.

MPS Fiscal Policies and Procedures

ASSET RECORDS

Upon any asset acquisition, Accounting is responsible for assigning and attaching asset number tags to the property where it can be readily located.

Accounting will then maintain a detailed listing of each fixed asset item which will include the description, date acquired, vendor, cost basis, assigned school and location. On an annual basis, accounting will furnish each school with a report showing a listing of assets assigned to that school and any acquisitions, disposals and transfers during the past year. Any discrepancies must be communicated to the Finance Team by June 30th of each year. This report should be filed by the School Principal for reference and later use.

A physical count will be taken at each site every two years or as needed.

Each school will be responsible for locating assets with its number tag attached that are recorded as assigned to their school whenever requested by Accounting, a county property tax auditor or the company's external auditors.

Whenever a change in School Principal occurs, all items should be accounted for by the outgoing School Principal. The incoming School Principal will accept responsibility and accountability for the school asset listing upon assuming the position. Accounting can assist with this audit if requested.

LEASED OR OWNED VEHICLES

The safety and comfort of MERF employees, parents and Board members is of utmost importance. Therefore, MERF has established a policy whereby vehicles, whether leased or purchased, will be retained for a maximum of 100,000 miles or 8 years, whichever is less. The Finance Team will establish a mileage log to ensure vehicles are properly planned and replaced on schedule. Any individual that is assigned a vehicle shall be responsible for maintaining the mileage log and working with the Finance Team in complying with the replacement requirements of this policy.

A mileage log will be retained for each vehicle, and all users will note the beginning and ending mileage for all trips. This log will be provided to the designated driver upon pickup of keys for use of a vehicle. Under no circumstances may an employee retain the keys or mileage log overnight unless on an authorized, extended trip requiring overnight accommodation. All keys will be returned to the administrative office or central kitchen upon completion of the day’s authorized trips.

The Finance Team will ensure that all vehicles are taken to an authorized vendor for maintenance and service. All vehicles will receive appropriate oil changes on a minimum 5,000-mile schedule. Tires will be rotated at the same time and tires will be replaced after 50,000 miles (or sooner) if believed to be worn beyond prudent safety levels.

The Finance Team will submit RFPs to authorized vehicle dealers and service vendors on an annual basis. All vehicles will be serviced by the same designated vendor(s) for this annual contract period. The only exception will be for vehicles, newly purchased or leased, which provide for free maintenance and service as part of their warranty period or any special arrangements made as part of the purchase or lease of the vehicle.

Designated drivers must report any problems or issues identified, upon completion of their daily trip(s), to the Finance Team. A “Vehicle Report” must be completed and submitted to the Finance Team immediately upon return from any trip whereby a problem or issue is suspected or identified.

If any driver is involved in an accident, whether with another vehicle or not, the driver must complete an Accident Report form and submit the report form to the Finance Team immediately upon return to MERF. A copy of the report form and instructions for submitting the report and “what to do if involved in an accident” are included in the Exhibits section.

LEASES

Classification of Leases

It is the policy of MERF to classify all leases in which MERF is a lessee as either capital or operating leases. MERF shall utilize the criteria described in Statements of Financial Accounting Standards No. 13 in determining whether a lease is capital or operating in nature. Under those criteria, a lease shall be treated as a capital lease if, at the time of entering into the lease, any of the following factors are present:

- The lease transfers ownership to MERF at the end of the lease term;
- The lease contains a bargain purchase option;
- The lease term is equal to 75% or more of the estimated economic life of the leased property; or
- The present value of the minimum lease payments is 90% or more of the fair value of the leased property (using, as the interest rate, the lesser of MERF’s incremental borrowing rate or, if known, the lessor's implicit rate).

All leases that do not possess any of the four preceding characteristics shall be treated as operating leases. In addition, all leases that are immaterial in nature shall be accounted for as operating leases.

MERF shall also maintain a control list of all operating and capital leases. This list shall include all relevant lease terms.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY

MPS Fiscal Policies and Procedures

0	2/14/13	Initial Release	
1	2/14/17	Revise to clarify process	
2	9/5/17	Revision to clarify processes and positions	
3	4/7/22	Update policies to align with industry standards	Steve Budhraja, CFO

MPS Fiscal Policies and Procedures

INV 103 Ex1 ASSET DISPOSITION FORM

	Serial Number	Date Purchased	Original Cost	Net Book Value	

Principal:_____Date:_____

Chief Financial Officer:_____Date: _____

MPS Fiscal Policies and Procedures

SOP # INV 102 Revision: 1 Prepared by: Central Office **Effective Date:** 11/12/15 Approved by: BOD

INV 102 FIXED ASSET CAPITALIZATION & DEPRECIATION

Policy:

Asset acquisitions with a useful life expectancy of greater than one year and with a minimum threshold amount as specified by the Chief Financial Officer should be capitalized by the Organization and depreciated.

Purpose:

The purpose of this procedure is to delineate capitalization and depreciation methods for various asset groups.

Scope:

All acquisitions of capital assets for the Organization.

Definitions:

Capitalization - Capitalization is the method chosen to record the purchase of a fixed asset on the Organization's accounting books. If an asset is capitalized then it is not expensed in the same year the asset is purchased. Instead, the asset is generally recorded on the balance sheet and individually on an asset schedule. Examples of capital expenditures are purchases of land, buildings, machinery, office equipment, leasehold improvements and vehicles. The asset is expensed each year as depreciation.

Depreciation - is an annual income tax deduction that allows the write-down or write-off of the cost of the asset over its estimated useful life to recover the cost or other basis of certain property over the time the property is used. It is an allowance expense for the wear and tear, age, deterioration, or obsolescence of the property.

As an asset ages and is used by the Organization, its value declines. It, in effect, becomes worth less and less over time. The declining value or usefulness of the asset over time is represented as a discount that is applied to the original purchase price. At the end of the asset's depreciation period, (and/or useful life), its value on the balance sheet will be zero, or fully depreciated. At the same time, the individual depreciation expenses will have all been recorded on the income statement.

Note: Land is not depreciated because land does not wear out, become obsolete, or get used up. But the building on the land is depreciated. Land is generally viewed as an appreciating asset while all other capital assets are generally viewed as depreciating

over time, with use. But, unlike depreciation, an asset's appreciation is not recorded on the books until the asset is sold, which is when the assets' appreciation is realized.

Cost basis – The total amount paid for the asset, in cash or kind, is considered the "cost-basis". This should include all charges relating to the purchase, such as the purchase price, freight charges and installation, if applicable. The cost basis is not the market value or list price of the asset. It is the total amount invested in the purchase or the total amount paid.

Procedure:

CAPITALIZATION

All assets with a useful life of greater than one year and costing more than $5,000 will be capitalized and (except for land) will be recorded in the depreciation records.

Bulk computers, software, and other technology purchases with an aggregate value of $5,000 or more are captured as capitalized fixed assets regardless of individual price of item.

In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed $50,000.

Depreciation or amortization is computed on the straight-line basis over the useful lives of the assets.

Any asset that does not meet the above criteria will be expensed such as small tools and equipment or repairs and maintenance.

The cost basis of furniture and equipment assets will include all charges relating to the purchase of the asset including the purchase price, freight charges and installation if applicable.

Leasehold improvements including painting are to be capitalized if they relate to the occupancy of a new office or a major renovation of an existing office or site. Expenditures incurred in connection with maintaining an existing facility in good working order should be expensed as a repair.

The cost of buildings should include all expenditures related directly to its acquisition or construction. This cost includes materials, labor and overhead incurred during construction, and fees, such as attorney's and architect's and building permits.

Maintain proper files on the details to all acquisitions, expenditures, and maintenance performed on all assets. These records are vital for proper tax preparation and are used during yearly tax reporting and planning.

DEPRECIATION

MPS Fiscal Policies and Procedures

The depreciation methods/lives for assets must be selected at the time the asset is first placed into service in order to ensure consistent financial reporting and tax compliance.

The Organization uses the straight-line method of depreciation.

The following represents a sample of the useful lives that the Organization may use for financial reporting purposes:

Asset Class	Examples	Estimated Useful Life in Years
Land		N/A
Site improvements	Paving, flagpoles, retaining walls, sidewalks, fencing, outdoor	20
Buildings		20 - 50
HVAC systems	Heating, ventilation, and air systems	10 - 20
Roofing		20
Interior construction	Leasehold improvements	20 - 25
Carpet replacement		7
Electrical/plumbing		30
Sprinkler/fire system	Fire suppression systems	25
Outdoor equipment	Playground, radio towers, tanks	20
Machinery & tools	Shop & maintenance equipment	3 - 15
Custodial equipment	Floor scrubbers, vacuums, other	7 - 15
Furniture & accessories	Classroom & other furniture	10 - 20
Business machines	Fax, duplicating & printing	3 - 10
Copiers		3 - 10
Communication equipment	Mobile, portable radios	3 - 7
Computer hardware	PCs, printers, network hardware	3 - 5
Computer software	Instructional, other short-term	5 to 10
Computer software	Administrative or long-term	10 to 20

Audio visual equipment	Projectors, cameras (still & digital)	5 - 10
Athletic equipment	Wrestling mats, weight machines	7 - 10
Library books	Collections	5 to 7
Licensed vehicles	Buses, other on-road vehicles	5 - 10

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
1	11/12/15	Revision of capitalization policy relating to technology aggregate purchases	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

MPS Fiscal Policies and Procedures

SOP # IVT101 Revisions: 0 **Effective Date:** 6/14/17Prepared by: Central Office **Approved by:** BOD

IVT 101 INVESTMENTS

Policy:

This policy establishes procedures to govern the investment of funds held by Magnolia Public Schools ("MPS" or the "Charter School"). This policy is based upon federal, state and local laws and regulations, and prudent money practices. To the extent that this policy conflicts with state or federal law, the applicable law shall prevail.

Purpose:

MPS' primary investment objective shall be to maintain the safety and liquidity of its funds. Safety of principal is the foremost objective of MPS. The primary objectives of MPS investment activities shall be, in order of priority:

Safety. The safety of principal is the foremost objective of MPS's investment program. MPS's investments shall be undertaken in a manner that shall preserve MPS's capital.

Liquidity. MPS's secondary objective shall be to meet its liquidity needs. The investment portfolio shall maintain sufficient liquidity to enable MPS to meet necessary cash flow and operating requirements which might be reasonably anticipated.

Yield. The investment portfolio shall be designed with the objective of attaining a market rate of return over the course of budgetary and economic cycles, taking into account the investment risk, constraints and the cash flow characteristics of the portfolio.

Maintaining the Public's Trust. The investment officers shall seek to act responsibly as custodians of the public trust and shall avoid any transaction that might impair public confidence while conforming to all applicable statutes and regulations governing the investment of public funds.

Mitigating Credit Risk and Market Risk. Credit risk shall be mitigated by diversifying the fund among issues and issuers so that the failure of any one issue or issuer would not result in a significant loss of income or principal to participants. Because longer-term securities generally have greater market risk than shorter-term securities, market risk will be mitigated by establishing a maximum weighted average maturity or duration for the portfolio. Occasional market losses on individual securities are inevitable with active portfolio management and must be considered within the context of the overall investment return.

Scope:

MPS Fiscal Policies and Procedures

It is recommended that MPS mirror the intent of California Education Code Section 41015 and invest all or part of funds deposited in a Special Reserve Fund, or any surplus monies not required for the immediate necessities of MPS in any of the investments specified in California Government Code Sections 16430 or 53601. Special Reserve Funds are hereby defined as those funds, which the Board has designated for capital outlay, or other purposes, where an accumulation over a period of fiscal years is desired.

MPS shall make investments following the guidelines of the Uniform Prudent Investor Act. (Probate Code Section 16045, et seq.)

This Policy covers all funds and investment activities under the direct authority of MPS. The proceeds obtained from the issuance of bonds shall be invested in accordance with the applicable bond documents. If the bond documents are silent as to the investment of the proceeds, the bond proceeds will be invested in the securities permitted by this Policy.

COMPLIANCE WITH STATE AND FEDERAL SECURITIES LAWS

MPS will take reasonable steps to ensure that any debt offering issued by MPS complies fully with all applicable state and federal securities laws. In connection with all debt offerings issued by MPS, MPS will retain bond counsel and disclosure counsel to review the offering materials prepared in connection with the debt offering to ensure that disclosures contained in offering materials comply with federal and state securities laws. MPS has implemented procedures to ensure MPS maintains compliance with continuing disclosure requirements. The Chief Executive Officer shall be responsible for reviewing the offering materials regarding the accuracy of information disclosed in such materials.

CHANGES TO INVESTMENT POLICY

This Policy will be reviewed, as needed, to ensure its consistency with the objectives of income, growth and safety, and changes in applicable laws and financial trends. Any proposed amendments to the Investment Policy will require approval by the MPS Board of Directors. This Policy and modifications to it must be approved by the Board of Directors at a public meeting.

COMPLIANCE WITH INVESTMENT POLICY

All outside investment advisors/managers, attorneys and other financial professionals employed or retained by MPS and/or its representatives, including without limitation financial advisors, underwriters, bond counsel, and disclosure counsel, must review this policy and confirm that they have reviewed this Investment Policy and will fully comply with these policies.

Responsibilities:

MPS Fiscal Policies and Procedures

DELEGATION OF AUTHORITY

Management responsibility for the investment program is hereby delegated by the Board of Directors to the CEO and the Oversight Committee, as deemed appropriate or necessary, who shall thereafter assume full responsibility for those transactions until the delegation of authority is revoked. The Board of Directors may review and renew the

delegation of authority each year. The CEO may delegate the day-to-day operations of investing to his/her designee(s) but not the responsibility for the overall investment program. The CEO and/or his/her designee(s) shall make all investment decisions and transactions in strict accordance with state law and with this Policy.

If authorized by the Board of Directors, the CEO and Oversight Committee may utilize an external investment advisor to assist with investment decision-making and trade execution authority. The investment advisor shall be under the supervision of the approved Oversight Committee and shall follow this Policy and such other written instructions as are provided.

The CEO, his/her designee(s) and/or Oversight Committee, acting in accordance with written procedures and policies and exercising due diligence, shall be relieved of personal liability for an individual security's credit risk or market price changes, provided deviations from expectations are reported in a timely fashion and appropriate action is taken to control adverse developments.

The Board of Directors shall ensure that its fiduciary responsibilities concerning the proper management of MPS' funds are fulfilled through appropriate investment structure, internal and external management, consistent with all policies and procedures. Based on the advice and recommendations of the CEO and Oversight Committee.

The CEO and Oversight Committee are not held liable for less than desirable outcomes, rather, they are responsible only for adherence to procedure and processes. The CEO and Oversight Committee are responsible for the development, recommendations, implementation and maintenance of all investment policies.

Procedure:

INTERNAL CONTROLS

The CEO and Oversight Committee shall establish a system of written internal controls to regulate MPS's investment activities, including the activities of any subordinate officials acting on behalf of MPS. Procedures should include references to individuals authorized to execute transactions or transfers, safeguard agreements, (including repurchase agreements, wire transfer agreements, collateral/depository agreements),

and banking services contracts, as appropriate. As part of the annual audit, MPS's external auditor will perform a review of investment transactions to verify compliance with policies and procedures. The Oversight Committee will sign off on internal control procedures as appropriate.

The controls shall be designed to prevent loss of public funds due to fraud, employee error, and misrepresentation by third parties, unanticipated market changes or imprudent actions by employees of the Charter School. The Charter School shall seek to maintain a debt burden factor of 1 - 2% of the Charter School's unrestricted general fund revenues.

AUTHORTIZED FINANCIAL INSTITUTIONS AND DEALERS

It shall be MPS' policy to purchase securities only from authorized institutions and firms. The CEO and Oversight Committee shall maintain a list of authorized brokers/ dealers and financial institutions that are approved for investment purposes. MPS shall use at least one authorized broker/dealer to advise MPS on investments.

No deposit of public funds shall be made except in a qualified public depository as established by state laws. If an external investment advisor is authorized to conduct investment transactions on behalf of MPS, the investment advisor may use their own list of approved broker/dealers and financial institutions for investment purposes consistent with MPS' policies and existing laws.

For broker/dealers of government securities and other investments, MPS shall select only broker/dealers who are licensed and in good standing with the California Department of Securities, the Securities and Exchange Commission, the Financial Industry Regulatory Authority and/or other applicable self-regulatory organizations. Any permitted investment shall be purchased either from a "primary" or regional broker/ dealer qualifying under SEC Rule 15c3-1 (uniform net capital rule) or a "well capitalized" financial institution, as defined in Title 12 of the Code of Federal Regulations ("CFR") Part 6.4.

Before engaging in investment transactions with a broker/dealer, the CEO and Oversight Committee shall have received from said firm a signed Certification Form. This form shall attest that the individual responsible for MPS's account has reviewed MPS's Investment Policy and that the firm understands the policy and intends to present investment recommendations and transactions to MPS that are appropriate under the

terms and conditions of this Investment Policy. Any broker, brokerage, dealer or securities firm that has made a contribution to the Charter School, any member of the Board of Directors, or any candidate for those offices is ineligible for selection by the Charter School.

AUTHORIZED AND SUITABLE INVESTMENTS

In making any decision regarding the investment of funds, each of the following factors must be considered, and properly documented:

- General economic conditions,
- Expected tax consequences, if any, of investment decisions or strategies,
- Expected total return from the income and appreciation of investments,
- Other resources of the organization,
- The needs of the organization and the fund to make distributions and preserve capital.

INVESTMENT TYPE DESCRIPTIONS

Investments not specifically listed below are prohibited. Consistent with the requirements of law and this Investment Policy, the Charter School may place orders for the execution of transactions with or through such broker/dealers, banks or counterparties as may be selected from time to time. All securities must be U.S. dollar denominated. To the extent consistent with the objectives stated above, the investment restrictions outlined below, and the investment limitations specified herein, the Charter School may invest in the following areas.

State and Local Agencies. Registered treasury notes or bonds of this or any of the other forty-nine United States, including bonds payable solely out of the revenues from a revenue-producing property owned, controlled, or operated by a state or by a department, Board of Directors, agency, or authority of this state or any of the other forty-nine United States.

Bonds, notes, warrants, or other evidences of indebtedness of any local agency within this state (including MPS), including bonds payable solely out of the revenues from a revenue-producing property owned, controlled, or operated by the local agency, or by a department, Board of Directors, agency, or authority of the local agency.

United States Treasury Issues. United States Treasury notes, bonds, bills, or certificates of indebtedness, or those for which the faith and credit of the United States are pledged for the payment of principal and interest.

U.S. Agencies (Federal Agency Obligations). Federal Agency or United States government-sponsored enterprise obligations, participations, or other instruments, including those issued by or fully guaranteed as to principal and interest by federal agencies or United States government-sponsored enterprises.

Supranational. Supranational organizations are international financial institutions that are generally established by agreements among nations, with member nations contributing capital and participating in management. Supranational bonds finance economic and infrastructure development and support environmental protection, poverty reduction, and renewable energy around the globe. MPS may purchase the United States dollar denominated senior unsecured unsubordinated obligations issued or

unconditionally guaranteed by the International Bank for Reconstruction and Development, International Finance Corporation, or Inter-American Development Bank.

Bankers' Acceptances. Bankers' acceptances otherwise known as bills of exchange or time drafts that are drawn on and accepted by a commercial bank. Purchases of bankers' acceptances may not exceed 180 days maturity. Eligible bankers' acceptances are restricted to issuing financial institutions with short-term debt rating of at least "A-1," or its equivalent, by a nationally recognized statistical rating organization (NRSRO) or a long-term rating of not less than "A" from a NRSRO.

Commercial Paper. Commercial paper rated the highest ranking or of the highest letter and number rating as provided for by a NRSRO. Eligible commercial paper shall be of 'prime' quality of the highest ranking. The commercial paper shall not exceed 270 days maturity. The entity that issues the commercial paper shall meet all of the following conditions in either paragraph (a) or paragraph (b):

- Has total assets in excess of five hundred million dollars ($500,000,000), is organized and operating within the United States as a general corporation, and has
  debt other than commercial paper, if any, that is rated "A" or higher by a NRSRO.
- Is organized in the United States as a special purpose corporation, trust, or limited
  liability company, has program-wide credit enhancements including, but not limited
  to overcollateralization, letters of credit or a surety bond, has commercial paper that is rated "A-1" or higher, or the equivalent, by a NRSRO.

Split ratings (i.e. A2/P1) are not allowed.

Placement Service Deposit. Deposits placed through a deposit placement service shall meet the requirements under Government Code Section 53601.8. The full amount of the principal and the interest that may be accrued during the maximum term of each deposit shall at all times be insured by federal deposit insurance.

Negotiable Certificates of Deposit. Negotiable certificates of deposit (NCDs) issued by a nationally or state-chartered bank, a savings association or a federal association, a state or federal credit union, or by a federally licensed or state-licensed branch of a foreign bank. Purchases are limited to institutions which have long-term debt rated at least in the "A" category, or its equivalent, by a NRSRO, and/or have short-term debt rated at least "A-1," or its equivalent, by a NRSRO. NCDs may not exceed 5 years in maturity. In combination with placement service CDs, a maximum of 30 percent of the portfolio may be invested in this category. The amount invested in NCDs with any one financial institution in combination with any other securities from that financial institution shall not exceed ten percent of the portfolio. Quarterly, the Charter School will monitor custodial credit risk and report the outcome to the Board of Directors. All deposits are to be in FDIC insured institutions and will be reviewed as to the nature and extent of its

present compliance with regulations, federal regulatory requirements, profitability/loss trend, liquidity and capital ratios.

Repurchase Agreements. Investments in repurchase agreements for the purpose of this Investment Policy Statement (as defined by section 53601(j) of the California Government Code) means a purchase of securities by the Charter School pursuant to an agreement by which the seller will repurchase the securities on or before a specified date and for a specified amount and will deliver the underlying securities to the Charter School by book entry, physical delivery, or by third party custodial agreement. Repurchase agreements are to be used as short-term investments not to exceed one year. The following collateral restrictions will be observed: Only United States Treasury securities or Federal Agency securities will be acceptable collateral. All securities underlying repurchase agreements must be delivered to MPS's custodian bank or be handled under a properly executed tri-party repurchase agreement. The total market value of all collateral for each repurchase agreement must equal or exceed 102% of the total dollar value of the money invested by MPS for the term of the investment.

Repurchase agreements are required to be collateralized by securities or cash authorized under California Government Code Section 53601(j)(2). Collateral will be held by an independent third party with whom the Charter School has a current

custodial agreement. Clearly marked evidence of ownership (safekeeping/custody receipt) must be supplied to the Charter School and retained. The Charter School retains the right to substitute or grant substitutions of collateral. Investments in repurchase agreements may be collateralized by any securities authorized within this section. Agreements are subject to California Government Code Section 53601 and must comply with the delivery requirements and the maturity provision from Section 53601.

Medium-Term Notes. Medium-term notes defined as all corporate and depository institution debt securities with a maximum remaining maturity of five years or less, issued by corporations organized and operating within the United States or by depository institutions licensed by the United States or any state and operating within the United States. Purchases are limited to securities rated at least in the "A" category, or its equivalent, by a NRSRO.

Money Market Funds. Shares of beneficial interest issued by diversified management companies that are money market funds registered with the Securities and Exchange Commission that invests solely in U.S. Treasuries and Federal Agency obligations and repurchase agreements relating to such obligations

Mutual Funds. Shares of beneficial interest are issued by diversified management companies that invest solely in securities and obligations authorized by this policy. The company shall have met either of the following criteria: (A) Attained the highest ranking or the highest letter and numerical rating provided by not less than two NRSROs, (B)

Retained an investment adviser registered or exempt from registration with the Securities and Exchange Commission with not less than 5 years of experience managing money market mutual funds with assets under management in excess of five hundred million dollars ($500,000,000).

Local Government Investment Pools Joint Powers Authority (LGIP JPA.) Shares of beneficial interest issued by a joint powers' authority organized pursuant to Government Code Section 6509.7. To be eligible for purchase, the pool must meet the requirements of California Government Code Section 53601(p), the pool must seek to maintain a stable Net Asset Value ("NAV"), and the pool must be rated at least "AAA," or its equivalent, by a NRSRO.

Mortgage- and Asset-Backed Securities. Any mortgage pass-through security, collateralized mortgage obligation, mortgage-backed or other pay-through bond, equipment lease-backed certificate, consumer receivable pass-through certificate, or

consumer receivable-backed bond of a maximum of five years' maturity. Securities eligible for investment under this subdivision shall be issued by an issuer having at least an "A" rating, or its equivalent, for the issuer's debt as provided by a NRSRO and rated at least "AA", or its equivalent, by a NRSRO.

SAFEKEEPING AND CUSTODY

All deliverable security transactions entered into by MPS shall be conducted on a delivery-versus-payment (DVP) basis. To protect against potential losses by collapse of individual securities dealers, and to enhance access to securities, interest payments and maturity proceeds, all securities owned by MPS shall be held in safekeeping by a third party bank trust department, acting as agent for MPS under the terms of a custody agreement executed by the bank and by MPS. The only exception to the foregoing shall be depository accounts and securities purchases made with: (i) LAIF and government investment pools and, (ii) money market funds, since the purchased investments are not deliverable. Evidence of each of these investments will be held by MPS.

MAXIMUM MATURITIES

The CEO and Oversight Committee shall maintain a system to monitor and forecast revenues and expenditures so that funds can be invested to the fullest extent possible. Maturities of investments will be selected to provide necessary liquidity, manage interest rate risk, and optimize earnings. Because of inherent difficulties in accurately forecasting cash flow requirements, a portion of the portfolio should be continuously invested in readily available funds.

The maximum maturity of individual investments shall not exceed the limits set forth in the Authorized and Suitable Investments section. If the section does not specify a maturity limit, no investment shall have a remaining maturity in excess of five years from the date of purchase unless MPS has granted its express authority to make that

investment either specifically or as a part of an investment program no less than three months prior to the investment.

INVESTMENT RESTRICTIONS

Credit Ratings

Credit ratings will be applied at the time of purchase of a security. A subsequent downgrade in a security's credit rating will not constitute a violation of the Investment Policy. Securities which are downgraded below the minimum acceptable rating levels must be reviewed for possible sale within a reasonable amount of time.

U.S. Government obligations are exempt from the credit rating requirements listed below.

The credit ratings referred to below must be assigned by one of the following NRSROs: Standard & Poor's Corporation ("S&P"), Moody's Investors Service, Inc. ("Moody's"), and Fitch Ratings ("Fitch").

Short-term debt ratings – (two of the following and not less than the following) "A-1" or "SP-1" (S&P); "P-1" or "MIG 1/VMIG 1 (Moody's); or "F1" (Fitch) Ratings.

Split ratings are not allowed, i.e. A-1/P-1/F2 or similar. An issuer of short-term debt must have no less than an "A" rating on long-term debt.

Long-term debt ratings – Investments purchased with remaining maturities of 397 days or less- shall be rated by at least two NRSROs and have obtained no less than an "A" rating by any.

Investments purchased with remaining maturities longer than 397 days– shall be rated by at least two NRSROs and have obtained no less than an "AA" rating by any. If an issuer of long-term debt has a short-term rating, then it may not be less than A-1/SP-1 or P-1/MIG1 or F1.

Repurchase Agreement counterparties shall have a minimum short-term rating, or counterparty rating, of no less than A-1 or equivalent by two NRSROs and have capital of not less than $500 million.

Any issuer that has been placed on "Credit Watch-Negative" by a NRSRO will be removed from our approved list unless the following criteria are met: The issuer has (a) an A-1+ or F1+ short-term rating; or (b) at least an AA or Aa2 long-term rating.

DIVERSIFICATION AND MATURITY RESTRICTIONS

It is the policy of the Charter School to diversify its funds. Investments are diversified to minimize the risk of loss resulting in overconcentration of assets in a specific maturity,

specific issuer, or a specific class of securities. Diversification strategies shall be established by the Charter School and periodically reviewed.

MPS Fiscal Policies and Procedures

Authorized Investments

The following diversification limits will be applied at the time of purchase of a security.

TYPE OF INVESTMENT	CAL. GOV. CODE % OF FUNDS PERMITTED	CAL GOV. CODE MAXIMUM FINAL MATURITY
U.S. TREASURY SECURITIES	100%	5 Years
U.S. GOVERNMENT AGENCY SE- CURITIES	100%	5 Years
MUNICIPAL DEBT	100%	5 Years
MEDIUM-TERM NOTES	30%	5 Years
BANKERS ACCEPTANCES	40%, 30% of a single issuer	180 Days
COMMERCIAL PAPER	40%, 10% of a single issuer	270 Days
NEGOTIABLE CERTIFICATES OFDEPOSITS	30%	5 Years
REPURCHASE AGREEMENTS	100%	1 Year
MUTUAL FUNDS	20%, 10% in a single fund	N/A
INVESTMENT POOLS	100%	N/A

Maturity

The maximum maturity of any investment purchased will be five years with the exception of investments authorized by the Board of Directors to be invested in longer than five-year maturities. For purposes of calculating final maturity, the earlier of final maturity date or mandatory put or tender option date will be used.

PROHIBITED TRANSACTIONS

At the time of purchase, all permitted investments shall conform in all respects with this Investment Policy, as may be amended from time to time. No investment prohibited by California Government Code shall be permitted herein.

Any investment transactions, credit risk criterion, percentage limitations or market valuation that are not in compliance with this Investment Policy and cannot be corrected without penalty at time of purchase must be documented and approved by the Charter School in writing as soon as possible. Thereafter, action shall be taken by the Charter School to correct such matter as soon as practical. If a percentage restriction is adhered to at the time of purchase, a later increase or decrease in percentage resulting from a change in values or assets will not constitute a violation of that restriction.

The following transactions are prohibited: Borrowing for investment purposes ("Leverage").

Reverse Repurchase Agreements, as defined by California Government Code Section 53601(j)(3) and (j)(4) or otherwise.

Structured Notes (e.g. inverse floaters, leveraged floaters, structured certificates of deposit, equity-linked securities, event-linked securities). This includes all floating-rate, adjustable-rate or variable-rate securities in which a change in interest rates or other variables that can reasonably be foreseen to occur during their term would result in their market value not returning to par at the time of each interest rate adjustment.

Simple "floating rate notes," whose periodic coupon adjustment is based on a short term (one-year or less) rate index (such as Treasury bills, federal funds, prime rate or LIBOR) and which have a reasonable expectation of maintaining a value of par at each interest rate adjustment through final maturity, are exempt from this definition.

Additionally, U.S. Treasury and Agency zero coupon bonds, U.S. Treasury and Agency strips, Resolution Funding Corporation ("REFCORP") strips or other callable securities which otherwise meet the quality, maturity and percent limitations assigned to their respective security category, are exempt from this section.

Structured Investment Vehicles ("SIV").

Derivatives (e.g. options, futures, swaps, swap options, spreads, straddles, caps, floors, collars) shall be prohibited.

ETHICS AND CONFLICT OF INTEREST

The Charter School and all people involved in the investment process shall refrain from personal business activity which could create a conflict with proper execution of the investment program, or which could impair the ability to execute impartial investment decisions. The Charter School and all treasury and investment personnel shall disclose to the Board of Directors any material financial interests in financial institutions, broker dealers and vendors ("outside entities") and shall disclose any material financial investment positions in such outside entities.

PERFORMANCE STANDARDS

The investment portfolio shall be designed with the objective of obtaining a market rate of return throughout budgetary and economic cycles, commensurate with the investment risk constraints and the cash flow needs but focusing on preservation of capital and then liquidity as the most important objectives, with yield as the least important objective.

The Charter School's investment strategy is to actively manage the portfolios to create less risk than a benchmark comparable index and to use economies of scale to invest and administer the program at a reasonable cost. Given this strategy, the basis used by the Charter School to determine whether market yields are being achieved shall be the indices most comparable to the fund, such as money rate data published in Barron's, The Wall Street Journal, Bloomberg, etc. or other bond fund indices. The standards enumerated herein do not constitute a guarantee of the fund's performance.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
3/09/17	Initial Release		
6/14/17	Legal review and revision		

MPS Fiscal Policies and Procedures

SOP # REV101 Revision: 2 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

REV 101 SALES RECEIPT PROCESSING

Policy:

To ensure the most accurate process for billing for services, sales receipts will be properly evaluated and approved prior to entry into the accounting system.

Purpose:

This procedure outlines the activities and responsibilities involved in verifying the acceptability of all sales receipts.

Scope:

These procedures are to be followed for all sales receipts.

Responsibilities:

Back-office provider approves sales receipt documentation.

Procedure:

DOCUMENT VERIFICATION

Sales Receipts are often used for Parenting Fees and other similar fees. Verify that all of the correct documents have been used and are present to support the sales receipt transaction. The following documents are required to complete the Sales Receipt transaction:

- Document identifying what the money collected is for
- Approval or authorized signature for the course
- Customer, parent, or other correspondence or support documentation, etc.
- Complete the Back-office provider Deposit Log

Verify that all required information is available to complete the sales receipt.

Review the customer’s Accounts Receivable aging and determine that the customer is current with their payments and that the new sales receipt will not affect their balance.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY

MPS Fiscal Policies and Procedures

0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider service provider process	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

MPS Fiscal Policies and Procedures

SOP # REV102 Revision: 2 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

REV 102 INVOICING, ACCOUNTS RECEIVABLE, RECEIVABLE ACCRUALS

Policy:

The Finance Department is responsible for the timely preparation and distribution of invoices to optimize cash flow and customer payments. The Finance Department with the support of Back-office provider will also maintain accurate records over Accounts Receivables and Accruals and abide by proper internal controls.

Purpose:

To explain the methods for the preparation of invoices, accounts receivable, and receivable accruals records processing.

Scope:

This procedure applies to all revenue earned and services provided by the company.

Procedure:

SALES RECEIPT REVIEW

A formal invoice is not always applicable such as when service fees are collected for items such as Parenting.

The SALES RECEIPT should contain all pertinent billing information as part of the company's sales receipt procedure. However, as part of proper internal control, Billing will verify the information contained on the customer's sales receipt documentation.

As part of this review process, the propriety and accuracy of contact information, prices, description of services, extensions and footings will be determined.

INVOICE PREPARATION AND POSTING

The next sequentially numbered Invoice (see example REV102 Ex1 INVOICE) will be prepared from the information from the Federal, State, or Local Grant or Contract Language including all reimbursable costs and will include the invoice date, service item, description of services or billing information, quantity, rate, class or program code, price and extended amounts and the customer's billing addresses.

Post the invoice by saving the transaction.

DISTRIBUTION

Send one copy of the invoice to the customer and retain a second copy of the invoice in the customer file.

ACCOUNTS RECEIVABLE

Accounts Receivable will receive and process payments from customers in accordance with the CASH RECEIPTS procedure.

On a monthly basis, Accounts Receivable will generate an aged trial balance of customers' accounts with individual invoice information and days outstanding and will forward to Finance Manager and Chief Financial Officer for their follow-up on any aged invoices.

Accounts Receivable will generate monthly statements of outstanding customers' accounts and issue them to customers no later than 10 days after each month end.

Accounts Receivable will issue Credit Memos to customers upon receipt of approved changes in the terms.

RECEIVABLE ACCRUALS

Monthly receivable accruals are at the discretion of the Chief Financial Officer and the Finance Manager when those amounts are reasonably known and quantifiable. Fiscal year end receivable accruals are required to be quantified and recorded no later than August 15th.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office service provider	Oswald Diaz, CFO

MPS Fiscal Policies and Procedures

REV 102 Ex1 INVOICE

INVOICE NO. _____

ITEM	DESCRIPTION	QTY	RATE	CLASS	AMOUNT
					Total

REV 102 Ex 2 ACCOUNTS RECEIVABLE WRITEOFF AUTHORIZATION

Customer: _____ Date: _____

Invoice No's: _____ Amount of Write-Off: _____

/

TOTAL

/

JUSTIFICATION

Summary of Collection Actions To Date:

(Include brief description of collection actions taken by accounting, other Company departments and outside collection agency or legal, if applicable)

Approvals:

Credit Manager: _____Date: _____

Controller: _____ Date: _____

SOP # REV103 Revision: 2 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

REV 103 PROJECT(Grant/Contract) REVENUE: PROGRESS BILLING

Policy:

MPS Fiscal Policies and Procedures

Progress billings will be made to clients on a timely basis throughout the life of the project. Projects are typically considered Federal, State, and Local Grant contracts. These billings will be accurate and easily understood by both parties involved.

Purpose:

The purpose for creating progress billings is to obtain payment for the portion of labor and materials, i.e. “reimbursed costs” used up to a certain point in time and before the project is fully completed. This improves the cash flow typical of long-term projects or assignments. This procedure applies to all Federal, State, and Local Grants and Contracts, Service agreements or Projects provided by the Organization.

Scope:

This procedure applies to all service agreements or projects provided by the Organization.

Responsibilities:

The Finance Department is responsible for the confirmation of all final program amounts and is responsible for knowing the correct procedures to be followed for each contract.

Procedure:

CONTRACT TYPES

Reimbursement for Services. Progress billing for Reimbursement for Services contracts requires Finance teams to be up to date and monitor the services being provided according to the terms of each contract. The Finance team will enter into the reimbursement request the allowable costs that may be billed according to the contract. From time to time and at the end of the contract, the Chief Financial Officer reviews the billings of the contract and ensures that all available opportunities to recover reimbursable costs have been considered.

Set Contracts. Set contracts such as with the individual charter schools involve reimbursement for costs such as building rental and an allowance for the amount of apportionment attendance earned. Although the contract is set by terms of the contract, since student attendance can vary, the invoicing for these types of contracts is the same amount throughout the fiscal year and reconciled at the end of the year to account for the final attendance counts.

BREAKDOWN OF CONTRACT AMOUNT

The Finance Department with the support of Back-office provider is responsible for the final reconciliation of all grant and other contracts at the end of the year by reviewing final billings prepared by the Finance team and/or the School Principal. Normally, the

contractual agreement will specify the procedures for payment and may also specify the form of the breakdown of contract amount that is required. Care should be taken to be sure that all costs, services, and fees are fully billed and accounted for in each contract.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider and revision of responsibilities.	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

MPS Fiscal Policies and Procedures

SOP # REV104 Revision: 1 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

REV 104 ACCOUNT COLLECTIONS

Policy:

All open accounts receivable with late or delinquent payment activity will be handled in a timely and effective manner to ensure maximum collections and an optimum accounts receivable turnover ratio.

Purpose:

To provide the actions and methods for processing late or delinquent payments.

Scope:

This procedure applies to the Accounts Receivable Department involved with collection of past due accounts receivable. The Finance team and the Chief Financial Officer may be involved in reference special arrangements.

Responsibilities:

The Finance team reviews all records for a customer to determine a possible explanation for non-payment prior to commencing the collection process.

Definition:

Bad Debt consists of unpaid accounts receivable invoices that are considered to be uncollectible.

Debt collector is any person who regularly collects debts owed to others. This includes attorneys who collect debts on a regular basis.

Procedure:

COLLECTION PROCESS

No matter how careful customers are screened prior to credit approval, slow pay or delinquent accounts will occur from time to time. Once an account becomes past due by even a few days, the collection process should commence immediately. Studies have shown that the sooner the collection process starts then the more likely that the debt will be collected.

Prior to commencing the collection process, the following should be reviewed by the assigned Finance team:

- Verify that after the Invoice was immediately sent out for all billings to the customer and sent to the correct billing address.
- Make certain that the Organization has not received the customer's payment or applied it to the wrong account. These seem obvious, but it can avoid an uncomfortable situation in wrongly accusing the customer of delinquent payments.
- Review the customer's past payment activity. Determine if they are chronically late and what their response has been to any other overdue notices to determine payment patterns or trends.

Upon review of the above, the Accounts Receivable Representative should then proceed with the collection process by completing an REV104 Ex1 ACCOUNT COLLECTION CONTROL Form. This form will assist in planning and tracking the collection effort. Depending on the amount and the customer situation, the representative can choose to follow up with collection letters, telephone calls or both.

Record all actions taken (late payment notice, telephone call, etc.) with a date on an ACCOUNT COLLECTION CONTROL Form filed in the customer folder. All customer agreements and explanations should be noted. If payment has not reached the Organization by the expected date, immediate follow-up action should be taken with another collection call or letter. The longer an overdue account is ignored, the longer the customer will ignore it, too.

Telephone communication will often speed up the collection process. Credit representatives, when speaking with a delinquent account, should observe a few tips or principles.

- Identify yourself and the Organization and state the reason for calling. Be direct and use a controlled, confident voice. Concentrate on listening to the customer and don't rush through the call.
- Get the Facts - The most powerful tool is knowledge. During the phone conversation, try to gain as much insight into the situation as possible. Remember, the goals and
- objectives are to:
    - Collect the money!
    - Identify reasons for non-payment
    - Settle on an agreement for clearing the debt, including special payment plans and exact dates when a check will be sent.
- Never argue, accuse or be condescending - Verbally fighting or talking down to the customer will only serve to produce negative feelings and may hamper the collection effort. The ultimate purpose is to secure payment, and this is best accomplished without becoming defensive or irritated.

There are several common objections, complaints and excuses used to elude payment. Study the following examples to learn the most effective responses to the most frequently used ploys.

- "I didn't get the invoice." - Respond by verifying the debtor's name and address and then review the account information with them.
- "The check is in the mail." - Extend your thanks, then ask for a check number, amount, date posted and address to which it was mailed.
- "Your payment is being processed." - Ask when the payment will be ready for the mail. Determine the process that the payment undergoes after it leaves your contact's desk.
- "I need proof of delivery." - Give the customer the name of the person who signed the delivery slip.
- "The computer is down." - When do you expect it to be up? Can we get manual payment?
- "I'll pay you when we get paid." - Respond calmly, but make a direct request for payment, such as When can I expect payment?"
- o "I have no money" - Create a payment plan. Be flexible and consider alternatives offered by the customer. Work toward making the plan acceptable to both of you.

Many people find it difficult to confront customers regarding delinquent payments. Just keep in mind that it is the customer who should feel uncomfortable in this situation.

If customers stop paying, their phone has been disconnected, and you cannot find them, consider using these resources to locate these debtors and their assets:

- City directories
- Post office (for a forwarding address) A customer’s employer
- Department of motor vehicle license and registration records
- "In case of emergency" contact, references or closest relatives listed on a credit application
- Old files and correspondence
- The Internet (i.e. https://www.isleuth.com/peop.html) Skip-tracing services or private investigator
- Credit bureau reports Neighbors
- Directory assistance

SERIOUSLY DELINQUENT OR UNRESPONSIVE ACCOUNTS

When an account becomes more than 60 days past due, the immediate target of securing prompt payment should take on a greater sense of urgency. The Finance Manager should review the account with Accounts Receivable to determine if the customer's business is valued.

If their business is valued, the following strategies may be used to collect payment:

- Restrict any further credit until the past due amount is paid in full.
- Withhold services already entered into. The harsh reality of having a MERF customer have to move from a MERF location or find a new provider can spur a delinquent account into action.
- If all other avenues for collection of the account have been exhausted, the Finance Manager, after consulting with the Chief Financial Officer, may want to consider and authorize the use of an outside collection agency.

All uncollectible accounts will be reviewed by the Finance Manager for disposition.

WORKING WITH COLLECTION AGENCIES

Collect all material records for the debt in question and send them to the collection agency. The agency will require a copy of the invoice, proof of delivery, and/or any other correspondence that may help them collect the debt.

Record the date the debt was sent to collections in the accounts receivable file.

If payments are received after the debt has been sent to collections, then notify the collection agency immediately in order to stop any further collection efforts. The agency will take their fee for any debt that has been collected once it has been registered by the agency.

If all other avenues for collection of the account have been exhausted, the Organization should consider further legal action.

WRITING OFF UNCOLLECTED DEBT

Write off any debts remaining uncollected or that are returned from the collection agency and record as a bad debt expense and deduct from accounts receivable.

If any payments are received after being written off from accounts receivable, then receive them in as income in the period received.

If bad debt is a recurring problem, then consider setting up a reserve account or allowance for bad debt at the beginning of the year.

References:

FAIR DEBT COLLECTION PRACTICES ACT (FDCP)

The FDCP requires that debt collectors treat consumers fairly and prohibits certain methods of debt collection. Personal, family, and household debts are covered under the Act. This includes money owed for the purchase of an automobile, for medical care, or for charge accounts.

Business debt is not included.

Debt collectors may not 1) harass, oppress, or abuse the debtor or any third parties they contact. 2) Use any false or misleading statements when collecting a debt.

For example, debt collectors may not:

- Use threats of violence or harm.
- Publish a list of consumers who refuse to pay their debts (except to a credit bureau).
- Use obscene or profane language; or
- Repeatedly use the telephone to annoy someone.
- Falsely imply that they are attorneys or government representatives.
- Falsely imply that the debtor may have committed a crime.
- Falsely represent that they operate or work for a credit bureau.
- Misrepresent the amount of the debtor's debt.
- Indicate that papers being sent to the debtor are legal forms when they are not
- Indicate that papers being sent to the debtor are not legal forms when they are.
- Give false credit information about the debtor to anyone, including a credit bureau.
- Send the debtor anything that looks like an official document from a court or government agency when it is not.
- Use a false name.
- Collect any amount greater than the debtor's debt, unless the debtor's state law permits such a charge.
- Deposit a post-dated check prematurely.
- Use deception to make the debtor accept collect calls or pay for telegrams.
- Take or threaten to take the debtor's property unless this can be done legally.
- Contact the debtor by postcard.
- Say the debtor will be arrested if they do not pay the debt.
- Say they will seize, garnish, attach, or sell the debtor's property or wages, unless the collection agency or creditor intends to do so, and it is legal to do so.
- Say they will take actions, such as a lawsuit against the debtor, when such action
- legally may not be taken, or when they do not intend to take such action.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

MPS Fiscal Policies and Procedures

REV 104 Ex1 ACCOUNT COLLECTION CONTROL

FORM

Account Name: _____ Date _____

Customer Reply or Action Taken: _____

Address: _____

/

Contact(s): _____ Telephone #'s: _____

/

Payment Terms: _____Comments: _____

/

RUNNING DATE	DATE	TOTAL INVOICEDUE	AMOUNT PAID	DUE

Powered by BoardOnTrack

MPS Fiscal Policies and Procedures

SOP # REV105 Revision: 2 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

REV105 REVENUE RECOGNITION - GRANTS AND CONTRIBUTIONS

Policy:

The Organization receives revenue from several types of transactions. It is the policy of the Organization to separate and recognize revenue from grants and contributions separately in the financial statements of the Organization and to comply with all current Federal and California rules regarding solicitation and collection of charitable contributions.

Purpose:

To provide separate accounting of grant and contribution income.

Scope:

This procedure applies to all grant and contribution income.

Responsibilities:

Chief Financial Officer and the Finance Department direct the separate accounting for grant revenue and contributions received.

Back-office provider ensures that grant and contribution revenues are separately tracked within the accounting system.

Definition:

Contribution - An unconditional transfer of cash or other assets to the Organization, or a settlement or cancellation of the Organization’s liabilities, in a voluntary nonreciprocal transfer by another entity acting other than as an owner.

Condition - A donor-imposed stipulation that specifies a future and uncertain event whose occurrence or failure to occur gives the promisor a right of return of the assets it has transferred to the Organization or releases the promisor from its obligation to transfer its assets.

Restriction - A donor-imposed stipulation that specifies a use for the contributed asset that is more specific than broad limits resulting from the nature of the Organization, the environment in which it operates, and the purposes specified in the Organization’s articles of incorporation and bylaws.

Restrictions on the Organization’s use of an asset may be temporary or permanent.

Nonreciprocal Transfer - A transaction in which an entity incurs a liability or transfers assets to the Organization without directly receiving value from the Organization in exchange.

Promise to Give - A written or oral agreement to contribute cash or other assets to the Organization.

Exchange Transaction - A reciprocal transaction in which the Organization and another entity each receive and sacrifice something of approximately equal value

Procedure:

GRANT AND CONTRIBUTION REVENUE RECOGNITION

Grant income – Recognized as income when received, based on incurrence of allowable costs (for cost-reimbursement awards) or based on other terms of the award (for fixed price, unit-of-service, and other types of awards). The types of grant income typically received by the Organization are:

Education payments for MERF Charter services. Various Federal, State, and Local grants and contracts.

Other types of grant income may be received from time to time.

At year-end, grant income that has been incurred but not yet received are accrued to conform with generally accepted accounting principles.

Contributions - Recognized as income when received, unless accompanied by restrictions or conditions (see the next section on contribution income).

CONTRIBUTIONS RECEIVED

Distinguishing Contributions from Exchange Transactions

The Organization may receive income in the form of contributions, revenue from exchange transactions, and income from activities with characteristics of both contributions and exchange transactions. The Organization shall consider the following criteria, and any other relevant factors, in determining whether income will be accounted for as contribution income, exchange transaction revenue, or both:

- The Organization’s intent in soliciting the asset, as stated in the accompanying materials.
- The expressed intent of the entity providing resources to the Organization (i.e. does the resource provider state its intent is to support the Organization’s programs or that it anticipates specified benefits in exchange?).
- Whether the method of delivery of the asset is specified by the resource provider (exchange transaction) or is at the discretion of the Organization (contribution).

- Whether payment received by the Organization is determined by the resource provider (contribution) or is equal to the value of the assets/services provided by the
  Organization, or the cost of those assets plus a markup (exchange transaction).
- Whether there are provisions for penalties (due to nonperformance) beyond the amount of payment (exchange transaction) or whether penalties are limited to the delivery of assets already produced and return of unspent funds (contribution); and
- Whether assets are to be delivered by the Organization to individuals or other than
  the resource provider (contribution) or whether they are delivered directly to the resource provider or to individuals or the Organization is closely connected to the resource provider.

Accounting for Contributions

The Organization shall recognize contribution income in the period in which the Organization receives restricted or unrestricted assets in nonreciprocal transfers, or unconditional promises of future nonreciprocal asset transfers, from donors.

Contribution income shall be classified as increases in unrestricted, temporarily restricted, or permanently restricted net assets based on the existence or absence of such restrictions. See REV107 Restricted Funds for more details.

Unconditional promises to give shall be recorded as assets and increases in temporarily restricted net assets (contribution income) of the Organization in the period that the Organization receives evidence that a promise to support the Organization has been made. Unconditional promises to give that are to be collected within one year shall be recorded at their face value, less any reserve for uncollectible promises, as estimated by management. Unconditional promises to give that are collectible over time periods in excess of one year shall be recorded at their discounted net present value. Accretion of discount on such promises to give shall be recorded as contribution income in each period leading to the due date of the promise to give. The interest rate that shall be used in calculating net present values of unconditional promises to give is the risk-free rate of return available to the Organization at the time the Organization receives a promise from a donor.

When the final time or use restriction associated with a contributed asset has been met, a reclassification between temporarily restricted and unrestricted net assets shall be recorded.

When it receives support in the form of volunteer labor, the Organization shall record contribution income and assets or expenses if one of the following two criteria is met:

- The contributed service creates or enhances a non-financial asset (such as a building or equipment), or

- The contributed service possesses all three of the following characteristics:
    - It is the type of service that would typically need to be purchased by the Organization if it had not been contributed,
    - It requires specialized skills (i.e. formal training in a trade or profession), and
    - It is provided by an individual possessing those specialized skills.

Contributed services that meet one of the two preceding criteria shall be recorded at the fair market value of the service rendered.

Receipts and Disclosures

The Organization and its donors are subject to certain disclosure and reporting requirements imposed under the Internal Revenue Code and its underlying regulations. To comply with those rules, the Organization shall adhere to the following guidelines with respect to contributions received by the Organization.

For any separate contribution received by the Organization, it shall provide a receipt to the donor. The receipt shall be prepared by the School Principal. All receipts prepared by the Organization shall include the following information:

- The amount of cash received and/or a description (but not an assessment of the value) of any noncash property received.
- A statement of whether the Organization provided any goods or services to the donor in consideration, in whole or in part, for any of the cash or property received by the Organization from the donor, and
- If any goods or services were provided to the donor by the Organization, a description and good faith estimate of the value of those goods or services.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	11/12/15	Change in responsibilities	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

MPS Fiscal Policies and Procedures

SOP # REV106 Revision: 2 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

REV 106 GIFTS-IN-KIND

Policy:

MERF may accept contributions of goods or services that can be used to advance the mission of MERF and/or any of its schools or may be converted readily into cash. When accepting a gift-in-kind, the receiver must ask the donor to complete as an example REV106 Ex1 GIFT-IN-KIND FORM. Once the donor has completed the form, the receiver must sign the form and send it immediately to the central office for processing.

Purpose:

To ensure that Gift-In-Kind transactions are handled in accordance with IRS guidelines and are properly recorded.

Scope:

All Gift-In-Kind transactions.

Responsibilities:

Receivers are responsible for assessing the gift for usefulness to the Organization. School Principal is responsible for handling donor documentation.

The Financial Analysts are responsible for assessing value of gift and informing Backoffice provider so that it can be recorded into the accounting system.

Definition:

Gifts-In-Kind - Transactions categorized as a voluntary contribution of goods or services that can be used to advance the mission of MERF or can be readily converted to cash and may qualify as a charitable deduction for the person(s) making the gift.

Contributed services cannot be counted as gifts and do not qualify as a charitable tax deduction to the donor. However, a donor of services may be able to deduct expenses incurred while performing said services. In such cases, the donor should be advised to consult with a tax accountant.

Background:

The IRS has specific regulations regarding gifts-in-kind. This policy outlines the process an employee of MERF should follow when presented with a gift-in-kind. It limits the liability that may inadvertently be assumed by placing value on gifts or by accepting a gift that does not advance the mission of MERF or cannot be readily converted to cash.

It further assures that a donor will receive timely acknowledgement of his/her contribution.

Procedure:

1.1 RECEIPT OF GIFT

When presented with a potential gift-in-kind, an individual must assess if the gift can be used to advance the mission of MERF or could be readily converted to cash. If there is any question as to whether the contribution meets either of these criteria, the individual should contact his/her immediate supervisor or the central office.

If the gift is accepted, the individual should offer an immediate and sincere expression of gratitude. At that time, the donor should be given a Gift-In-Kind form and be encouraged to complete the form at that time. If the donor is unable or unwilling to complete the form, the receiver may complete the form, write “N/A” as the estimated fair market value, and enter that the form was completed by him/her in the note section in the lower right-hand corner.

The individual accepting the gift cannot offer tax advice or dictate the value of the contribution. It is the responsibility of the donor to determine the fair market value of the contribution. Note: the value is for MERF internal gift reporting and accounting only; the donor’s receipt and/or acknowledgement will not indicate value in any way that could be construed as an endorsement of its value.

If the item is personal property of the donor and is valued at more than $5,000, the donor must obtain a certified appraisal. The appraisal cannot be dated more than 60 days from the date of the donation. It must be prepared, signed and dated by a qualified appraiser. Federal law requires that the donor pays for the appraisal. (The cost of the appraisal is also tax deductible). This value will be used for gift reporting purposes only.

What constitutes a qualified appraisal:

- Appraiser must hold himself or herself out to the public as an appraiser and state credentials showing that he or she is qualified to appraise the type of property being valued.
- Appraiser must value the property no more than 60 days before the date of gift; it can be done after the gift has been accepted by the MERF.
- Appraiser cannot be (1) the donor, (2) the donee (MERF), (3) any party to the transaction, (4) an appraiser used regularly by (1), (2) or (3), or anyone employed or related to (1), (2), or (3).

The appraisal must contain the following information:

- A description of the item Its physical condition

- The date (or expected date) of the contribution Name, address and tax ID number of the appraiser
- Qualifications of the appraiser including his/her background, experience and education
- A statement that the appraisal was prepared for income tax purposes Date the item was valued
- Appraised fair market value of the item
- Method of valuation (income approach; market data approach; replacement cost
- minus depreciation approach.)
- Appraiser must complete Part IV of Section B on form 8283

The individual accepting the gift will sign and date the Gift-In-Kind form only after the donor has irrevocably turned over the gift-in-kind. Once signed, the form should be turned over to the School Principal immediately for processing and acknowledgement.

The School Principal will notify the Finance team of the contribution. The Finance team will then provide necessary information to Back-office provider so that it can be assigned as an asset or income to the appropriate school or to the central office.

COMPLIANCE

The IRS allows an individual to deduct the full fair market value of a donated item if it is kept by MERF and used for one of its tax-exempt purposes. If the item is to be converted to cash, then the donor may claim a deduction of the cost value or the fair market value, whichever is less. It is the sole responsibility of the donor to determine the value of a contributed item; the receiver cannot assign a value to the donated item(s).

Upon receipt of a gift-in-kind, MERF will issue an acknowledgement to the donor along with a copy of the Gift-In-Kind form. The acknowledgement will contain only a description of the contribution and will not include a statement as to the value of the contribution. It will further contain a statement as to what, if any, goods or services were given in exchange for the contribution. MERF cannot issue an acknowledgement for contributions that cannot be used or readily converted to cash.

For gifts with values exceeding $5,000, the donor must complete all parts of IRS form 8283 and submit the form to MERF for signature. The School Principal, the Chief Financial Officer and the Chief Executive Officer are the only individuals authorized to sign 8283 forms.

If MERF has signed an IRS form 8283 and then sells, exchanges or otherwise transfers the gift within two years from the date of gift, the central office must file a donee information return, IRS form 8282, within 125 days of disposing the property. MERF will advise the donor if such a transaction occurs as it may affect the charitable tax deduction for which they qualify.

Revision History:

MPS Fiscal Policies and Procedures

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider service provider process	Oswaldo Diaz, CFO

MPS Fiscal Policies and Procedures

REV 106 Ex1 GIFT-IN-KIND CONTRIBUTION FORM

Date: _____

Event Name (if applicable): _____

Donor Information:

Donor Name _____

Contact Person _____

Address _____

City State Zip _____

Daytime phone _____ **E-mail Address** _____

Gift Description:

_____

Estimated fair market value (by donor): $ _____

Special instructions (e.g., item delivery or pick up, restrictions, etc.):

_____

Please return this form to:

Finance Department

Phone: (714)892-5066 13950 **Milton Ave. Fax:** (714)362-9588

Suite 200B Westminster, CA 92683

Per IRS regulations, any item you value over $500 requires IRS Form 8283; any item you value over $5,000 requires Form 8283 and a written appraisal.

This form does not serve as a receipt for this contribution but is intended for our internal record keeping purposes only. A receipt describing the items or merchandise donated will be mailed to the address supplied above. Magnolia Educational & Research Foundation is unable to include the estimated value on the donor receipt. It is the responsibility of the donor to substantiate the fair market value for his/her own tax purposes. The donation of services, although very valuable and much appreciated, is generally not considered tax deductible by the IRS. Please consult with your tax advisor to determine the tax implications of your gift.

MPS Fiscal Policies and Procedures

SOP # REV107 Revision: 2 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

REV 107 RESTRICTED FUNDS

Policy:

To properly record and track funds with restrictions in order to ensure the donor's intended uses are met, assist with cash flow planning purposes, and to stay within compliance with laws relating to use of restricted funds.

Purpose:

Generally accepted accounting principles require the Organization to classify funds based on the restrictions provided by the donor. These classifications may be unrestricted, temporarily restricted or permanently restricted. Donor restrictions should be in writing, to ensure proper treatment.

Scope:

This procedure applies to funds received that are classified as temporarily or permanently restricted.

Responsibilities:

Back-office provider is responsible for recording restricted donations and releases from restrictions properly in the accounting system. Back-office provider is also responsible for periodic reconciliation of restricted asset totals and monitoring restrictions to determine whether they have been met.

Chief Financial Officer is responsible for monitoring restrictions and determining whether fulfilling restrictions can be viable for the Organization.

Definition:

Unrestricted Net Assets - net assets whose use is not restricted by donors, even though their use may be limited in other respects, such as by board designation.

Temporarily Restricted Net Assets - net assets whose use are limited by donors to either a specified purpose or a later date.

Pledges receivables are considered to be temporarily restricted because of an inference that uncollected amounts are intended for future periods.

Permanently Restricted Net Assets - net assets whose use are restricted in perpetuity, such as endowments.

MPS Fiscal Policies and Procedures

Procedure:

RESTRICTED FUNDS

At the time revenue is earned by the Organization, the Financial Analysts with the support of Back-office provider will review any related documentation associated with the revenue to determine whether there are any restrictions on the money. Examples of restrictions are individual donations given with the intent of supporting a particular program or campaign, a grant received to operate a specific program or project, and donations received to hold in perpetuity. This information can be found on the award letter or on the financial instrument itself. If the revenue is determined to contain restrictions, Back-office provider will record in a separate class in the accounting system to keep separate from unrestricted funds.

Temporarily Restricted Funds – These funds will be monitored for satisfaction of donor restrictions on a regular basis. Once stipulations are met, they are reclassified from temporarily restricted funds to unrestricted funds regardless of when the related expenses will occur. This is known as “net assets released from restrictions.”

Permanently Restricted Funds – These funds are restricted by the donor for a designated purpose or time restriction that will never expire. The intent is that the principle balance of the contribution will remain as an investment forever, and the Organization will utilize the interest and investment returns, such as with an endowment.

ACCOUNTING FOR RESTRICTED FUNDS

In addition to the obligation to its donors, the Organization is bound by law to spend contributed dollars as designated. If a condition on restricted funding has not been fulfilled and the money has been spent, the donor can demand that the funds be returned, pursue legal action, or contact the Office of the Attorney General. It is of the utmost importance that donor restricted funds are handled properly.

- Do not budget to spend money unavailable to Organization. When planning and budgeting, be mindful of any and all of the time and activity restrictions present on restricted funds. Understand how restrictions will impact cash flow and availability of funds. •
- Educate staff and board members who are accountable for the Organization’s
- financial decisions so that they fully understand funding restrictions. Know when the restrictions are satisfied and how to release the funds from restrictions.
- When analyzing financial reports, pay close attention to unrestricted funds and, unless you are making decisions regarding programming for which the funds have been restricted, avoid basing decisions on restricted funds. Try to focus your attention on the “Unrestricted” amounts. Formatting financial reports with columns that delineate unrestricted and restricted funds can be very helpful.

- Most restrictions on funds directly relate to the grant or fundraising request. When researching and applying for grants, be aware of any challenges that potential restrictions could present to the Organization.
- Fundraising letters and appeals can inadvertently place restrictions on donations. Be certain that managers and donors understand the purpose of contributed dollars and understand if restrictions are present. Also, be certain that staff charged with fundraising understand that appeals can lead to restricted gifts.
- Work with staff to understand the true cost of programming. Allocate all direct costs associated with a program. These allocations help to prepare more accurate budgets for grants and fundraising appeals, and better utilize contributions restricted to specific programs to ease the pressure on limited general operating dollars.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	11/12/15	Change in responsibilities	Oswaldo Diaz, CFO

MPS Fiscal Policies and Procedures

SOP # PUR101 Revision: 2 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

PYR 101 PAYROLL DESK PROCEDURE

Policy:

To clearly define responsibilities and procedures in processing the organization's payroll and implementation of the online payroll system in accordance with the generally accepted accounting principles.

Purpose:

To outline and list areas of responsibilities for each group involved in the payroll process.

Scope:

This applies to all staff of the organization.

Responsibilities:

People and Culture is responsible for setup and maintenance of all employee profiles

School Principal is responsible for accurate and timely submission of each site's attendance, extra duties and assignments.

Finance Team is responsible for review, generation and approval of all payrolls.

Back-office service provider is responsible for accurate bookkeeping and analysis of payroll expenses.

Background:

Personnel Cost is usually 70-75% of the organization's total operating expenses. It is vital that the organization administers the payroll process efficiently and in compliance with education codes and requirements.

Procedure:

People and Culture

- Coordinates job postings and completes new hire paperwork, ensures accuracy and completeness of all new hire procedures and collection of paperwork prior to start of work
- Processes termination info and informs Finance Team whenever final checks are needed

- Monitors all credential and other expiration dates
- Ensures accurate employee withholdings/deductions in 3rd party payroll system as agreed to by employee

EMPLOYEE

- Signs in and out of automated system each day
- Completes employee profile in online payroll system, which generates deductions and provides required information to HR

PRINCIPAL/SUPERVISOR

- Reviews/approves time and attendance reports and submits to Finance Team to initiate payroll processing
- Enters all supplemental pay in payroll system on or before designated cutoff date Submits signed schedule of all approved supplemental pay (i.e. stipends, home visits, Saturday School extra duty) to Finance Team each pay period Notifies HR of any new hires, terminations, status or pay changes

FINANCE TEAM

- Confirms approvals from principals/HR prior to generating payroll Runs payroll and generates reports for review

Reviews each payroll register, verifying:

  - Proper pay rate
  - Hourly staff – number of hours per pay period look reasonable
  - Extra pay/stipends are documented, approved and accurate as to amount and funding source
  - Employee retirement deductions are accurate and reasonable
  - STRS members have earnings properly treated in paycheck and correct STRS rates are being used
  - No OASDI withheld for any STRS members
  - Classified staff – PERS members have proper withholdings and OASDI deducted and correct PERS rates are being used
  - Only PERS or STRS creditable earnings are included in deduction calculations and
  - Non-PERS classified staff hours are being tracked and any newly eligible PERS members (>1000 hours in a fiscal year) are added as PERS members
  - Process payroll, prints registers and files all supporting documentation including but not limited to: STRS/PERS contributions, Other Retirement Contributions, Payroll Tax Reports, Health and Welfare deductions and contributions to service providers Processes final paychecks and

coordinates with back-office provider for delivery of checks if not processed in-house

BACK OFFICE

- Process ECR for final paychecks if not processed in-house
- Uploads journal entries to record payroll in general ledger each pay period
- Performs analytical procedures on payroll expenses as part of month-end close process

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	3/09/17	Initial Release	Nanie Montijo, CFO

MPS Fiscal Policies and Procedures

SOP # PYR 102 Revision: Prepared by: Central Office **Effective Date:** 1/17/19 Approved by: BOD

PYR 102 TIME KEEPING PROCEDURE FOR FEDERALLY FUNDED EMPLOYEES

Policy:

To clearly define responsibilities and timekeeping procedures in tracking specific program cost information.

Purpose:

To outline and document timekeeping of a grant, award or program costs MPS uses to track expenditure information to ensure it spends a specific amount for a specific purpose.

Scope:

This applies to all staff paid with federal funds.

Responsibilities:

People and Culture is responsible for setup and maintenance of all employee profiles on Paycom.

School Principal is responsible for accurate and timely submission of each site's attendance, extra duties and assignments.

Finance Team is responsible for review, generation and approval of all payrolls; in addition to maintaining and keeping records of all federally funded employees.

Back-office service provider is responsible for accurate bookkeeping and financial reporting.

Procedure:

Employee Compensation

All amounts paid to an employee for services rendered during the award period. Compensation includes salaries, fringe benefits, stipends, bonuses and payments made under supplemental contracts.

Multiple Cost Objectives Employees

Employees who work on multiple cost objectives such as:

- More than one Federal award.
- A Federal award and a non-Federal award.
- More than one activity within a federal award that is separately tracked by MPS (such as set-asides, earmarks or match/in-kind contributions).

Personnel Activity Report (PAR)

A document certifying the amount of time a multiple cost objective employee spends on each cost objective. The PAR must reflect an after-the-fact distribution of the activities performed; account for the total activity for which the employee is compensated; be prepared bi-weekly and coincide with one or more pay periods; and be signed by the employee.

Semi-Annual Certification

A document certifying a single cost objective employee worked solely on one cost objective. The certification must be prepared at least every six months and must be signed by the supervisory official having first-hand knowledge of the work performed by the employee.

Periodic Certification

An employee who works in multiple cost objectives on a set schedule (predetermined). The periodic certification must be prepared at least semiannually and cover the entire period of the certification and must signed by the supervisory official.

All employees paid with federal funds must adhere to the following procedures to complete the appropriate time and effort records.

Determining Cost Objectives

A cost objective is defined as a federal grant award, or other category of costs MPS uses to track specific cost information. In certain circumstances MPS may track the time employees spend on particular activities within a single federal grant in order to demonstrate compliance with federal requirements such as earmarks, set asides or match/in-kind contributions. When MPS uses employee compensation costs to meet these requirements they are known as —cost objectives. In such circumstances, an individual grant program may have more than one cost objective.

Determining cost objectives requires careful reading of the programmatic provisions in the statute providing the funds. Employees should contact the Principal if assistance is needed in determining the cost objectives on which they work.

Single Cost Objective Employees

An employee who works on a single cost objective must complete a semi-annual certification that indicates the employee worked solely on that cost objective for the period covered by the certification. The certification must be collected and reviewed at least every six months by the Principal, or his/her designee. Either the employee or a supervisor with first-hand knowledge of the work performed by the employee must sign the semi-annual certification.

A semi-annual certification must:

- Be executed after the work has been completed.
- State that the employee worked solely on activities related to a particular cost objective.
- Identify the cost objective.
- Specify the reporting period.
- Be signed by the employee or a supervisor with first-hand knowledge of the work performed; and dated.

The supervisory official for all single cost objective employees must complete the semiannual certification attached to these procedures.

If an employee works on a short-term cost objective whose end date does not coincide with the normal December/June collection dates for semi-annual certifications (e.g. a supplemental contract for summer school programs), the employee must obtain a semi-annual certification from the Supervisor after the time period for the work has ended.

All supervisory officials of single cost objective employees with first-hand knowledge of the work performed by the employee must complete and sign the semi-annual certification provided by the Supervisor

Executed semi-annual certifications must be forwarded to the Finance Department

Multiple Cost Objective

Employees working on multiple cost objectives must maintain Personnel Activity Reports (PARs) or The Periodic Certification If they have a predetermined schedule. The report indicates the amount of time spent on each cost objective for the period covered by the PAR or equivalent documentation. The PAR must be prepared at least monthly; Periodic Certification must be prepared at least semiannually. The employee must sign the PAR or equivalent documentation.

An employee timecard can be used in place of a PAR. Timecards will be documented and maintained by the MPS payroll department.

A PAR or equivalent documentation must:

- Be executed after the work has been completed (projections of how an employee is expected to work or position descriptions are not sufficient).
- Account for the total activity for which each employee is compensated, including

- part-time schedules or overtime (total activity means all of the time an employee works, not just the amount of time worked on a federal program).
- Identify the cost objectives; Specify the reporting period.
- Be signed by the employee (unlike a semi-annual certification a supervisor's signature alone is not sufficient); and
- Be dated after the fact (when the work has been completed).

At the beginning of each year, Finance Department will distribute blank PARs or Periodic Certification forms to the Principals that are required to complete on a bi-weekly basis throughout the year.

Copies of executed PARs, or approved equivalent documentation, must be forwarded to Finance Department every 2 weeks, Periodic Certification must be forwarded after the time period of work has ended.

Supplemental Contracts

As discussed above, time and effort records must account for all of an employee's activities (i.e. 100% of an employee's time). Thus, if an employee works overtime that time must be reflected in the employee's time and effort record. If, however, an employee works in two distinct positions the employee may maintain separate time and effort records for each position.

For example, an employee works as a Title I teacher during the school day (charged to Title I) and a sports coach after school (charged to state or local funds). Assuming the coaching responsibilities are not part of the employee's regular job functions (e.g. the employee has a supplemental contract for the coaching position), the employee may treat each position separately – meaning the employee may complete a semi-annual certification for the teaching position, while no federal time and effort record would be required for the coaching position. In a similar example, an employee works as a Title I teacher during the school day (charged to Title I) and an after-school federally funded teacher. Assuming the after-school activities are not part of the employee's regular job functions, the employee may complete a semi-annual certification for Title I teaching position and a separate semi-annual certification for the other supplemental federal program.

Stipends

Employees may be provided stipends to participate in activities such as professional development. Employees receiving such stipends for MPS sponsored activities may

satisfy time and effort records by signing the sign-in and sign-out sheets provided at the activity.

Reconciliation

It is MPS's practice to charge employee compensation costs to federal programs based on budget estimates that reasonably approximate how an employee will work during the year. The MPS back-office service provider will reconcile payroll charges to the time and effort reflected in employee time and effort records at least quarterly. If any MPS staff or back-office service provider staff identifies a variance between how an employee's salary was charged and how the employee actually worked, MPS Finance staff will review and adjust its payroll charges so that the amount charged to federal funds reflects the employee's actual time and effort. MPS will perform the reconciliation quarterly.

In-Kind Contributions and Matching

Employees who are paid with non-federal funds that will be used to meet a federal match requirement (also known as in-kind contributions) must comply with the same time and effort reporting requirements as employees who are paid with federal funds. In other words, employees paid with matching funds who work on a single cost objective must complete a semi-annual certification in accordance with the procedures in section b. Employees paid with matching funds who work on multiple cost objectives must complete a personnel activity report in accordance with the procedures in section c.

Document Retention

Time and effort records must be maintained for a period of five (5) years.

TRAINING

MPS will provide training on this procedure to all staff involved in federal programs such as:

- Distribution of federal laws, regulations and guidance
- Distribution of MPS policies and procedures
- Developing templates, checklists and other guidance documents as appropriate
- Internal training sessions
- Routine staff meetings and
- Informal technical assistance

MPS Fiscal Policies and Procedures

SOP # PUR101 Revision: 2 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

PUR 101 VENDOR SELECTION

Policy: To ensure the performance capabilities of all vendors and maintain the internal controls of over the purchasing functions, vendor selection, quality control, and certain procedural requirements.

Purpose: To provide the methods for determining, documenting and, when applicable, inspecting vendors for compliance with Organization policies and contract purchasing requirements. Purchased products and services should conform to specified requirements. This starts with selection of appropriate suppliers, consultants, and contractors that have the capability and systems to supply products, materials and services to satisfy Organization requirements. Suppliers and consultants are controlled to the extent necessary based on the effect of the purchased items and services on the quality of the Organization's products and services.

Scope: This procedure applies to all vendors of products, materials, and services that directly affect the quality of the Organization's products and services.

Responsibilities:

The Board of Directors shall have authority to approve all contracts including budgeted and non- budgeted items over $90,000

Chief Executive Officer and/or designee shall have authority to approve all contracts up to and including the amount $90,000 for all budgeted and non-budgeted amounts.

School Principal is responsible for initial supplier, contractor, and consultant (Collectively the "Supplier") identification and for collection of business information related to the potential supplier. School Principal shall have the ability to approve purchases up to and including the amount of $10,000.

All MPS Chief Executive Team Members are responsible for approving contracts up to $10,000 that are within the approved budget.

Accounting Policies, Procedures and Forms/

Procedure:

VENDOR SELECTION

New vendors are to be evaluated using the following criteria:

- **Pricing:** competitive pricing is one component of the evaluation and may be outweighed by other factors. Pricing alone will not be a deciding factor unless all else is equal.
- Parts availability and shipping time frame.
- Performance capability (i.e., financial status, sufficient facilities, capability of equipment and employees, professional licenses, years of experience).
- **Internal Quality Assurance program:** Contractors undergo PEER Review, hold additional licenses, are given preference.
- Reference checks.
- Warranty information if applicable.

Whether the vendor is debarred from receiving State and/or Federal funds

Ongoing evaluation of suppliers:

- On-Time Delivery, 100% on time expected (0 days early, 0 days late)
- **Quality:** (Items (or lots) rejected/Total items (or lots) received) X 100. Ratings less than 95% require corrective action. Exceptions to the 95% Corrective Action requirement may be given where the total quantity of items or lots received is small and at the Controller's discretion.

Qualified vendors will be maintained on an Approved Vendor List for purchasing. The approved list can be as simple as those vendors that are retained as "active" in the accounting system.

VENDOR INSPECTIONS

~~**2.1** For critical components that the Organization desires to rely on the quality assurance of the vendor to reduce receiving inspection or testing requirements such as with high end computer parts, an on-sight vendor inspection may be performed and approved.~~

~~**2.2** The Controller will coordinate with the Purchase Agent to plan, arrange and~~

~~designate staff for all vendor inspections when considered necessary by the Chief Financial Officer.~~

VENDOR FILES

A vendor file will be prepared and maintained for all vendors on the Approved Vendor List, which will be used for significant or on-going purchasing. The vendor files will be kept alphabetically and should include the following:

- IRS W-9 Taxpayer Identification Certificate (a PDF download is available at: https:// www.irs.gov/pub/irs-pdf/fw9.pdf)
- Resale certificates (only required for those that resell their purchases)

- Legal contracts, dealer or marketing agreements, etc.
- Long-term blanket purchase order commitments
- Proof of insurance
- Any other relevant correspondence or documentation

Form 1099 must be filed at year-end for the proper reporting of income to certain vendors. To determine whether or not one needs to be filed, all non-merchandise vendors should complete an IRS W-9 Request for Taxpayer Identification Number Certificate. A copy can be obtained via the IRS website (https://www.IRS.gov) or by contacting the local IRS office. The vendor indicates on the form the reporting status. Note: Incorporated vendors do not receive 1099s.

This applies to all contractors for service (repair person, accountant, consultant, etc.) who are NOT incorporated, and to all lawyers, regardless of incorporation. It is important to make this determination before engaging the contractor so that all payments can be properly tracked for 1099 reporting purposes at the inception.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	2/16/15	Segregation of Duties	Oswaldo Diaz, CFO
2	9/5/2017	Revision to clarify processes and positions	
3	2/11/2021	Revision to increase the approval limits	Serdar Orazov, CFO
4	4/7/2022	Revision to increase the approval limits	Steve Budhraja, CFO
5	6/11/2024	Revision to the policy: The term 'Chief Executive Officer and/or designee' has been added to specify that either	Steve Budhraja CFO

		the CEO or their appointed representative has the authority to act."	

MPS Fiscal Policies and Procedures

SOP # PUR102 Revision: 3 Prepared by: Central Office **Effective Date:** 4/7/2 Approved by: BOD

PUR 102 GENERAL PURCHASING

Policy: All purchases of goods and services shall be consistent with the Board approved budget. The investment in supplies and capital equipment will be facilitated through the Finance Department ~~Purchasing Department~~, maintained at the lowest effective level and supervised consistently with a common set of procedures and controls as required by all regulatory and customer contract requirements.

Purpose: To outline the actions to be taken for 1) the procurement of supplies and capital equipment, 2) the completion of related documents.

Scope: This procedure applies to the purchase of all supplies and capital equipment for all departments within the Organization.

Responsibilities:

All personnel that require a product or service must complete a request in Purchasing Software specifying items for purchase and obtain required approvals.

Chief Financial Officer and the Finance Department are responsible for using good purchasing methods, optimizing price savings, quality or value of products, vendor working relationships, placing orders with approved suppliers, negotiating pricing with suppliers, and forwarding all paperwork to Back-office provider accounts payable for payment.

Back-office provider accounts payable is responsible for payment of invoices only after satisfactory completion or delivery of goods or services has been made.

The School Site Personnel and Other Designated Individuals are responsible for receiving, inspecting materials, and forwarding all paperwork to a designated agent at Back-office provider.

Procedure:

ORDER DETERMINATION AND REQUISITION

Purchasing should obtain the optimal price for any purchases. All purchases above $10,000 requires at least 3 quotes to be obtained. Quotes may be submitted by the Requestor or , the Finance Department ~~Controller or the Purchase Manager~~ can obtain the 3 quotes. The quotes are entered into Purchasing Software along with evaluation and selection of the best option by the requestor. / PUR102 General Purchasing page 1 of 6 For purchases of goods and supplies, a request in the Purchasing Software will be prepared by the originating individual or department. The Purchasing Software request should be completed and approved with the following items and any additional supporting documentation:

- Complete description with part or model numbers and link to website if available Engineering drawings and specifications
- Type, Class, Grade required Quantity required
- Date required
- Requesting department, account code, and allowance/resource code
- Recommended vendor or source if applicable Other requirements
- Special shipping requirements
- Special inspection requirements upon receipt Itemized Receipts

For the following purchases, additional information is required:

- Textbooks – Full ISBN
- Airline tickets - passenger(s) legal name(s), date of birth, gender, departure/arrival airport codes and exact dates
- Vehicle rentals - vehicle type, exact dates and exact pick up/drop off locations

If the requisition is for subcontracted services:

- A complete description of the service to be performed
- Engineering drawings and specifications if appropriate
- Requirements for qualification of personnel
- Other documents such as insurance forms, etc.
- Quality standards to be applied

Purchasing/Accounting will analyze terms, vendor, pricing, quantity breaks, etc., and will order accordingly in the Organization's best interest. Purchasing will notify the requester of any material variances prior to placement of the order.

Reimbursements for purchases made by staff will be processed upon proper authorization through the Purchasing Software.

ORDER PLACEMENT

Requestor is responsible for completing a purchase order form for all orders in excess of $1,000. This can be processed through the Purchasing Software. Purchase orders are exempted for items such as salaries and related costs, utilities, building leases and debt service payments, other leased equipment, utilities, contracted services, insurance, legal expenses.

If there are any requirements for items to be inspected at the supplier’s or the Organization's premises by the Organization or our customer, the arrangements and method of product release shall be included in the purchasing information.

Buyers must review their purchase orders for accuracy. The buyer submits their authorization through the Purchasing Software indicating the review was performed.

Orders can be placed with the vendor either by telephone, ~~fax,~~ internet or mail. When placing orders by telephone, the vendor contact and date of order should be noted and a confirming copy of the order sent to the vendor. Pre-approval of any purchase is always required.

The Finance Department is responsible for communicating with those receiving the supplies, following up on shipping, delivery, and expediting and partial shipments of ordered items. ~~Purchasing can either telephone vendors or use a PUR102 Ex1 PURCHASE ORDER FOLLOW-UP form to verify, trace or expedite orders.~~

RECORDKEEPING AND MATCHING

When Purchase Orders are issued, the Purchasing and Accounting copies will be placed in an Open File until the items are received. The Open File should be reviewed on a weekly basis to determine whether any orders need follow-up.

All open purchase orders are maintained and monitored in NetSuite on a monthly basis by the Finance Department. Any orders requiring follow-up will be communicated to the relevant site or vendor

Items will be received in accordance with procedure PUR103 RECEIVING AND INSPECTION. The completed vendor's packing list is kept at the site where the shipment was received.

For partial shipments, a note will be made in NetSuite to identify the shipment as partially received. The purchase order will remain open in NetSuite until all items are received and confirmed

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	2/13/15	Segregation of duties and limits	Oswaldo Diaz, CFO
2	11/12/15	Inclusion of back-office provider service provider processes	Oswaldo Diaz, CFO
3	9/5/17	Revision to clarify processes and positions	

MPS Fiscal Policies and Procedures

4	5/9/19	Revision to comply with LAUSD Oversight report recommendations	Nanie Montijo, CFO
5	3/29/21	Revision to update the procurement policy	Serdar Orazov, CFO
6	4/7/22	Revision to update the procurement policy	Steve Budhraja, CFO
7	Steve Budhraja, CFO		
8	6/17/26	Revision	Cafer Turan Interim CFO

MPS Fiscal Policies and Procedures

SOP # PUR 103 Revision: 2 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

PUR 103 RECEIVING AND INSPECTION

Policy: All parts, components, goods and materials will be received in an organized manner and inspected for conformance prior to stocking or use in order to provide an initial quality control inspection. Any items or shipments rejected will be properly quarantined from other inventory items until disposition

All purchased goods and materials must be received, inspected, and verified against the approved purchase order before being placed into service, distributed, or paid for.]

Receipt of goods shall be documented in the Organization's approved purchasing and financial system and supported by appropriate receiving documentation.]

To maintain proper segregation of duties, whenever practical, the individual confirming receipt of goods shall be different from the individual initiating the purchase or approving payment.]

Any damaged, incorrect, incomplete, or unauthorized shipments shall be reported promptly to the Finance Department and held pending resolution.]

Payment shall not be processed until receipt has been verified and any material discrepancies have been appropriately resolved.]

Purpose: ~~This procedure outlines the steps for the receiving and inspection of materials, components, or parts and the disposition of rejected items.~~

This procedure establishes the requirements for receiving purchased goods, verifying delivery accuracy, documenting receipts, and resolving discrepancies.

Responsibilities:

~~Individuals performing the receiving function are responsible for receiving shipments, verifying deliveries, retaining supporting documentation, and marking purchase orders as received.~~

~~School Principal or Office Manager (other than the person who placed the order) is responsible for receiving shipments, verifying items against the packing slip, uploading the packing slip to NetSuite, and marking the purchase order as received.~~

~~Purchasing is responsible for accepting or rejecting damaged goods. Back-office provider is responsible for payment of invoices.~~

~~The Finance Department will review and authorize all rejections.~~

School Principals and Office Managers are responsible for receiving shipments, verifying items against supporting documentation, documenting receipt in the Organization's approved purchasing system, retaining supporting documentation, and reporting discrepancies to the Finance Department.

The Finance Department will review reported discrepancies, authorize rejections when appropriate, and coordinate resolution with vendors.

Whenever practical, the individual receiving goods should not be the same individual approving payment of the related invoice.

RECEIVING

~~A "receiver" is any form used to record the specific types and counts of product or materials received. Usually, the receiver is provided by the vendor and is not part of the Organization's system at all.~~

The vendor-provided packing slip serves as the primary receiving document. Upon receipt of a shipment, receiving documentation shall be retained and associated with the applicable purchase order in the Organization's approved purchasing system.

~~An example of this would be a detailed packing slip, furnished by the vendor with the shipment.~~

~~All incoming shipments must be examined for apparent package damage. If the shipment has apparent damage, notify Purchasing/Accounting immediately. Purchasing will decide to either accept or reject the shipment from the carrier and/or file a freight claim.~~

All incoming shipments must be examined for visible damage and verified against the purchase order and receiving documentation. Any discrepancies shall be reported promptly to the Finance Department.

INSPECTION

~~At the receiving holding area, each shipment should be unpacked and all items piece counted and matched to the packing list.~~

If receiving documentation is unavailable, alternative supporting documentation must be obtained before receipt is documented.

Items must be verified to match the description, quantity, and condition specified in the purchase order. Damaged, missing, incorrect, or unauthorized items must be reported to the Finance Department immediately.

~~If a packing list is not available, complete as an example PUR103 Ex1 RECEIVING AND INSPECTION REPORT.~~

~~The shipment will then be inspected for conformance according to the inspection level required for each part number (see PUR103 Ex3 INVENTORY INSPECTION LEVELS).~~

~~If multiple part number classes are included in the shipment, each class will be segregated and inspected accordingly.~~

~~Any previously undiscovered damage to individual inventory items should be noted on the inspection report and immediately followed up with the vendor.~~

REJECTION, DISCREPANCIES AND DISPOSITION

~~Any count discrepancies will be noted on the packing list or as an example PUR103 Ex2 RECEIVING AND INSPECTION REPORT, signed and forwarded to Purchasing. Purchasing will then follow up with the vendor to resolve the shipping discrepancy.~~

Any count discrepancies must be documented in the Organization's approved purchasing system and reported to the Finance Department.

Items that do not conform to the purchase order or are damaged shall not be placed into service or distributed until the discrepancy has been reviewed and resolved.

The Finance Department shall review all reported discrepancies and determine the appropriate corrective action, including return, replacement, credit, acceptance, or other disposition.

Goods determined to be acceptable may be placed into service or distributed for use.

Rejected goods shall remain segregated from usable inventory until returned, replaced, credited, disposed of, or otherwise resolved.

~~If there is a non-conformance discrepancy, the suspect goods will be red-tagged and separated (quarantined) from other parts and immediately placed in a separate holding area for disposition.~~

~~Complete as an example PUR103 Ex2 RECEIVING AND INSPECTION REPORT for any rejected parts. Accounting will review and authorize all rejections and complete Part II of the report.~~

~~Goods found to be in conformance or suitable for their intended use and accepted by Accounting will have the red tag removed and be returned to the receiving area or location the product is needed for use.~~

~~Goods rejected by Accounting will continue to be quarantined and red tagged until disposed. Purchasing will determine and arrange for the appropriate disposition of rejected items.~~

~~Unidentified shipments should be resolved by the Purchase Manager. Contact the Chief Financial Officer to resolve any suspicious looking packages.~~

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY

MPS Fiscal Policies and Procedures

0	2/14/13	Initial Release	
1	11/12/15	Changes to responsibilities	Oswaldo Diaz, CFO
2	06/17/26		Interim CFO

PUR 103 Ex1 RECEIVING LOG

Date	Sender	Carrier	# Pkgs	Rcvd By

MPS Fiscal Policies and Procedures

PUR 103 Ex2 RECEIVING AND INSPECTION REPORT

PART I RECEIVING

Date: _____

Vendor/Supplier/Subcontractor: _____

P.O. Or Contract No.: _____

INSPECTION QUANTITIES

ITEM NO.	DESCRIP T-ION	CRITERI A	ORDERE D	RECEIVE D	INSPEC- TED	ACCEPT E-D	REJECTE D

Received By: _____

PART II INSPECTION

Received By:_____

PART II INSPECTION

Inspected By:_ _____

Sample Lot

Conformance/Discrepancies to Specifications

	YES	NO		YES	NO
Lot Size:_____	Shipping Damage			Functional	
	Markings/Finish			Dimensions	
Sample Qty:_____	Attributes			Other	

Accepted: Date:_____ Rejected:____ Date:__ Place in Stock

Cause for Rejection:_____

Forward to Next Operation _____

Powered by BoardOnTrack

MPS Fiscal Policies and Procedures

PART III REJECTED PARTS DISPOSITION

Return to Vendor Conditional Acceptance Approvals

Signature _____ **Signature** _____

Remarks:

_____

Further comments may be noted on back of report or additional sheets if necessary.
Accepted:_____ Date: _____ Rejected: _____ Date: _____

_____Place in Stock _____ Cause for Rejection: _____

_____ Forward to Next Operation _____
_____

PUR 103 Ex3 INVENTORY INSPECTION LEVELS

The following are generic descriptions of the type of inspections that should be performed for various classes of inventory items. These descriptions are not completely comprehensive for all the possible types of inventory that can be received and therefore, the inspector should use appropriate judgment to determine any special inspection procedures that may be necessary for unique items.

The inspection levels are intended to be cumulative in that higher level inspections will also include all lower-level inspection procedures.

The percentage of the total parts inspected will be according to the part number specifications. For example, an inspection level indication of "Level II, 25" would require that 25% of the parts received in the shipment will be examined at a Level II inspection.

If defects or rejected items are discovered within a shipment and less than a 100% inspection has been performed, the receiving inspector will consult with the Quality Control Manager to determine the appropriate action for assurance of the remainder of the shipment.

Level I: Visual inspection of the shipment or lot. Items appear reasonably to match packing list description(s). Nothing comes to the attention of the inspector as noticeable defects or as unusual and unordinary.

Level II: Actual hands-on visual inspection of individual parts. Each part inspected will be analyzed for the quality of workmanship and construction and the appearance of any defects.

Level III: A functional test of the part will be performed as appropriate for the item. For example, pneumatic parts should indicate function when attached to compressed air source; moving parts should rotate, slide etc.; electrical components should operate, light, etc.

Level IV: The part will be inspected against a set performance or measurement standard as indicated in the part file. For example, structural items will be measured for compliance with drawings within specified tolerances; electrical and mechanical devices will function according to specified performance standards.

MPS Fiscal Policies and Procedures

SOP # PUR104 Revision: 4 Prepared by: Central Office **Effective Date:** 4/7/22 Approved by: BOD

PUR 104 ACCOUNTS PAYABLE AND CASH

DISBURSEMENTS

Policy: Internal controls are required to ensure that only valid and authorized payables are recorded and paid. Accounting procedures should be implemented to ensure the accuracy of amounts, coding of General Ledger accounts and appropriate timing of payments. All accounts payable and cash disbursements will have documented preapproval, and the authorization limits are stated in the below Responsibilities section.

Purpose: To explain the practices for documenting, recording and issuing payments for accounts payable transactions. (Note: Payments, disbursements, and expenditures result from accounts payable transactions)

Scope: This procedure applies to all purchases including contractors, consultants, and merchandise and non-merchandise purchases.

Responsibilities:

The principal at each school site is responsible for reviewing and approving payments under $10,000 in the purchase software, in accordance with the approved budget.

The Chief Financial Officer is responsible for reviewing and approving payments up to $50,000 in accordance with the approved budget.

The Chief Executive Officer may assign the Chief Academic Officer, the Chief Operations Officer, the Chief External Officer or Regional Directors the authority to approve expenditures up to $10,000.

The Chief Executive Officer and/or designee is responsible for reviewing and approving payments over $50,000 in accordance with the board approved budget, as well as up to $90,000 for non-budgeted items.

Back-office provider is responsible for payment of invoices in a timely manner.

Background: Properly recording liabilities is generally a three-step process, particularly for merchandise purchases.

The first step is recording the liability upon receipt of merchandise, using the purchase order estimates or other documentation as a guideline. For accuracy and timeliness of

data, a liability should be recorded as soon as the Organization receives the purchased items.

Consultant projects are not recognized as a liability until the invoice from the consultant is received unless an accrual has been recorded to recognize the total estimated cost of the consultant's services.

By necessity, this initial recording is usually an estimate or encumbrance and can be finalized when the actual invoice arrives. This is why a Purchase Order is so important for merchandise purchases. It documents the Organization's understanding of how much each item will cost, per the vendor's terms. This includes estimates for freight and any other charges.

The second step takes place when the vendor's invoice is received. At this point the actual liability is finalized, with any necessary adjustments to the item costs, freight, or other charges.

The third step involves the preparation, issuance of payment for the goods received, and subsequent filing of all paperwork for easy retrieval.

Procedure Overview:

Cash disbursements are generally made for:

- Payments to vendors for goods and services
- Taxes/license fees
- Staff training and development
- Memberships and subscriptions
- Meeting expenses
- Employee reimbursements
- Marketing/promotional materials

Checks are processed throughout the week.

Requests for cash disbursements are submitted to Accounting through the purchasing software. Documentation for the purchasing software requests can be in three ways:

- Original invoice
- Purchase request (submitted on approved form)
- Employee expense report or reimbursement request

All invoices must be approved by the appropriate staff prior to being submitted to accounts payable. Accounts payable will determine the account code for each invoice.

Approvals for reimbursement requests must be obtained prior to the purchase. The Organization is not obligated to reimburse requests where prior approval was not obtained; however, this decision is made at the discretion of the Chief Financial Officer.

Every employee reimbursement or purchase request must be documented in the purchasing software. Please see PUR106 Reimbursements for more details.

Requests for payment are reviewed in the purchasing software by the Principal, Controller, or Chief Financial Officer dependent on purchase amount. The appropriate personnel:

- Verifies expenditure and amount
- Approves for payment if in accordance with budget
- Provides or verifies appropriate allocation information
- Provides date of payment taking into account cash flow projections
- Submits to the Finance team for processing

Back-office provider processes all payments and:

- Enters them into the Accounts Payable module upon receipt
- Prints checks according to allocation and authorized payment date
- Submits checks, with attached backup document

Financial Officer for approval and signature.

- Stamps invoice “paid”
- Mails checks and appropriate backup documentation
- Files all backup documentation in the appropriate file
- Monitors accounts payable throughout the month

DOCUMENTING ACCOUNTS PAYABLE

The following documents will be forwarded to Back-office provider accounts payable as a pdf batch for temporary filing and subsequent matching to form an accounts payable voucher package:

- Purchase Order from the purchasing software
- Vendor invoice
- Vendor/Consultant contract

Once the Back-office provider has received all of the above documents, the following steps will be performed to ensure proper authorization, validity of purchase, receipt of purchased items or services and accuracy of amounts.

The purchase order should be evaluated for proper authorization and the nature of the purchase and pricing as shown on the invoice reviewed for validity.

The quantities shown shipped or delivered on the invoice will be compared to the packing slip and/or receiving reports if items have been received. Any discrepancies must be followed up and resolved prior to commencing with the disbursement process.

Calculations on the invoice will be recomputed such as quantities received multiplied by unit price and totals.

Purchases of items and service contracts shall not be made in small quantities (split bidding) for the purpose of circumventing the authorized approval limits assigned by the Board of Directors, or to avoid public bidding based on the policies and procedures.

RECORDING NON-MERCHANDISE PAYABLES

Non-merchandise expenditures like utilities, rent, insurance, taxes, repairs, professional fees, etc., are generally not recorded through the purchase order routine. However, there may be other documentation, like contracts, requisitions, and other agreements. These should be filed in the applicable vendor file as documentary support. Upon receipt of the invoice, the charges should be entered into the payable system and coded to the appropriate expense account.

Generally, once invoices (both merchandise and non-merchandise) have been entered, they can be filed in the respective vendor files, ordered by date. To guard against misfiling an un-entered invoice, consider stamping "entered" on each invoice when it's recorded in accounts payable. It is also helpful to note the entered date and initial entry.

PAYMENT OF ACCOUNTS PAYABLE

Accounts payable systems generally provide an aged accounts payable report and list the open payables within the accounting system. Open payables are reviewed by the Finance team. The Finance team should select the bills to be paid based on the funds available and a projection of cash flow or receipts over the coming week. Once complete, process the disbursements by either printing the check, electronic online bill pay, PayPal merchant, wire transfer, or ACH withdrawal for the selected bills to be paid.

Note: Accounts payable should normally be paid within 15 business days. determined by the Chief Financial Officer.

Any vendor credits which are amounts owed to the Organization to amounts currently owed to the vendor when determining payment. They are received in the form of a credit memo or adjusting invoice. These should be entered into the system like any other invoice and applied to the next payment being made. There is no reason to “age” a credit memo.

Pull all Invoices to be paid from the files and match them with the printed checks, wire transfer, electronic online bill pays, or ACH withdrawal documentation. Present the materials to the Chief Financial Officer for review and signing.

Immediately ensure that all printed checks, wire transfer, electronic online bill pay, or ACH withdrawal documentation are signed and approved and correctly recorded in the accounting system. Stamp the invoices “paid” to document they've been paid. Use only checks that incorporate a two stub plus check form in order to attach one stub to the paid invoice and the other to the remittance copy of the Invoice.

If one check or electronic online bill pay pays several Invoices, then either photocopy the stub or print the electronic online bill pay screen print and attach a copy to each paid Invoice or consider attaching all paid Invoices to the one check stub or the electronic online bill pay document. File all resulting documentation according to check numbers sequentially in the checks paid binders.

Mail the checks as soon as possible once checks have been posted and "paid" by the system. It is not advisable to "hold" checks for additional days after posting. This practice usually occurs when there are insufficient cash flows. However, holding checks increases the difficulty of projecting cash flow, reduces cash balance accuracy, and causes confusion when trying to reconcile accounts payable vendor balances. None of these balances will be accurate if printed checks are held back from mailing. If cash flow is insufficient to mail the checks, then it is advisable not to post and print checks in the first place.

MANUAL CHECKS

The Organization does not permit the use of manual checks.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	2/13/15	Revision of Purchase limits	Oswaldo Diaz, CFO
2	11/12/15	Inclusion of back-office provider service provider process	Oswaldo Diaz, CFO
3	6/6/16	Policy revision	Oswaldo Diaz, CFO
4	9/5/17	Revision to clarify processes and positions	

MPS Fiscal Policies and Procedures

5	2/11/2021	Revision to increase the approval limits	Serdar Orazov, CFO
6	4/7/2022	Revision to increase the approval limits	Steve Budhraja, CFO
7	6/11/2024	Revision to the policy: The term 'Chief Executive Officer and/or designee' has been added to specify that either the CEO or their appointed representative has the authority to act."	Steve Budhraja, CFO

MPS Fiscal Policies and Procedures

SOP # PUR105 Revision: 2 Prepared by: Central Office **Effective Date:** 9/5/17 Approved by: BOD

PUR 105 PREPAID EXPENSES

Policy: It is the policy of MERF to treat payments of expenses that have a time-sensitive future benefit as prepaid expenses and to amortize these items over the corresponding time period. For purposes of this policy, prepaids are only accounted for at the end of the fiscal year and the amount that is considered to be prepaid remains at the discretion of the Chief Financial Officer.

Purpose: To ensure the proper payment and accounting of expenses that have a future benefit allocated over time.

Scope: Any transaction that is currently paid that has a value that can be amortized over a future time period.

Responsibilities:

The Chief Financial Officer is responsible for reviewing and authorizing prepaid expenses.

The Finance Department with the support of Back-office provider is responsible for processing prepaid payments and amortizing the prepaid cost of the expected future life of the prepaid asset.

Background: Prepaid expenses are very common and allow the Organization to on occasion take advantage of pre-paying for certain expenses and thus recovering discounts or ensuring that a certain expense is fully paid.

Procedure:

ACCOUNTING TREATMENT

Prepaid expenses with future benefits that expire within one year from the date of the financial statements shall be classified as current assets. Prepaid expenses that benefit future periods beyond one year from the financial statements date shall be classified as non-current assets.

PROCEDURES

As part of the account coding process performed during the processing of accounts payable at the end of the fiscal year, all incoming vendor invoices shall be reviewed for the existence of time-sensitive future benefits. If future benefits are identified, the payment shall be coded to a prepaid expense account code.

MPS Fiscal Policies and Procedures

The Finance Department shall maintain a schedule of all prepaid expenses. The schedule shall indicate the amount and date paid, the period covered by the prepayment, the purpose of the prepayment, and the monthly amortization. This schedule shall be reconciled to the general ledger balance as part of the monthly closeout process.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	11/12/15	Revision of responsibilities	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

MPS Fiscal Policies and Procedures

SOP # PUR 106 Revision: 3 Prepared by: Central Office **Effective Date:** 4/7/22 Approved by: BOD

PUR 106 REIMBURSEMENTS

Policy: Internal controls are required to ensure that only valid and authorized reimbursements are recorded and paid. Accounting procedures should be implemented to ensure the accuracy of amounts, coding of General Ledger accounts and appropriate timing of payments.

Purpose: To explain the practices for documenting, recording and issuing payments for reimbursement transactions.

Scope: This procedure applies to all reimbursements.

Responsibilities:

The principal at each school site is responsible for reviewing and approving payments under $10,000 in the purchasing software, in accordance with the approved budget.

The Chief Financial Officer is responsible for reviewing and approving payments up to $50,000 in accordance with the approved budget.

The Chief Executive Officer may assign the Chief Academic Officer, the Chief of Staff, the Chief External Officer or Regional Directors the authority to approve expenditures up to $10,000.

The Chief Executive Officer and/or designee is responsible for reviewing and approving payments over $50,000 in accordance with the board approved budget, as well as up to $90,000 for non-budgeted items.

Back-office provider Accounts Payable is responsible for payment of reimbursements in a timely manner. A timely manner is defined as within two weeks of submission.

Background: Properly recording reimbursements is generally a three-step process.

The first step is accurately submitting reimbursement receipts along with proof of preapproval. The second step is obtaining the appropriate authorization to process payment.

The step involves the preparation, issuance of reimbursement payment in a timely manner, and subsequent filing of all paperwork for easy retrieval.

Procedure Overview:

Reimbursements are generally made for:

MPS Fiscal Policies and Procedures

- Travel and conferences
- Mileage
- Meals
- School/classroom supplies
- Allowable academic expenses
- Student awards
- Other expenses

Reimbursement checks are processed on cycle or sooner.

All reimbursement requests must be approved by the authorized staff prior to being submitted to accounts payable. Accounts payable will review the account code for each invoice.

Every employee reimbursement or purchase request must be documented in the financial software with evidence of pre-authorization, receipts, nature of business, program allocation, and funding source:

- Travel and Conferences - an itemized receipt from the hotel detailing all charges, the person(s) for whom the lodging was provided, and the specific business purpose. This includes itemized receipts for parking, tolls and bridges, car rentals, taxis, and conference receipts not to exceed limits set forth. (See G&A103, Travel and Entertainment policy for more detailed information.)
- Car Rentals – Advanced approvals are required. The employee may make their own car rental arrangements. Vehicle selection will be based upon the most cost-effective class that satisfies requirements for the employee(s) and any demonstration equipment. Supplemental auto insurance coverage offered by car rental agencies must be purchased and will be reimbursed.
- Mileage/Personal Vehicles - An employee required to use their own automobile for business will be reimbursed in accordance with the current IRS mileage reimbursement rate. The employee must provide on the expense report, documentation including dates, miles traveled and purpose of each trip.

The Organization assumes no responsibility for personal automobiles used for business. Further, any parking or speeding violation is the sole responsibility of the employee.

- Meals and Entertainment - a receipt must be provided showing the cost of food, beverage, and gratuities, including the names of every person for whom food or beverage was provided, and the specific business purpose. Entertainment expenses are disallowed. Meals are reimbursed based on actual receipt amounts not to exceed the following: **Breakfast: $18.00, Lunch: $25.00, Dinner: $35.00** with no reimbursement for incidental expenses.

Meal and Entertainment tips are limited to 15% (unless automatically assessed by the eating establishment) of the pre-tax meal total cost and any tip that is more than the

pre-tax meal total cost will not be reimbursed. For example, a meal that costs $10 may have an 8% sales tax bringing the total meal price before tip to $10.80. Figure the tip on the $10 amount at 15% or $1.50 and that amount of tip or less is reimbursable. If you tip more than $1.50, that difference is not reimbursable. You are always allowed to tip less than 15% should you choose to do so.

- School/Classroom Supplies, Allowable Academic Expenses, and Student Awards – these expenditures are subject to the approval of the principal. Gifts of any kind are never allowed. Student awards may only be paid from non-ADA and unrestricted sources. In other words, student awards may be paid from unrestricted fundraising or from other unrestricted sources of income, subject to approval of the principal and/or Home Office.
- Other Expenditures - a receipt from the vendor detailing all goods or services purchased (including the class of service for transportation) and the specific business purpose.
- Non-Reimbursable Expenses - Some expenses are not considered valid business expenses by the Organization yet may be incurred for the convenience of the traveling individual. Since these are not expenses for the business then they are not reimbursable. (The following can be used as a guide of expenses, which are not reimbursable)

Examples include:

- Airline or travel lounge clubs
- Shoeshine or Dry-cleaning (except for extended travel beyond 5 days)
- Movies or personal entertainment
- Books, magazines or newspapers
- Theft or loss of personal property
- Doctor bills, prescriptions, or other medical services
- Parking tickets, traffic tickets or Car towing if illegally parked
- Health club membership
- Babysitter or
- Pet care fees
- Barbers and Hairdressers

Requests for reimbursement payments are reviewed in the financial software by the Principal, Account Analysts, Chief Financial Officer, or Chief Executive Officer, dependent

- Verifies and matches expenditure and amount
- Approves payment if in accordance with budget
- Provides or verifies appropriate allocation information
- Provides date of payment taking into account cash flow projections
- Submits to the Finance team for processing Accounts Back Office Provider processes all payments and:

- Immediately enters them into the Accounts Payable module.
- Prints checks according to allocation and payment date provided by the approving party on purchase amount. The appropriate personnel:
- Submits checks, with attached backup documentation, to Chief Financial Officer for approval and signature
- Stamps invoice “paid”
- Mails checks and appropriate backup documentation
- Files all backup documentation in the appropriate file
- Monitors accounts payable throughout the month

Procedure:

DOCUMENTING REIMBURSEMENTS

All business reimbursement expenditures incurred by employees of the Organization are reimbursed through the Financial system software. All reimbursement receipts must be submitted monthly and any receipt (except tuition reimbursement) that is older than **60 days** will not be reimbursed. Employee may submit written justification for the late submission and will be processed at the discretion of the Chief Financial Officer.

All required original receipts for items charged must accompany all reimbursement documentation as well as uploaded into the financial system for approval and reimbursement payment process.

In order to expedite reimbursement, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented. Any questions regarding completion of the report should be directed to the employee’s supervisor or the Finance Team.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/14/13	Initial Release	
1	2/13/15	Amount limit changes. Mileage reimbursement rate.	Oswaldo Diaz, CFO
2	11/12/15	Inclusion of back-office service provider and	Oswaldo Diaz, CFO

MPS Fiscal Policies and Procedures

		amount limit changes.	
3	9/5/17	Revision to clarify processes and positions	
4	9/12/19	Revision	Nanie Montijo, CFO
5	2/11/2021	Revision to increase the approval limits	Serdar Orazov, CFO
6	4/7/22	Revision to update the approval limits	Steve Budhraja, CFO
7	6/11/2024	Revision to the policy: The term 'Chief Executive Officer and/or designee' has been added to specify that either the CEO or their appointed representative has the authority to act.	Steve Budhraja, CFO

MPS Fiscal Policies and Procedures

SOP # PUR 107 Revision: 2 Prepared by: Central Office **Effective Date:** 4/7/22 Approved by: BOD

PUR 107 BIDDING REQUIREMENTS

Policy: To ensure the establishment of bidding requirements relating to multi-year service contracts, and to maintain the internal controls of the selection process.

Purpose: To provide methods for determining a bidding process, documentation requirements, and award of contracts.

Scope: This procedure applies to all vendors in order to comply with all Federal Uniform Guidance protocols.

Responsibilities:

Purchasing Agent or School Principal is responsible for providing a summary and justification related to the potential proposal.

Selection Committee is responsible for the review and recommendation of all contracts over $90,000

Chief Executive Officer and/or Chief Financial Officer is/are responsible for the examination of the bidding and selection process of all contracts above $90,000

Board of Directors are responsible for the approval of all bidding contracts above $90,000

Procedure:

BIDDING REQUIREMENTS AND PROCESS

New service contracts in excess of $90,000 per site shall be formally bid in accordance with the following:

- **Request for Proposals (RFP):** RFP requirements should include contract purpose, background, description of service, general information, time requirements, proposal requirements, and evaluation process.
- **Public Notice:** RFP will be posted on the Organization’s website.
- **Prospective Vendors:** Selection Committee shall maintain a list of prospective
- vendors for the various categories of products and services purchased by the organization. All schools or departments should refer prospective vendors to the purchasing department for inclusion in the bidder file.
- **Pending Bid File:** A file shall be maintained by the selection committee of all invitations to bid currently pending.
- **Evaluation:** Evaluation of services and vendors will be in accordance with the RFP specifications and policy PUR101 vendor selection.

- **Bidder Files:** Bidder files shall be maintained retaining the bids, bid comparison sheets, other submittals, and rationale in award. These bids shall be made available to the public upon request for a period of ninety (90) days after which time they will be archived for two (2) years.

Bidding of contracts shall not be made in small quantities (split bidding) for the purpose of circumventing the authorized approval limits assigned by the Board of Directors, or to avoid public bidding based on the policies and procedures.

The RFP requirement doesn't apply to renewal and/or extension of the existing service contracts.

NONCOMPETITIVE NEGOTIATIONS

Noncompetitive negotiations may be used for procurements in excess of when bidding or competitive negotiations are not feasible. MPS may purchase goods and services through non-competitive negotiations when it is determined in writing by the Chief Executive Officer that competitive negotiation or bidding is not feasible and that:

- An emergency exists which will cause public harm as a result of the delay caused by following competitive purchasing procedures, or
- The product or service can be obtained only from one source, or
- The contract is for the purchase of perishable items purchased on a weekly or more frequent basis, or
- Only one satisfactory proposal is received through RFP, or
- The charter authorizer has authorized the particular type of noncompetitive negotiation.

VENDOR SELECTION REQUIREMENTS	VENDOR SELECTION REQUIREMENTS	VENDOR SELECTION REQUIREMENTS	VENDOR SELECTION REQUIREMENTS
Less than $10,000	Between $10,000 and $90,000	Greater than $90,000	
Bid process required?	No	Quotes or estimates	RFP
Acceptable forms of price comparison	N/A	Email, published catalogs, written	Written only
Minimum number of bids required	0	3	3

Submit bid documentation to the Procurement Office?	No	Yes	Yes

3.0 STANDARDS OF CONDUCT

The following Standards of Conduct shall govern the performance, behavior and actions of MPS including, employees, officers, directors, volunteers and agents, who are engaged in any aspect of procurement, including – but not limited to – purchasing goods and services; awarding contracts and grants; or the administration and supervision of contracts.

As representatives of MPS, all employees, officers, directors, volunteers and agents are expected to conduct themselves in a professional and ethical manner, maintaining high standards of integrity and the use of good judgment. Employees are expected to be principled in their business interactions and act in good faith with individuals both inside and outside MPS.

Conflict of Interest

No employee, officer, director, volunteer or agent of the MPS shall participate in the selection, award or administration of a bid or contract supported by federal funds if a conflict of interest is real or apparent to a reasonable person.

Conflicts of interest may arise when any employee, officer, director, volunteer or agent of the MPS has a financial, family or any other beneficial interest in the vendor firm selected or considered for an award.

No employee, officer, director, volunteer or agent of the MPS shall do business with, award contracts to, or show favoritism toward a member of his/her immediate family, spouse’s family or to any company, vendor or concern who either employs or has any relationship to a family member; or award a contract or bid which violates the spirit or intent of Federal, State and local procurement laws and policies established to maximize free and open competition among qualified vendors.

MPS’s employees, officers, directors, volunteers or agents shall neither solicit nor accept gratuities, gifts, consulting fees, trips, favors or anything having a monetary value in excess of fifty dollars ($50) from a vendor, potential vendor, or from the family or employees of a vendor, potential vendor or bidder; or from any party to a sub-agreement or ancillary contract.

ACCEPTANCE OF GRATUITIES

MPS's employees, officers, directors, volunteers or agents shall neither solicit nor accept gratuities, gifts, consulting fees, trips, favors or anything having a monetary value from a vendor, potential vendor, or from the family or employees of a vendor, potential vendor or bidder; or from any party to a sub-agreement or ancillary contract.

DISCIPLINARY ACTIONS

Any MPS member, employee or designated agent of MPS who knowingly and deliberately violates the provisions of this code will be open to civil suits without the legal protection of MPS. Furthermore, such a violation of these procurement standards is grounds for dismissal by MPS as an employee, officer, director, volunteer or agent, or other such sanctions as available under the law.

Any contractor or potential contractor who knowingly and deliberately violates the provisions of these procurement standards will be barred from future transactions with MPS.

Revision History:

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	2/16/15	Initial Release	Oswaldo Diaz, CFO
1	3/10/16	Policy Revision	Oswaldo Diaz, CFO
2	6/06/16	Policy Revision	Oswaldo Diaz, CFO
3	2/11/21	Policy Revision to update the limits	Serdar Orazov, CFO
4	4/7/22	Policy Revision to update the limits	Steve Budhraja, CFO

MPS Fiscal Policies and Procedures

SOP # BND 101 Revision: 0 Prepared by: Central Office **Effective Date:** 3/12/26 Approved by: BOD

BND 101 Continuing Disclosure Policies and Procedures

Purpose: The purpose of this item is to adopt formal Continuing Disclosure Policies and Procedures to ensure MPS complies with disclosure obligations associated with outstanding municipal bond financings. These policies establish internal controls and procedures for preparing and filing required financial reports, event notices, and other disclosures in accordance with SEC Rule 15c2-12 and applicable Continuing Disclosure Agreements. Adoption of this policy supports strong governance practices, transparency with investors, and compliance with federal securities regulations governing municipal securities.

Background: Magnolia Educational & Research Foundation (“MERF”) and Magnolia Properties Management, Inc. (“MPS”) have entered into Continuing Disclosure Agreements in connection with the issuance of certain municipal bond obligations. These agreements require the organization to provide ongoing disclosures to investors through the Municipal Securities Rulemaking Board’s Electronic Municipal Market Access (“EMMA”) system.

Required disclosures generally include:
• Annual financial reports, including audited financial statements
• Quarterly financial reports
• Notice of certain material events affecting the organization’s financial condition or obligations
These disclosures promote transparency in the municipal securities market and allow investors to access timely information regarding the financial performance and obligations of the organization
Analysis: The Continuing Disclosure Policies and Procedures establish a formal framework for ensuring compliance with all required disclosure obligations. Key elements of the policy include:

• Designation of the Chief Financial Officer as the responsible compliance officer for continuing disclosure requirements
• Preparation and filing of annual reports within 180 days of the fiscal year end and quarterly reports within 60 days of each fiscal quarter
• Filing of material event notices within ten (10) business days of the occurrence of a reportable event
• Presentation of the annual continuing disclosure report to the Board of Directors with adequate time each year to ensure sufficient time for review prior to submission to EMMA
• Development of internal processes to monitor financial obligations and other events that
may require disclosure

MPS Fiscal Policies and Procedures

These procedures help ensure that Magnolia Public Schools maintains compliance with federal securities laws and its contractual disclosure obligations while strengthening internal financial oversight.

Exhibits: Exhibit A Continuing Disclosure Policies and Procedures

MPS Fiscal Policies and Procedures

CONTINUING DISCLOSURE POLICIES AND PROCEDURES Magnolia Educational & Research Foundation

and

Magnolia Properties Management, Inc.

PURPOSE

The purpose of these Continuing Disclosure Policies and Procedures (the “Procedures”) is to ensure that Magnolia Educational & Research Foundation (“MERF”) and Magnolia Properties Management, Inc. (“MPS” and, together with MERF, the “Obligated Parties”) maintain an adequate system of disclosing all information that is required by Rule 15c2-12(b)(5) adopted by the United States Securities and Exchange Commission (“SEC”) under the Securities Exchange Act of 1934, as the same may be amended from time to time (the “Rule”) with respect to outstanding bonds for which MPS is the Borrower (the “Obligations”).

COMPLIANCE OFFICER

The Chief Financial Officer of MPS (the “CFO”) or such other officer, agent or employee as MERF shall designate in writing to the dissemination agent from time to time as the individual officer responsible for ensuring compliance by the Obligated Parties with the Procedures and for maintaining a record (including attendance) of related training provided for herein.

CONTINUING DISCLOSURE

In connection with the issuance of the Obligations, the Obligated Parties have entered into contractual agreements (each, a “Continuing Disclosure Agreement”) to provide annual reports related to the financial condition of MERF (including its audited financial statements, certificate of annual filing of certain financial and operating covenants, and enrollment data), quarterly reports and notice of certain events relating to the Obligations specified in the Continuing Disclosure Agreement. Each new issuance of publicly offered Obligations will require an additional Continuing Disclosure Agreement. The Obligated Parties must comply with the specific requirements of each Continuing Disclosure Agreement. Additionally, each Preliminary Limited Offering Memorandum (“PLOM”) and each Limited Offering Memorandum (“LOM”) must contain disclosure as to whether the Obligated Parties have complied in all material respects with its Continuing Disclosure Agreements. Prior to finalizing a PLOM, the staff should take steps to review the status of compliance and discuss with the underwriter or underwriters what steps it has taken to review the Obligated Parties’ compliance and whether any noncompliance has been noted. If noncompliance is found, steps should be taken to disclose in the PLOM the instances of material noncompliance including any failure to timely report non-compliance as applicable, within the last five years and cure the noncompliance before the issuance of the Obligations.

Powered by BoardOnTrack

MPS Fiscal Policies and Procedures

The Obligated Parties' Continuing Disclosure Agreement requires that the annual report with the inclusion of the information as described in the Continuing Disclosure Agreement for each fiscal year be filed not later than 180 days (or six months) after the end of MERF's Fiscal Year. Quarterly reports with the inclusion of the information as described in the Continuing Disclosure Agreement must be filed not later than 60 days after the end of each of MERF's fiscal quarters. Event notices are generally required to be filed within 10 business days of their occurrence. Specific events which require event notices are set forth in each particular Continuing Disclosure Agreement. The current list of specific events which requirement event notices under Securities and Exchange Commission Rule 15c2-12 is set forth in Attachment A.

The CFO is the official responsible for ensuring compliance by the Obligated Parties with its Continuing Disclosure Agreements, and will assign trained School personnel to oversee the preparation of the annual reports and will determine whether to retain the services of one or more consultants to assist in the preparation of the annual reports, quarterly reports and event notices. The CFO will either assign trained School personnel to file the annual reports and event notices with the Electronic Municipal Market Access system (emma.msrb.org) of the Municipal Securities Rulemaking Board ("MSRB") or will engage the services of one or more dissemination agents to file the annual reports and material event notices required pursuant to the Continuing Disclosure Agreements. The CFO will consult with bond counsel and/or disclosure counsel on how to report information when a Continuing Disclosure Agreement requires data that does not exist or that the Obligated Parties cannot obtain.

The Chief Financial Officer ("CFO") shall present the annual continuing disclosure report to the Board of Directors (the "Board") for review and approval in advance of submission to EMMA (as defined below). This presentation shall occur sufficiently prior to the filing deadline to ensure that the annual report can be finalized and submitted to the Municipal Securities Rulemaking Board's Electronic Municipal Market Access ("EMMA") system on or before the deadline set forth in each applicable Continuing Disclosure Agreement.

In connection with the presentation of the annual report, the CFO shall also inform the Board whether any material events have occurred since the prior report that required the filing of a significant event notice under any Continuing Disclosure Agreement. If such an event has occurred, the CFO shall report whether the required notice was filed in a timely manner, including confirmation that any required filing was made within ten (10) business days of the occurrence of the event.

Particular care shall be paid to the timely filing of (i) any changes in credit ratings on the Obligations (including changes resulting from changes in the credit ratings of insurers of particular Obligations), (ii) the incurrence of a financial obligation of the Obligated Parties, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a financial obligation of the Obligated Parties, any of which affect security holders, if material, (iii) the default, event of acceleration,

termination event, modification of terms, or other similar events under the terms of a financial obligation of the Obligated Parties, any of which reflect financial difficulties, and (iii) defeasance notices. MERF staff will need to regularly monitor and develop a reporting system to comply with these filing requirements. MERF staff should also develop a method of tracking all financial obligations (as defined under Securities and Exchange Commission Rule 15c2-12) of the Obligated Parties, and of the covenants in each that could give rise to a default, an event of default, an event of acceleration, or similar events if violated by the Obligated Parties.

Recognition should be made that the anti-fraud rules apply to disclosures reasonably expected to reach investors and the trading markets. Annual reports, quarterly reports and event disclosures must therefore be accurate and not omit any material information needed to make the disclosures not misleading. The process of preparing annual reports and providing event notices should not be viewed as mechanical insertion of information.

MUNICIPAL SECURITIES RULEMAKING BOARD

The MSRB is authorized by federal law to regulate broker-dealers and banks that market, trade, and underwrite municipal bonds, notes, and other securities issued by state and local governments. The MSRB promotes investor protection through rulemaking, information collection, and dissemination designed to promote transparency and public access. The MSRB collaborates with the SEC; Financial Industry Regulatory Authority; Board of Governors of the Federal Reserve System; Federal Deposit Insurance Corporation; and the United States Department of the Treasury's Office of the Comptroller of the Currency and Office of Thrift Supervision, all of which enforce compliance with MSRB rules by brokers, dealers, and banks.

On July 1, 2009, the MSRB began operating the centralized electronic repository for all municipal bond disclosure documents and trade data through the Electronic Municipal Market Access (“EMMA”) website. The EMMA website (www.emma.msrb.org) was established to increase access to vital disclosure and increase the transparency of information in the municipal securities market. It provides investors with key information about municipal securities free of charge, and the information is presented in a manner specifically tailored for retail, nonprofessional investors who may not be experts in financial or investing matters.

EMMA houses municipal disclosure documents, including Official Statements for most new offerings of municipal bonds, notes, college savings plans, and other municipal securities issued since 1990, advance refunding documents, and continuing disclosure documents. Since late May 2011, the EMMA system may also be used to file Preliminary Official Statements and additional disclosures that are voluntarily provided by issuers.

In addition, EMMA provides market transparency data, which includes real-time prices and yields at which bonds and notes are bought and sold, for most trades occurring on or after January 31, 2005. Interest rates for municipal securities, including those for auction rate securities and variable rate demand obligations, are available on EMMA as well. All of the documents and data on EMMA are accessible in an integrated display that provides comprehensive information for each municipal security. Confirmed users of EMMA are also able to register their securities so that anytime a posting is uploaded to the website the user is sent a notification. This feature allows for greater control and oversight for documents published under registered securities.

Filings through EMMA are linked to a particular issue of obligations by 9-digit CUSIP numbers, and Obligated Parties must validate and verify that all of the applicable 9-digit CUSIP numbers are linked to each disclosure filing. The EMMA website contains helpful tutorials on submitting disclosure materials for a particular issuance of obligations.1

PROCEDURES DEVELOPMENT

The CFO may develop more specific procedures related to the preparation, review and approval of continuing disclosure requirements under the Procedures which, along with the Procedures, shall be reviewed periodically in consideration of changing laws.

1 *See*, MSRB Online Training, MUNICIPAL SECURITIES RULEMAKING BOARD, http://www.msrb.org/msrb1/TrainingTutorials.aspx.

ATTACHMENT A

ENUMERATED EVENTS

(i) principal and interest payment delinquencies;

(ii) non-payment related defaults, if material;

(iii) unscheduled draws on debt service reserves or credit enhancements reflecting financial difficulties;

(iv) substitution of credit or liquidity providers, or their failure to perform;

(v) adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability. Notices of Proposed Issue (IRS Form 5701-TEB), or other material notices or determinations with respect to the tax status pf the security, or other material events affecting the tax status of the security;

(vi) modifications to the rights of Bond or security holders, if material;

(vii) Bond calls, if material, and tender offers;

(viii) defeasances;

(ix) release, substitution, or sale of property securing repayment of the security, if material;

(x) rating changes;

(xi) bankruptcy, insolvency, receivership, or similar event of an Obligated Party or another obligated person;

(xii) the consummation of a merger, consolidation, or acquisition involving an Obligated Party, another obligated person or the sale of all or substantially all of its assets, other than in the ordinary course of business, the entry into of a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material;

(xiii) appointment of a successor or additional trustee or the change of name of a trustee, if material;

(xiv) incurrence of a financial obligation of MERF or MPS, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a financial obligation* of MERF or MPS, any of which affect security holders, if material; and

(xv) default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a financial obligation* of MERF or MPS, any of which reflect financial difficulties.

_____

*The term “financial obligation” means a (i) debt obligation; (ii) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (iii) guarantee of (i) or (ii). The term financial obligation does not include municipal securities as to which a final official statement has been provided to the Municipal Securities Rulemaking Board consistent with Rule 15c2¬12 of the Securities Exchange Commission.

REVISION	DATE	DESCRIPTION OFCHANGES	REQUESTED BY
0	3/12/26	Initial Release	Cafer Turan, Interim CFO

Coversheet

Approval of Education Protection Act (EPA) Resolution for the 2026-27 School Year

Section: VII. Action Items
Item: M. Approval of Education Protection Act (EPA) Resolution for the 2026-27 School Year
Purpose: Vote
Submitted by:
Related Material: VII.M - EPA_Cover_Sheet_FINAL.pdf

Agenda Item:	VII.M - Action Item
Date:	June 17, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Cafer Turan, Interim Chief Financial Officer
RE:	Approval of 2026-27 Education Protection Act (EPA) Spending Resolution for MPS

Action Proposed:

Staff recommend that the Board approves the Resolution for the Education Protection Act for the 2026-27 year.

Purpose:

The purpose of this resolution is to comply with the State of California guidelines so that MPS can continue receiving Local Control Funding Formula (LCFF) dollars as part of our general funding for the 2026-27 school year.

Background:

The Education Protection Account (EPA) was created in November 2012 by Proposition 30, the Schools and Local Public Safety Protection Act of 2012, and it was implemented in 2013. The EPA is governed by Section 36 of Article XIII of the California Constitution, which was amended by Proposition 55 in November 2016.

The EPA is the way for the State to collect and distribute funds that are generated by the tax increases related to personal income and sales tax as authorized by Proposition 30. Similar to local property taxes, local education agencies' (LEAs) State Aid is reduced by one dollar for each dollar received from the EPA. California Education Code requires that LEAs adopt an EPA resolution annually as part of receipt for LCFF.

Analysis:

All projected EPA funding is included in the 2026-27 Adopted Budget in accordance with the California Education Code.

Exhibits:

- Resolution for the Education Protection Act for the 2026-27 school year.
- EPA Spending Plan for the 2026-27 school year

MAGNOLIA
PUBLIC SCHOOLS

MAGNOLIA PUBLIC SCHOOLS

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT (EPA)

WHEREAS,the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS,the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the Incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year; 2026-27

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting *of* the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and *verify* whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the CaliforniaConstitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW; THEREFORE, IT IS HEREBY RESOLVED;

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Magnolia Public Schools.
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Magnolia Public Schools has determined to spend the monies received from the Education Protection Act Resolution for the Education Protection Act for the 2026-27 School Year and EPA 2026-27 Spending Plan.

Board President

Date

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

State law requires that our charter school make a specific determination of how Education Protection Account monies are received and spent. These funds may not be expended on administrative costs. Our practice is to expend 100% of all Education Protection Account monies on teacher salaries, to ensure that 100% of spending is instructionally-related and is not spent for administrative uses.

The table on the following page shows the historical and projected revenues and expenditures of Education Protection Account dollars, from the most recent audited fiscal year through the upcoming budget year.

This document shall be approved by the School's Governing Board as part of the approval of the annual budget in June, and a copy of the approved document shall be posted on the School's website.

Below is the actual law relating to this requirement:

Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution:

(6) A community college district, county office of education, school district, or charter school shall have sole authority to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the Education Protection Account for salaries or benefits of administrators or any other administrative costs. Each community college district, county office of education, school district, and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

MAGNOLIA SCIENCE ACADEMY - 1

Description	Object Codes	2026-27 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	—
Education Protection Account Revenue	8010-8099	1,946,429.00
Federal Revenue	8100-8299	—
Other State Revenue	8300-8599	—
Other Local Revenue	8600-8799	—
All Other Financing Sources	8900-8999	—
Deferred Revenue	9650	—
TOTAL AVAILABLE		**1,946,429.00**
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	1,362,500.30
Classified Salaries	2000-2999	—
Employee Benefits	3000-3999	583,928.70
Books and Supplies	4000-4999	—
Subagreements for Services	5100-5199	—
Other Services & Operating Exp.	5200-5999	—
Capital Outlay	6000-6999	—
Other Outgo	7000-7999	—
TOTAL EXPENDITURES AND OTHER FINANCING USES		**1,946,429.00**
BALANCE (Total Available minus Total Expenditures)		**—**
Expenditures for Year Ending June 30, 2027 | Fund 62, Resource 1400 – Education Protection Account		
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		**100.00%**

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

MAGNOLIA SCIENCE ACADEMY - 2

Description	Object Codes	2026-27 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	—
Education Protection Account Revenue	8010-8099	1,155,049.00
Federal Revenue	8100-8299	—
Other State Revenue	8300-8599	—
Other Local Revenue	8600-8799	—
All Other Financing Sources	8900-8999	—
Deferred Revenue	9650	—
TOTAL AVAILABLE		**1,155,049.00**
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	808,534.30
Classified Salaries	2000-2999	—
Employee Benefits	3000-3999	346,514.70
Books and Supplies	4000-4999	—
Subagreements for Services	5100-5199	—
Other Services & Operating Exp.	5200-5999	—
Capital Outlay	6000-6999	—
Other Outgo	7000-7999	—
TOTAL EXPENDITURES AND OTHER FINANCING USES		**1,155,049.00**
BALANCE (Total Available minus Total Expenditures)		**—**
Expenditures for Year Ending June 30, 2027 | Fund 62, Resource 1400 – Education Protection Account		
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		**100.00%**

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

MAGNOLIA SCIENCE ACADEMY - 3

Description	Object Codes	2026-27 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	—
Education Protection Account Revenue	8010-8099	894,538.00
Federal Revenue	8100-8299	—
Other State Revenue	8300-8599	—
Other Local Revenue	8600-8799	—
All Other Financing Sources	8900-8999	—
Deferred Revenue	9650	—
TOTAL AVAILABLE		**894,538.00**
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	626,176.60
Classified Salaries	2000-2999	—
Employee Benefits	3000-3999	268,361.40
Books and Supplies	4000-4999	—
Subagreements for Services	5100-5199	—
Other Services & Operating Exp.	5200-5999	—
Capital Outlay	6000-6999	—
Other Outgo	7000-7999	—
TOTAL EXPENDITURES AND OTHER FINANCING USES		**894,538.00**
BALANCE (Total Available minus Total Expenditures)		**—**
Expenditures for Year Ending June 30, 2027 | Fund 62, Resource 1400 – Education Protection Account		
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		**100.00%**

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

MAGNOLIA SCIENCE ACADEMY - 4

Description	Object Codes	2026-27 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	—
Education Protection Account Revenue	8010-8099	328,461.00
Federal Revenue	8100-8299	—
Other State Revenue	8300-8599	—
Other Local Revenue	8600-8799	—
All Other Financing Sources	8900-8999	—
Deferred Revenue	9650	—
TOTAL AVAILABLE		**328,461.00**
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	229,922.70
Classified Salaries	2000-2999	—
Employee Benefits	3000-3999	98,538.30
Books and Supplies	4000-4999	—
Subagreements for Services	5100-5199	—
Other Services & Operating Exp.	5200-5999	—
Capital Outlay	6000-6999	—
Other Outgo	7000-7999	—
TOTAL EXPENDITURES AND OTHER FINANCING USES		**328,461.00**
BALANCE (Total Available minus Total Expenditures)		**—**
Expenditures for Year Ending June 30, 2027 | Fund 62, Resource 1400 – Education Protection Account		
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		**100.00%**

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

MAGNOLIA SCIENCE ACADEMY - 5

Description	Object Codes	2026-27 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	—
Education Protection Account Revenue	8010-8099	1,199,668.00
Federal Revenue	8100-8299	—
Other State Revenue	8300-8599	—
Other Local Revenue	8600-8799	—
All Other Financing Sources	8900-8999	—
Deferred Revenue	9650	—
TOTAL AVAILABLE		**1,199,668.00**
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	839,767.60
Classified Salaries	2000-2999	—
Employee Benefits	3000-3999	359,900.40
Books and Supplies	4000-4999	—
Subagreements for Services	5100-5199	—
Other Services & Operating Exp.	5200-5999	—
Capital Outlay	6000-6999	—
Other Outgo	7000-7999	—
TOTAL EXPENDITURES AND OTHER FINANCING USES		**1,199,668.00**
BALANCE (Total Available minus Total Expenditures)		**—**
Expenditures for Year Ending June 30, 2027 | Fund 62, Resource 1400 – Education Protection Account		
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		**100.00%**

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

MAGNOLIA SCIENCE ACADEMY - 6

Description	Object Codes	2026-27 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	—
Education Protection Account Revenue	8010-8099	350,886.00
Federal Revenue	8100-8299	—
Other State Revenue	8300-8599	—
Other Local Revenue	8600-8799	—
All Other Financing Sources	8900-8999	—
Deferred Revenue	9650	—
TOTAL AVAILABLE		**350,886.00**
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	245,620.20
Classified Salaries	2000-2999	—
Employee Benefits	3000-3999	105,265.80
Books and Supplies	4000-4999	—
Subagreements for Services	5100-5199	—
Other Services & Operating Exp.	5200-5999	—
Capital Outlay	6000-6999	—
Other Outgo	7000-7999	—
TOTAL EXPENDITURES AND OTHER FINANCING USES		**350,886.00**
BALANCE (Total Available minus Total Expenditures)		**—**
Expenditures for Year Ending June 30, 2027 | Fund 62, Resource 1400 – Education Protection Account		
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		**100.00%**

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

MAGNOLIA SCIENCE ACADEMY - 7

Description	Object Codes	2026-27 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	—
Education Protection Account Revenue	8010-8099	720,640.00
Federal Revenue	8100-8299	—
Other State Revenue	8300-8599	—
Other Local Revenue	8600-8799	—
All Other Financing Sources	8900-8999	—
Deferred Revenue	9650	—
TOTAL AVAILABLE		**720,640.00**
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	504,448.00
Classified Salaries	2000-2999	—
Employee Benefits	3000-3999	216,192.00
Books and Supplies	4000-4999	—
Subagreements for Services	5100-5199	—
Other Services & Operating Exp.	5200-5999	—
Capital Outlay	6000-6999	—
Other Outgo	7000-7999	—
TOTAL EXPENDITURES AND OTHER FINANCING USES		**720,640.00**
BALANCE (Total Available minus Total Expenditures)		**—**
Expenditures for Year Ending June 30, 2027 | Fund 62, Resource 1400 – Education Protection Account		
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		**100.00%**

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

MAGNOLIA SCIENCE ACADEMY - 8

Description	Object Codes	2026-27 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	—
Education Protection Account Revenue	8010-8099	947,681.00
Federal Revenue	8100-8299	—
Other State Revenue	8300-8599	—
Other Local Revenue	8600-8799	—
All Other Financing Sources	8900-8999	—
Deferred Revenue	9650	—
TOTAL AVAILABLE		**947,681.00**
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	663,376.70
Classified Salaries	2000-2999	—
Employee Benefits	3000-3999	284,304.30
Books and Supplies	4000-4999	—
Subagreements for Services	5100-5199	—
Other Services & Operating Exp.	5200-5999	—
Capital Outlay	6000-6999	—
Other Outgo	7000-7999	—
TOTAL EXPENDITURES AND OTHER FINANCING USES		**947,681.00**
BALANCE (Total Available minus Total Expenditures)		**—**
Expenditures for Year Ending June 30, 2027 | Fund 62, Resource 1400 – Education Protection Account		
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		**100.00%**

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

MAGNOLIA SCIENCE ACADEMY - SA

Description	Object Codes	2026-27 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	—
Education Protection Account Revenue	8010-8099	118,868.00
Federal Revenue	8100-8299	—
Other State Revenue	8300-8599	—
Other Local Revenue	8600-8799	—
All Other Financing Sources	8900-8999	—
Deferred Revenue	9650	—
TOTAL AVAILABLE		**118,868.00**
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	83,207.60
Classified Salaries	2000-2999	—
Employee Benefits	3000-3999	35,660.40
Books and Supplies	4000-4999	—
Subagreements for Services	5100-5199	—
Other Services & Operating Exp.	5200-5999	—
Capital Outlay	6000-6999	—
Other Outgo	7000-7999	—
TOTAL EXPENDITURES AND OTHER FINANCING USES		**118,868.00**
BALANCE (Total Available minus Total Expenditures)		**—**
Expenditures for Year Ending June 30, 2027 | Fund 62, Resource 1400 – Education Protection Account		
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		**100.00%**

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

MAGNOLIA SCIENCE ACADEMY - SD

Description	Object Codes	2026-27 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	—
Education Protection Account Revenue	8010-8099	92,472.00
Federal Revenue	8100-8299	—
Other State Revenue	8300-8599	—
Other Local Revenue	8600-8799	—
All Other Financing Sources	8900-8999	—
Deferred Revenue	9650	—
TOTAL AVAILABLE		**92,472.00**
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	64,730.40
Classified Salaries	2000-2999	—
Employee Benefits	3000-3999	27,741.60
Books and Supplies	4000-4999	—
Subagreements for Services	5100-5199	—
Other Services & Operating Exp.	5200-5999	—
Capital Outlay	6000-6999	—
Other Outgo	7000-7999	—
TOTAL EXPENDITURES AND OTHER FINANCING USES		**92,472.00**
BALANCE (Total Available minus Total Expenditures)		**—**
Expenditures for Year Ending June 30, 2027 | Fund 62, Resource 1400 – Education Protection Account		
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		**100.00%**

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

MAGNOLIA SCIENCE ACADEMY - OC

Description	Object Codes	2026-27 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	—
Education Protection Account Revenue	8010-8099	70,386.00
Federal Revenue	8100-8299	—
Other State Revenue	8300-8599	—
Other Local Revenue	8600-8799	—
All Other Financing Sources	8900-8999	—
Deferred Revenue	9650	—
TOTAL AVAILABLE		70,386.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	49,270.20
Classified Salaries	2000-2999	—
Employee Benefits	3000-3999	21,115.80
Books and Supplies	4000-4999	—
Subagreements for Services	5100-5199	—
Other Services & Operating Exp.	5200-5999	—
Capital Outlay	6000-6999	—
Other Outgo	7000-7999	—
TOTAL EXPENDITURES AND OTHER FINANCING USES		70,386.00
BALANCE (Total Available minus Total Expenditures)		**—**
Expenditures for Year Ending June 30, 2027 | Fund 62, Resource 1400 – Education Protection Account		
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		**100.00%**

Coversheet

Approval of Renewal Agreement for DMS Back Office Services for the 2026-27 Fiscal Year

Section:	VII. Action Items
Item:	N. Approval of Renewal Agreement for DMS Back Office Services for the 2026-27 Fiscal Year
Purpose:	Vote
Submitted by:	
Related Material:	VII.N - Approval of DMS Back Office Services_FINAL.pdf

Agenda Item:	VII.N - Action Item
Date:	June 17,2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Cafer Turan, Interim Chief Financial Officer
RE:	Approval of Charter School Business & Administrative Services Agreement with Delta Managed Solutions, Inc. ("DMS")

Action Proposed

Staff moves that the Board approve the Charter School Business & Administrative Services Agreement between Magnolia Educational & Research Foundation and Delta Managed Solutions, Inc. for the period of July 1, 2026 through June 30, 2029.

Purpose:

The proposed agreement establishes a comprehensive business and administrative services partnership with Delta Managed Solutions, Inc. ("DMS") to support Magnolia Public Schools' financial operations, compliance reporting, procurement coordination, accounting services, and post-payroll reporting requirements.
The agreement is intended to:

- Strengthen financial operations and reporting consistency across the organization
- Enhance compliance with state and federal charter school reporting requirements
- Improve accounting system management and financial oversight
- Provide operational support for procurement, accounts payable, reconciliations, and reporting functions
- Support long-term fiscal sustainability and internal controls

Background:

MPS has evaluated operational and financial service needs to ensure continued compliance, fiscal oversight, and organizational support across its schools and affiliated entities. The proposed agreement with DMS formalizes responsibilities and service expectations related to accounting operations, procurement coordination, reporting, and compliance support.
The agreement also includes an accountability matrix defining shared responsibilities between MPS and DMS related to budgeting, accounting system management, audit support, accounts payable, and compliance

reporting.

Analysis:

The proposed agreement provides structured operational and fiscal support services designed to improve consistency, reporting efficiency, and compliance management across the organization.
The agreement:

- Clarifies operational responsibilities between MPS and DMS
- Establishes service expectations and reporting support functions
- Provides access to financial systems and dashboard reporting tools
- Supports ongoing audit readiness and compliance requirements
- Maintains MPS ownership and control over all bank accounts and financial data
- Staff will continue monitoring implementation, service delivery, and operational effectiveness throughout the term of the agreement.

Fee Summary:

The agreement includes the following compensation structure for the three-year term (July 1, 2026 – June 30, 2029):

Service	Fee	2026-27	2027-28	2028-29
ADA Assumption		*4,089*	*4,089*	*4,089*
Business & Administrative Services	$120 per ADA	$490,680	$490,680	$490,680
Delta Insights Dashboard – Implementation	$12,000 flat	$12,000	–	–
Delta Insights Dashboard – Annual License	$1/ADA + $100/user	$4,089 + $100/user	$4,089 + $100/user	$4,089 + $100/user
Authorizer Reporting & Training (SACS/Alt Form)	$1,500 (5 hrs) + $200/hr	$1,500 (est.)	As needed	As needed
NetSuite Accounting System	Direct with NetSuite (MPS)	MPS responsible	MPS responsible	MPS responsible
Estimated Total (to DMS)		**~$506,769+**	**~$494,769+**	**~$494,769+**

Note: Estimated totals (+) exclude Dashboard annual user fees ($100/authorized user/year). Out-of-pocket expenses (excluding pre-approved travel and FedEx) are included in the standard monthly fee. Additional services (e.g., bond financing, private grant management) are subject to separate negotiation.

Exhibits:

- Charter School Business & Administrative Services Agreement with Delta Managed Solutions, Inc.

AGREEMENT FOR
CHARTER SCHOOL BUSINESS & ADMINISTRATIVE SERVICES
DATED AS OF MAY 22, 2026

THIS IS AN AGREEMENT FOR SERVICES between **MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION,** to which reference is made herein as the "School," and **DELTA MANAGED SOLUTIONS, INC.,** to which reference is made herein as "DMS", in connection with charter school business and administrative services to be provided by DMS to the School, as described in the Scope of Services attached hereto.

1. **Employment.** The School hereby employs DMS to perform, and DMS will perform, as requested by the School, services set forth in the Scope of Services, attached hereto.

2. **Representations of DMS.** DMS hereby represents the following:

   A. DMS shall not receive a fee from any source other than the School for the services in the Scope of Services attached to this Agreement, except as may be disclosed in writing, and has no arrangement with respect thereto with any party other than the School regarding the services in the Scope of Services attached. There are no actual or potential conflicts of interest concerning the services.

   B. DMS and its personnel's fulfillment of their obligations under this Agreement will not breach any obligations they have to any third party.

   C. DMS is an independent private business and is not acting in any other professional capacity than as represented in this Agreement and the Scope of Services attached hereto.

   D. All DMS personnel (employees or contractors) performing services have the requisite skills, experience, and qualifications. However, DMS reserves the right to hire and train staff as necessary in the standard course of business operations.

   E. DMS will ensure that the results of all services are complete and accurate (subject to the completeness and accuracy of the relevant information provided by the School) in accordance with the California School Accounting Manual (CSAM).

   F. DMS will complete by the applicable completion date any elements of the services that the School informs DMS have a fixed completion date, provided the School provides sufficient notice to DMS which shall be no less than thirty (30) days, or that DMS knows or reasonably should know has a fixed completion date (e.g. financial reporting for defined accounting periods).

   G. In the performance of services hereunder, DMS will comply with all applicable laws and regulations applicable to the administration of public charter schools. DMS

does not warranty and has no liability regarding any technology systems DMS is directed to use by the School.

3. **Agreements of DMS.** DMS hereby agrees as follows:

   A. DMS will provide, as requested by the School, services that reasonably conform to the Scope of Services attached hereto.

   B. In providing such services, DMS will make available the experience of its organization so as to represent the School.

4. **Term of the Agreement.** The term of this Agreement shall be **thirty-six (36)** months, for the period beginning on **July 1, 2026** and ending on **June 30, 2029**.

5. **Compensation.**

   A. **Services Fee.**

      i. The School shall pay to DMS annual fiscal year compensation of **$120 per unit of Average Daily Attendance (ADA) per year**. All monthly compensation is due and payable on the 1st of each month beginning on July 1, 2026. Monthly payments shall be pro-rated based on the most recent certified ADA report available and include any adjustments needed for changes in ADA throughout the year. Final payment for each July-June fiscal year under the Term of this Agreement shall be based on final P-2 ADA for such year. Service fees are calculated based on originally reported P-2 ADA and subsequent reductions to reported P-2 ADA shall not result in a modification of services fees.

      ii. The School shall pay to DMS a one-time Dashboard implementation fee of **$12,000 upon signing**. In addition, the School shall pay annual compensation for the Dashboard services equal to **$1.00 per unit of Average Daily Attendance (ADA) for the first year** plus an annual fee of **$100 per** authorized Dashboard user each year. All monthly compensation is due and payable on the 1st of each month **beginning upon completion of implementation**. DMS shall provide to the school access only to Delta Insights dashboard with expense and revenue widgets and board reporting. All other enhancements will be subject to an additional fee.

      iii. The School shall pay to DMS compensation for Authorizer Reporting and Training Services, including SACS and Alternative Form training, at a minimum fee of **$1,500**, which includes up to five (5) hours of services. Additional hours beyond the initial five (5) hours shall be billed at a rate of **$200 per hour, billed in increments of one-tenth (0.1) of an hour**.

      iv. The School shall be responsible for all costs related to licensing, training and software maintenance of the agreed upon accounting system as stated in the scope of

services via direct agreement between School and NetSuite. Changes in the accounting software will constitute an additional implementation fee.

DMS' services fee covers all services set forth in the Scope of Services attached hereto, with the exception of pre-approved and documented travel costs consistent with the School's expense reimbursement policy which shall be billed separately at standard rates and Federal Express expense. All other out-of-pocket expenses are inclusive in DMS' standard monthly fee. Additional services (including but not limited to: bond/note financing services, private grant application and management services, and other services not described in the Scope of Services) are available at an additional cost to be negotiated between DMS and the School via separate agreement prior to the incurrence of such additional services.

6. **Contract Renewal.** This Agreement shall be renewable for consecutive single or multiple fiscal year terms, by mutual agreement, each such term beginning at the end of the prior period's agreement. Pricing for future years will be negotiated at the time of renewal.

7. **Entire Agreement; Amendments.** All discussions, negotiations and prior agreements between the School and DMS regarding the services to be provided during the Term of this Agreement and pursuant to the Scope of Services attached hereto are merged into this Agreement. This Agreement together with the Scope of Services and Security Standards is the entire agreement between the parties respecting the subject matter hereof. This Agreement may be amended only in writing. This Agreement is renewable by Amendment, subject to all terms and conditions herein unless otherwise agreed by the parties.

8. **Assignment.** This Agreement may not be assigned by either party hereto without the written consent of the other party.

9. **Time.** DMS agrees that time is of the essence in its performance of services under this Agreement.

10. **Termination.**

    A. Upon thirty (30) days written notice to the other party, in accordance with the Notices provision of this Agreement, either party hereto may terminate this Agreement for cause, determined as a material breach prohibiting the accomplishment of the parties' objectives upon entering into this Agreement, provided the party seeking to terminate the agreement gave the other party thirty (30) days written notice to cure the breach(es) and the party did not cure within the thirty (30) days.

    B. Upon termination by either party, DMS shall be paid compensation as described under Paragraph 5, Compensation, above incurred through the date of termination. DMS (i) will deliver a copy of the School Information in its possession or control (including in

the Accounting System) in an industry-standard format within thirty (30) days after the effective date of termination and ensure that the School has access to the Accounting System for at least 30 days after the effective termination in order to allow the School to download the School Information stored within the Accounting System. The following sections shall survive any termination or expiration of this Agreement: 10(B), 11(B), 12(B), 13 – 18.

11. **Termination Without Cause.**

A. Either party may terminate this Agreement without cause by providing written notice to the other party no less than one hundred twenty (120) days prior to the end of a fiscal year during the Term of this Agreement. Any such termination shall become effective on the last day of that fiscal year, and all services to be provided by DMS under this Agreement shall cease as of June 30 of that fiscal year, unless otherwise agreed to in writing by the parties.

12. **Information.**

A. **Ownership and Accuracy.** The School, its officials, staff, and board will be providing DMS various data, records, studies, computer print-outs and other information and representations as to the facts relating to the School and its operations. DMS will be using and relying upon such data, records, studies, computer print-outs and other information in the preparation of DMS' work products. All such data, records, studies, computer print-outs and other information, and compilations created therefrom, are considered as and shall remain the property of the School. DMS shall not be obligated to establish or verify the accuracy or completeness of the information furnished to DMS by the School, its officials, staff, or board, and DMS bears no liability in the event any such information is deemed to be false, misleading or inaccurate or otherwise violates any law, regulation or order. In the event of any such determination, the School shall defend, indemnify and hold DMS harmless from and against any claim, suit, proceeding or loss, damages, or liability of any kind related to the information provided by the School, its officials, staff, and board to DMS.

B. **Confidentiality.** "Confidential Information" means any information, know-how and trade secrets in any form that either are (i) designated as "proprietary," "confidential", or with words of similar meaning at the time of disclosure or (ii) a reasonable person knows or should reasonably understand to be confidential. School Information is Confidential Information of the School. The School and DMS agree that each will ensure no use, dissemination, or disclosure of any Confidential Information of the other party to any person, firm or business, except as necessary to perform obligations or exercise rights or privileges set forth in this Agreement and the Scope of Services, attached hereto, and then only as agreed by the parties, provided that any such

third parties shall, before they may access such information, either (i) execute a binding agreement to keep such information confidential or (ii) be subject to a professional obligation to maintain the confidentiality of such information. Each party agrees it will receive all Confidential Information in trust and confidence and it will treat all Confidential Information with the same degree of care as it accords to its own Confidential Information of like sensitivity, but in no event less than a reasonable level of care. Notwithstanding the foregoing, Confidential Information may be disclosed as required by any governmental agency or as legally required, provided that before disclosing such information the disclosing party must provide the non-disclosing party with sufficient advance notice but in any event no less than five (5) business days' of the request for the information to enable the non-disclosing party to exercise any rights it may have to challenge or limit the requesting party's authority to receive such Confidential Information.

C. **Security.** DMS will, and will ensure that all of its subcontractors, comply with the obligations set forth in the Security Standards attached to this Agreement, which may be amended as necessary to meet industry standard practice for the administration of public charter schools.

13. **Standards & Liability.**

A. DMS shall perform its services pursuant hereto in accordance with competent professional standards. The liability of DMS to the School for any breach of these standards arising out of or related to this Agreement or the services performed hereunder shall not exceed the aggregate limit of DMS's errors and omissions insurance limit at the time of the breach, which shall in no event be less than $2,000,000.

B. DMS will defend and indemnify the School and its affiliates, directors, officers, and employees against all settlement amounts approved by DMS and any liabilities, damages, losses, costs, fees (including legal fees), and expenses in connection with any third party legal proceeding (including action by a government authority) to the extent arising from: (i) DMS's gross negligence, fraud, or willful misconduct; (ii) any personal injury, or death related to DMS's performance of the services; and (iii) an allegation that DMS personnel are entitled to employee compensation, benefits, or other rights.

C. DMS shall not be liable for mistakes of judgement or other actions taken in good faith unless such error results from an intentionally wrongful or grossly negligent act of DMS.

14. **Severability.** If any provision of this Agreement is unenforceable or invalid under any applicable law or is so held by applicable court decision(s), such unenforceability or invalidity shall not render this Agreement unenforceable or invalid as a whole. In such event, such provision shall be changed and interpreted so as to best accomplish the objectives of such unenforceable or invalid provision within the limits of applicable law or court decision(s).

15. **Waiver.** The failure of either party to require performance by the other party of any provision hereof shall not affect the full right to require such performance at any time thereafter unless otherwise agreed by the parties in writing; nor shall the waiver by either party of a breach of any provision hereof be taken or held to be a waiver of the provision itself unless otherwise agreed by the parties in writing.

16. **Counterparts; Scan/Facsimile.** This Agreement may be signed in counterparts and shall be effective against signatures by scan/facsimile (in an email, PDF or otherwise). Each counterpart when so executed shall constitute an original and all of which together shall constitute one and the same instrument.

17. **Governing Law.** This Agreement shall be construed in accordance with the laws of the State of California. DMS and the School agree that no legal action may be brought against the other more than two (2) years after the date the claim giving rise to such action became known by the party asserting the claim or exercising reasonable diligence should have been known to that party.

18. **Independent Contractor.** DMS's relationship to the School is that of an independent contractor. Nothing in this Agreement or in the activities contemplated by the School and DMS shall be deemed to create an agency, partnership, employment, or joint venture relationship between the School and DMS. DMS is solely responsible for: its personnel's acts and omissions; staffing, instructing, and managing personnel performing services; and determining its personnel's compensation (i.e., any stated rates for Services provided are not wage rates). The School acknowledges that DMS is not an accounting or law firm, and no services or written or oral communications made by DMS during the course of providing services are or should be construed as tax or legal advice. DMS neither assumes nor underwrites any liability of the School except as set forth herein and acts only as a provider of the services in the Scope of Services attached hereto, which are ministerial in nature. In the event the School hires an employee of DMS within six (6) calendar months of that employee working for DMS, the School shall pay to DMS a finder's fee of twenty-five percent (25%) of the employee's salary at time of hire as paid by the School or of the employee's most recent salary at DMS, whichever is greater and which shall be due and payable immediately upon hire and which obligation applies only to hires occurring during the Term of this Agreement and does not apply to hires made after the expiration or earlier termination of the Term. Such fee is necessary to compensate DMS for the unique training investment

to train its staff into the specialized industry of public charter school finance and reporting.

19. **Government Code.** DMS and its representatives are not public officials or participating in governmental decisions, as those terms are used in Section 87100 of the California Government Code or otherwise. No actions or opinions necessary for the performance of DMS' duties under this Agreement will cause DMS to be a public official or to be participating in governmental decisions, as those terms are used in Section 87100 of the California Government Code or otherwise.

20. **Notices.** All notices, demands, requests, consents, approvals, or other communications required or permitted to be given under this Agreement (each, a "Notice") shall be in writing and shall be deemed to have been duly given when (a) delivered by hand (with written confirmation of receipt); (b) sent by nationally recognized overnight courier (with written confirmation of receipt), in each case to the address set forth below; or (c) sent by email to the email address set forth below, provided that confirmation of receipt (including by non-automated reply email from the receiving party's designated contact) is obtained, in which case Notice shall be deemed effective as of the date and time such confirmation is received by the sending party. Notice by email shall not be deemed effective absent such confirmation of receipt. Each party may change its notice information by providing written notice to the other party in accordance with this Section.

A. **If to the School:**

Magnolia Educational & Research Foundation
Attention: Cafer Turan
250 East 1ST Street, Suite 1500
Los Angeles, CA 90012
Email: Cturan@magnoliapublicschools.org

B. **If to DMS:**

Delta Managed Solutions, Inc.
Attention: Chief Executive Officer
1451 River Park Drive
Sacramento, CAA 95815
Email: joanne.fountain@charteradmin.com

[Balance of Page Intentionally Left Blank; Signature Pages Follow]

IN WITNESS WHEREOF, this Agreement has been executed and delivered for and in the names and on behalf of the School and DMS as of the date set forth above.

MAGNOLIA EDUCATIONAL & INC. RESEARCH FOUNDATION	**DELTA MANAGED SOLUTIONS,**
By: _____	By: _____
Name: _____	Name: Joanne Fountain
Title: _____	Title: Chief Executive Officer

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION / DELTA MANAGED SOLUTIONS, INC.

SCOPE OF SERVICES

In performing under this Agreement, DMS shall perform services that reasonably conform to those as described below:

FISCAL SERVICES:

- DMS shall utilize the NetSuite comprehensive accounting system, including all requisite fund accounting and general ledger and accounts payable/receivable modules (the "accounting system"). School shall be responsible for all costs related to acquisition, licensing, training and software maintenance of the accounting system via a direct agreement between School and NetSuite. The system will be fully SACS-compliant and capable of producing standardized SACS reports for financial reporting to the School's authorizer and other public agencies as required. DMS shall not use any accounting system other than NetSuite without the School's prior written consent, which the School may deny or grant in its sole discretion. The system will be accessible by authorized School staff, state and local entities for review and audit reconciliation and for the download of the School's Information stored in the accounting system in electronic format. School shall be responsible for the cost and maintenance of the hardware and/or software and any other costs, if any, to establish any local internet connections to access the accounting system from the school site.

- DMS shall provide advisory services in relation to the School's monthly cash flow needs, coordination of expenditure timing to match revenue flow (see Scope of Services - Purchasing/Procurement below) and other similar services as required. DMS can coordinate long term cash flow financing for the School, if requested and subject to the School's qualification, for an additional fee to be determined at such time via separate agreement.

- DMS shall assist the School in developing a satisfactory system of financial controls to ensure financial stability, including working with the School to develop or update a Fiscal Procedures & Policies Manual, if requested. School staff is responsible for implementing the on-site accounting and fiscal controls and procedures as outlined in the School's approved policies and procedures.

- DMS shall assist the School in establishing and maintaining an external bank account(s) outside of the County Treasury and will administer and reconcile all banking transactions through this external bank account(s) and the School's County Treasury account(s). Accounts will be held in the School's name; DMS will hold no School bank account(s), nor be a signatory on School account(s).

- DMS shall work directly with the School's chosen independent auditor regarding the School's annual audit to ensure all necessary financial information is provided in a full and timely manner. DMS shall not be involved in the attendance portion of the audit except to prepare reports using attendance data provided by the School upon request (see Scope of Services - Compliance/Reporting below) and to provide copies of the School's P-1, P-2, and Annual ADA reports to the auditor as needed.

- DMS will provide additional accounting services including but not limited to quarterly reconciliations and year end closing for up to 8 LLCs. This service will be provided on an agreed upon system.

- DMS shall provide to the school access only to Delta Insights dashboard with expense and revenue widgets and board reporting. All other enhancements will be subject to an additional fee.

POST-PAYROLL REPORTING SERVICES:

- DMS shall prepare and submit all California required post-payroll-related reports and filings and process all post-payroll-related payments, including but not limited to: California State Teachers' Retirement System (STRS) and Public Employees' Retirement System (PERS) contribution calculations, and other benefits calculations and payments directly related to post-payroll payment processing. DMS services do not include 401a/403b/457 TPA duties, which should be performed by a TPA specializing in this area to ensure continuing qualification of such plans under the Internal Revenue Code. DMS services do not include back reporting or correcting California State Teachers' Retirement System (STRS) and Public Employees' Retirement System (PERS) outside of this contracted term unless the back reporting falls within a prior contracted term.

- DMS shall not be responsible for reporting pursuant to the Affordable Care Act (ACA) as such reporting is based on information for which the School's healthcare broker and/or payroll service provider is responsible.

- DMS shall assist the School in obtaining any necessary accounts for STRS/PERS reporting, which DMS shall file pursuant to required procedures for such reports in the School's county(ies). DMS is not responsible for late fees or penalties due to the timing of the School's chosen pay periods in relation to the deadlines for retirement reporting. The School is responsible for the submission of the ACH contribution payments to the county.

- The School shall be responsible for providing DMS with accurate and timely payroll data from the payroll system and as requested of the School from DMS.

PURCHASING/PROCUREMENT:

- The School shall be responsible for initial creation and approval of all purchases, including

inputting such orders into the NetSuite accounting system. The School is solely responsible for ensuring that all items ordered are suitable for public educational purposes (e.g. non-religious materials). Once purchases are approved by the School's authorized staff, the School shall further be responsible for delivering approved purchase orders (POs) to vendors (i.e. placing the order). All POs shall reflect School as the shipping and billing address (which may include School staff addresses for shipping if authorized by School). Once the order is received by the School, School staff is responsible for marking items as received, including marking items as received in the accounting system.

- DMS shall print regular batch run checks twice weekly on mutually agreed upon days (using a pre-set electronic signature image from an authorized signer on the School's main operating bank account built into the blank check stock) and deliver all payments to the vendors, integrating accounts payable with Fiscal Services as described in this Scope of Services for payment timing optimization and coordination of purchasing activities to coincide with timing of revenue limit receipts. Delivery shall be via standard U.S. mail. Emergency checks will be sent via Federal Express account provided by the school. The school is responsible for all Federal Express expenses. DMS will process payroll emergency checks as requested, process Amazon ACH, record Bill.com transaction, and monthly recurring invoices.

- Throughout the purchasing and accounts payable process, all account activity will be visible to School staff on the chosen accounting system, according to the school's provided workflow.

- School is responsible for aligning all purchases with Board-approved purchasing policies and obtaining all required board approval or ratification for purchased items. School is responsible for ~~A~~all employee reimbursement input. DMS shall print and mail checks. Delivery shall be via standard U.S. mail unless otherwise stated.

- DMS shall reconcile purchasing activities with the School's external banking account(s). Accounts will be held in the School's name; DMS will hold no School bank account(s), nor be a signatory on School account(s).

- School shall minimize the use of emergency checks to critical time-sensitive payments only. In the event the School must have a payroll related emergency check, School shall notify DMS immediately of its intent to have an emergency check and shall then provide DMS with all information for the emergency check, allowing DMS one business day processing time.

- School agrees to provide DMS with view only access necessary to complete the positive pay process to all School bank accounts (including credit card accounts). If online access is unavailable, School shall provide any banking or credit card statements to DMS immediately

upon receipt.

- DMS shall prepare and submit annual 1099 reporting, and assist with periodic use tax reporting to the appropriate agencies. Regarding vendor maintenance, the School is responsible for requesting W-9s from new vendors and submitting those to DMS for vendor set up in the accounting system. School is responsible for providing accurate and timely W-9's and vendor information to DMS to ensure reporting deadlines are met.

- At the School's request, DMS shall assist the School in developing and approving a fixed asset capitalization policy, clarifying what items constitute fixed assets for accounting purposes. The School shall implement and maintain an updated on-site physical inventory of fixed and non-capitalized assets based on the approved policy and shall provide appropriate reporting to DMS of such inventory in order to coordinate with Fiscal Services as described in this Scope of Services. DMS shall be responsible for maintaining the fixed asset register in the accounting system, computing depreciation and average life, and coordinating such fixed asset register with auditors during the School's annual audit.

COMPLIANCE/REPORTING:

- DMS shall assist the School as requested with submitting the Consolidated Application and Reporting System (CARS) reporting, federal Cash Management quarterly reporting, SB740 Facility Grant applications, special education maintenance of effort (MOE) reporting, Quarterly Benchmark Reporting under the Public Charter Schools Grant Program, ESSA per-pupil expenditure (PPE) reporting, new Public Charter Schools Grant Program applications for new charters within the School network following new charter approval, CALPADS data export from the School's student information system and corresponding submittal to the California Department of Education, and related state and federal program compliance and budget reporting. School shall be responsible for underlying CALPADS data entry into the School's Student Information System, LCAP creation (except for minimum proportionality percentage calculations and goal/service expenditure estimates or equivalent LCAP financially-related reporting, which DMS shall provide), SARC preparation (except for per-student expenses), and all State-mandated testing. School shall be responsible for forwarding any requests for information or submittals received from the California Department of Education (CDE), (or other agency, to which the School is required to provide a response), for which the School requests DMS's assistance in providing response for any financially-related portions, to DMS's offices immediately upon receipt.

- DMS shall act as advisor to the School regarding preparation of all Continuing Disclosure financial reporting related to outstanding bond issues of the School and shall assist the School in preparing and submitting completed reports to the Dissemination Agent or MSRB EMMA system, as requested by School.

- DMS is not responsible for preparation or submittal of federal and state income tax forms relating to the School's tax-exempt status, including but not limited to IRS Form 1023, IRS Form 990, FTB Form 3500, and FTB Form 199. These forms are generally handled by the School's attorney or independent auditor, respectively. DMS shall timely provide all financial information requested by the School, attorney, or independent auditor to timely complete these filings.

DMS and the School shall be jointly responsible for training of the School, its officials, and staff regarding the ministerial coordination required between DMS and the School. The School, its officials, staff, and parents agree to comply with and adhere to any licensing requirements of any and all software acquired and implemented by DMS on behalf of the School according to all terms and conditions of use for such software.

Attached are further details of agreed upon scope of service accountability as discussed between the school and DMS for reference only and subject to change upon collaborative agreement.

SCHOOL and DMS Accountability Matrix			
Finance DMS School		DMS	School
Budgeting			X
	Budget development		X
	Multiyear pojections		X
	Cash Flow Forecasting		X
	Board Financial Reporting and Presentation		X
	Fiscal policies and internal contrals Documentation		X
	Fixed Asset Tracking	X	
	SACS Reporting		X
		DMS	School
Gerneal Ledger and Accounting System Management			
	PR Imports	X	
	Employees in Netsuite	X	
	Journal Entries (Reclasses, shared employee reallocations, interorganizatio	X	
	Cash Receipts	X	
	ACH's	X	
	All Reconciliations for the GL (Balance sheet stmts)	X	
	Maintining Chart of Accoutns	X	
	Partnering in software implementation	X	

		Year End Closing	X	
		Unaudited Actuals Board Report	X	
		Weekly check in meetings with Cafer	X	
		Monthly reporting	X	
		Quarterly Reporting	X	
		Bond Reporting	X	
		LLC Accounting	X	
		Leases	X	
			DMS	SCHOOL
	Audit Coordination and Support			
		Monthly Checkin Meetings	X	
		Oversite Audit	X	
		Regular Audit	X	
			DMS	SCHOOL
	State and Federal Compliance Reporting			
		CARS	X	
		MOE	X	
		ASES	X	
		Cash Management	X	
		SB 740	X	
		SPED Expenditure	X	
		Prop 28	X	
		ELOP	X	
		Educator Effectiveness	X	
		TBD	X	
AP			DMS	SCHOOL
		Invoice Input		X
		2nd review and approval		X
		Print checks and mail	X	
		Print and mail ECRS	X	
		Bank Reconciliations	X	
		1099 Filing	X	
		2 X daily verify Positive Pay	X	
		Outstanding Check List	X	
		Employee Reimbursement - print checks	X	
PR/RT			DMS	SCHOOL

		Keep as current processes	X	
		Process same day termination checks	X	
		New Legislation updates and reporting	X	
		Retirement audit and Adjustments	X	

Collaborative Review with DMS and

School AP Invoice Review

MPS Team: Lesia enters all invoices, MPS Finance Team member reviews, and Cafer approves.

Review: Invoice date, coding, vendor address, ECR or not, backup. Reject: if incorrect site. Other corrections to be made after checking with Lesia without rejecting them.

DMS AP will continue to enter ECRs that Brock sends, Amazon (ACH 2 days a month), and recurring. (1 month 30 invoices)

School Expense Reports- DMS Printing

Checks **DMS AP** – prints checks and save

check copies. **SACS Reporting: Budgets**

(July, FIB, and SIB)

If NetSuite Integration with Adaptive is successful

- Budget data in NetSuite will be SACS compliant (benefit object codes updated and Goal-Function included).
- Resources to be balanced using budget data from NetSuite
- Cleanup Actuals: add missing goal-function codes, update invalid account strings, Update Special Ed coding for MSA4,6,7, and 8 to match LAUSD requirements.
- Plan to spend 3-4 hours per school to prepare dataset for import.
- Conversion to SACS format (comma-delimited text file)
- If data is compliant, free of errors, and includes all necessary information, plan to spend approximately 2 hours per site to complete SACS reports.

If NetSuite Integration with Adaptive doesn't work as planned:

- All steps to be completed as listed above under successful integration
- Add goal- function codes to budget datasets
- Update benefits codes to align with salary percentages.
- Plan to spend approximately 6 hours preparing the data for imports.

Links to FCMAT Training Videos- https://www.fcmat.org/sacs-web-

system-training 5 hours of SACS and Alternative Form training at $1500

and $200 per hour

FedEx- School to cover

Coversheet

Approval of MPS 2026-27 Uniform RFP Winning Bid Selection

Section: VII. Action Items
Item: O. Approval of MPS 2026-27 Uniform RFP Winning Bid Selection
Purpose: Vote
Submitted by:
Related Material: VII.O - Uniform RFP 2026-27 Board Cover Page_FINAL.pdf

Agenda Item:	VII.O - Action Item
Date:	June 17, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Suat Acar, COO
RE:	Approval of the winning bid for the Uniform RFP 2026-27

Action Proposed:

Approval of Award of Contract for 2026-27 Student School Uniform Services to Uniformity & DM Graphics

Purpose:

The purpose of this item is to obtain Board approval to award a contract for student school uniform services for the 2026-27 school year. The selected vendor will provide school uniform ordering, production, inventory management, parent purchasing support, direct school deliveries, and related services for Magnolia Public Schools students and families.

Background:

On May 11, 2026, Magnolia Public Schools issued a Request for Proposal (RFP) for Student School Uniform Services for the 2026-27 school year (Exhibit 1). The RFP was publicly advertised and solicited proposals from qualified vendors capable of providing uniform production, ordering platforms, parent support services, inventory management, and delivery services to MPS campuses.
The proposal submission deadline was May 29, 2026. MPS received two responsive proposals by the deadline as stated below:

1. Uniformity & DM Graphics (Exhibit 2)
2. Cascade Trade LLC (Exhibit 3)

An Evaluation Committee consisting of Home Office staff and school site representatives reviewed the submitted proposals using the evaluation criteria established in the RFP.

Analysis:

The RFP specified that proposals would be evaluated based on best overall value to MPS rather than lowest cost alone. Evaluation criteria included pricing, product quality, ordering platform, parent experience, delivery capacity, vendor experience, value-added services, and implementation readiness.

Following review and evaluation, the proposals received the following scores (Exhibit 5):

Evaluation Category	Weight	Uniformity & DM Graphics	Cascade Trade LLC
Pricing & Total Cost	30	24	27
Product Quality, Durability & Samples	20	16	16
Ordering Platform, Parent Experience & Billing	15	15	12
Delivery Capacity & July 31 Deadline	15	12	13
Vendor Experience & References	10	10	8
Value-Added Services	5	5	5
Contract Terms, Responsiveness & Implementation	5	5	4
Total Score	**100**	**87**	**85**

Although Cascade Trade LLC submitted a competitive proposal with lower pricing in several categories, Uniformity & DM Graphics received the highest overall evaluation score.

Uniformity & DM Graphics currently serves as MPS's uniform provider and has established ordering systems, inventory management processes, delivery logistics, branding specifications, customer service infrastructure, and parent familiarity with MPS uniform requirements. The Evaluation Committee determined that retaining the incumbent vendor significantly reduces implementation risk, eliminates transition costs, and provides operational continuity for students, families, and school staff.

Additionally, Uniformity & DM Graphics demonstrated strong customer service capabilities, a physical retail location serving MPS families, established inventory levels, value-added student workforce opportunities, and extensive experience supporting MPS campuses.

Based on the evaluation results and overall value to MPS, the Evaluation Committee recommends awarding the contract to Uniformity & DM Graphics.

Impact:

Approval of this contract will ensure continued availability of student uniforms, maintain uninterrupted service for MPS families, support annual MPS-funded uniform distribution, and provide a consistent ordering and delivery process across all MPS campuses for the 2026-27 school year.

Budget Implications:

Uniform purchases are included within each school's approved operating budget and student uniform allocations. Staff anticipate that the expenditures of each site under this contract will be funded through existing budgeted resources. Actual expenditures will vary based on student enrollment and annual uniform distribution requirements. (See exhibit 4)

Committee Recommendations:

N/A

Exhibits:

1) RFP for Uniforms 2026-27-Posted PDF
2) Uniformity & DM Graphics Proposal
3) Cascade Trade LLC Proposal
4) Uniform 2026-27 Needs Assessment fiscal analysis
5) MPS Uniform RFP Evaluation Report

MAGNOLIA PUBLIC SCHOOLS

REQUEST FOR PROPOSAL (RFP):
SCHOOL UNIFORM SERVICES 2026-27

This Request for Proposal (RFP) is for the purpose of obtaining competitive proposals to provide school uniform services for Magnolia Public Schools.

The goal of Magnolia Public Schools uniform service program is to provide quality apparel, timely and organized delivery of orders, managed and stored inventory, customer satisfaction, and payment resolution.

RFP INFORMATION AT A GLANCE

Bid Title:	Student School Uniforms
Send Proposals to both the email and physical address stated here:	Magnolia Public Schools 250 E 1st St. Ste. 1500 Los Angeles, CA 90012 Email: sacar@magnoliapublicschools.org
Due Date & Time:	**5/29/2026 5pm**
Contact Information:	Suat Acar Chief Operations Officer Phone: 520-285-6488 (Cell) Email: sacar@magnoliapublicschools.org

TABLE OF CONTENTS

Contents

I. RFP Submission and Award 2

II. Vendor Requirements 2

III. MPS Requirements 3

IV. Requested Price List Format 3

V.-VI Evaluation Procedures & Timeline and Vendor Checklist 4

I. RFP Submission and Award

1. **Proposals will be accepted until 5:00pm on 5/29/2026.** Proposals shall be submitted as follows:
    a. Electronic copy emailed to: Suat Acar.
    b. Hard copy in a sealed envelope marked "***MPS School Uniform Service Proposal 2026-27***"
2. Magnolia Public Schools reserves the right to reject any or all proposals
3. MPS reserves the right to award this RFP to one vendor, multiple vendors, or no vendor, in whole or in part, based on the best interests of MPS.
4. The chosen vendor(s) will be the one(s) whose experience, financial capabilities and resources demonstrate their ability to perform the services required.
5. Proposals shall include the following information:
    a. Brief overview of the company/company profile
    b. Product Details (include type of material used, product reviews, etc.)
    c. Pricing (per item, size, color etc.)
    d. Process Detail (include all aspects from ordering to delivery). Please make sure to detail all delivery operations, including possible fees and/or charges, for each MPS site or to the parents.
    e. Value Added Details , if any including but not limited to store credit to MPS, volume discounts/rebates etc.
    f. Three (3) Current references
6. If additional information is required, please contact: **Suat Acar**, **Chief Operations Officer, Magnolia Public Schools** in writing at: sacar@magnoliapublicschools.org or by phone at 520-285-6488

II. Vendor Requirements

1. The vendor(s) shall propose a price per item based on the quantity needed.
2. The vendor(s) shall maintain an adequate inventory of polo-style shirts, hoodie sweaters, P.E. T-Shirt, P.E. shorts, with colors to be approved by Magnolia Public Schools including but not limited to navy blue, gray and black .
3. Each item for Magnolia Public Schools will have an embroidered or printed school logo. All MPS logos, school logos, artwork, and branding remain the property of Magnolia Public Schools. Vendors may not use, reproduce, alter, or display MPS branding except for the purpose of fulfilling approved MPS uniform orders.
4. Vendor(s) shall provide an order form to include a "package" of several items for easy ordering.
5. Sample sizes will be made available for each age group and item.
6. Orders must be fulfilled within two (2) weeks of the vendor's receipt of the order form.
7. MPS will provide one set of free uniforms to each student annually and will pay the vendor directly for these sets. For purposes of this RFP, one annual MPS-funded uniform set shall include the following items: [insert items, e.g., two polo shirts, one PE shirt, one PE short, one hoodie, etc.]. Vendors must provide itemized pricing for the full set and for each individual item." Any additional order will be placed by the parents directly with the vendor and will be paid by the parents. The vendor(s) shall work with MPS to create a smooth procedure for purchasing and billing. Please explain if you have any existing systems for efficient purchasing and billing.
8. Vendor(s) will fulfill orders via shipping, delivery, or providing a location for pick-up, directly to the parent. Storefront location is desirable. Online ordering is preferred
9. Returns or damaged items will be resolved between the vendor(s) and the parent/guardian.
10. Magnolia Public Schools may also order directly from the vendor(s) if needed.

11. The selected vendor must provide all required business, tax, insurance, and compliance documentation prior to contract execution, including a W-9, certificate of insurance, and any other documentation requested by MPS.
12. Vendors must describe their customer service process, including hours of availability, response time, exchange/return procedures, refund procedures, damaged-item replacement process, language access support, and escalation process for unresolved parent concerns.

13. Delivery Requirements

- All uniform orders placed under this RFP shall be delivered directly to each individual school site as specified in the list of school addresses included in this RFP.
- The Vendor is responsible for ensuring that all bulk orders are received at each designated school site no later than **5:00 PM on July 31, 2026**.
- Deliveries must:
    - Be completed in full (no partial shipments unless pre-approved in writing by the District).
    - Be clearly labeled by school site and order reference.
    - Be coordinated to ensure receipt by appropriate school personnel during normal business hours.
- Failure to meet delivery deadlines may be considered in vendor performance evaluation and may constitute grounds for cancellation, non-renewal, or future disqualification.
- Late proposals may be rejected at MPS's sole discretion. MPS is not responsible for delayed delivery, failed email transmission, or other submission issues.
- The Vendor assumes full responsibility for logistics, transportation, and timely delivery to all listed locations.

III. MPS Requirements

1. MPS will provide the vendor(s) with the number of students per each MPS Site.
2. MPS will notify the vendor(s) of parent information sessions of sites and registration dates **two weeks in advance** of the event.
3. Following is the list of all MPS Sites and their addresses:
    a. MSA 1: 18238 Sherman Way, Reseda, CA 91335
    b. MSA 2: 17125 Victory Blvd, Van Nuys, CA 91406
    c. MSA 3: 1254 E Helmick St., Carson, CA 90746
    d. MSA 4: 11330 Graham Pl., Los Angeles, CA 90064
    e. MSA 5: 18238 Sherman Way, Reseda, CA 91335
    f. MSA 6: 1512 Arlington Ave., Los Angeles, CA 90019
    g. MSA 7: 18355 Roscoe Blvd., Northridge, CA 91325
    h. MSA 8: 6411 Orchard Ave., Bell, CA 90201
    i. MSA Santa Ana: 2840 W 1st St., Santa Ana, CA 92703
    j. MSA San Diego: 6525 Estrella Ave., San Diego, CA 92120
    k. MSA Orange County Anaheim Site: 412 W Carl Karcher Way, Anaheim, CA 92801
    l. MSA Orange County Irvine Site: TBD, site currently not in operation within the 2025-26 school year.
4. MPS Enrollment Count for 2025-26 & Individual Sites' Uniform Preferences

Powered by BoardOnTrack

MPS anticipates serving approximately 4,100 students across its campuses during the 2026-27 school year. Final enrollment counts by school site will be provided to the selected vendor(s) for planning, sizing, ordering, delivery, and inventory purposes

IV. Requested Price List Format

The school requests that a table similar to the following be provided as part of the response to this RFP for price comparisons. The responding vendor can come up with its own format as it sees appropriate to communicate the price, color etc. of the items.

Item	Youth XS-XL	Adult S-XL	Adult 2XL+	Logo Method	Setup Fee	Minimum Order	Delivery Fee	Estimated Turnaround
Polo shirt, short sleeve with school logo								
Polo shirt, long sleeve with school logo								
PE T-shirt								
PE shorts								
PE sweatpants								
Hoodie								
Zip-up sweater								
Windbreaker/jacket								

V.Evaluation Procedures and Timeline

The Chief Operations Officer will assemble an Evaluation Committee consisting of Home Office staff and school site representatives, including principals or designees. The Evaluation Committee will review all timely proposals and may request clarifications, samples, interviews, demonstrations, or best-and-final pricing from proposers.

Powered by BoardOnTrack

Proposals will be evaluated based on best overall value to MPS. MPS is not required to select the lowest-priced proposal. Evaluation criteria may include pricing, product quality, delivery capacity, ordering and billing systems, parent experience, vendor references, service responsiveness, value-added benefits, and overall alignment with MPS operational needs.

The Evaluation Committee's recommendation will be presented to the MPS Board of Directors for consideration at the June 11, 2026 Regular Board Meeting. The MPS Board of Directors will make the final award decision.

Evaluation Criteria

Proposals will be evaluated based on the criteria below. MPS is not required to select the lowest-priced proposal. The award will be made to the vendor or vendors whose proposal provides the best overall value to MPS, considering price, quality, service, delivery capacity, parent experience, and operational fit.

Category	Weight
Pricing and total cost	30%
Product quality, durability, and sample review	20%
Ordering platform, parent experience, and billing process	15%
Delivery capacity and ability to meet July 31 deadline	15%
Vendor experience and references	10%
Value-added services, rebates, discounts, or credits	5%
Contract terms, responsiveness, and implementation plan	5%
Total	**100%**

Uniform RFP 2026-27 Timeline

RFP Posted Date: May 11, 2026, Monday

RFP Submission Deadline/Due Date: May 29th, 2026 Friday

Evaluation Committee Meeting: June 2nd, 2026 Tuesday

MPS Regular Board Meeting: June 11, 2026 Thursday

VI. Vendor Proposal Checklist

Required Proposal Component	Included
Company profile and years in business	☐
Description of uniform items and materials	☐
Itemized pricing sheet using MPS format	☐
Description of ordering platform or process	☐
Parent ordering and payment process	☐
MPS direct billing process	☐
Delivery plan for all MPS sites	☐
Return, exchange, and damaged-item policy	☐
Sample package or sample availability	☐
References from three current school clients	☐
Value-added services, discounts, credits, or rebates	☐
Insurance and compliance documentation, if available	☐

UNIFORMITY

PROPOSAL FOR STUDENT SCHOOL UNIFORM SERVICES

2026-27 Academic Year

Prepared for:
Magnolia Public Schools

Prepared by:
Uniformity & DM Graphics

I. Company Profile and Years in Business

Company Overview & History

Since 1993, Uniformity has served as a premier, uniform provider deeply rooted in the Southern California community, combining localized care with large-scale logistical capability. Our decades of dedication to the students and families of Southern California have earned us the distinct honor of being recognized as an official "LA Legacy Business" by the City of Los Angeles. We view our business not just as an apparel provider, but as a dedicated community partner invested in outfitting the next generation of leaders.

A Story of Transformation

When Uniformity and DM Graphics transitioned to new ownership in late 2021, our primary mission was to elevate the customer experience. Recognizing the business's previous 2 to 3-star Google rating as a vital opportunity for growth, we invested heavily in rigorous operational restructuring and a renewed commitment to quality. Today, nearly five years later, that ongoing transformation is directly reflected in our current 4.9-star rating.

Certifications & Listings

To ensure a fully compliant and seamless partnership with Magnolia Public Schools, we maintain the following active certifications and vendor registrations:

Diversity & Small Business Certifications:

- Small Business (micro) through DGS
- APBE (Asian Pacific Business Enterprise)
- SDB (Small Disadvantaged Business)

Local & Procurement Registrations:

- Official LA Legacy Business
- Registered with RampLA
- Metro Vendor 21308086
- LAUSD Vendor 146204

Meet Our Staff

Our operations are backed by specialized, in-house technical divisions to ensure a seamless client experience:

Executive Leadership & Client Relations

- **David Morgan (CEO):** Holds an M.A. in Sociology and brings a dynamic entrepreneurial mindset to the company, backed by years of proven experience leading impactful community projects, development consultancy, and community outreach initiatives.
- **Asuntha Morgan (Retail Manager):** Holds a Diploma in Intercultural Relations. She brings extensive expertise in customer service and community development.

Financial & Compliance Oversite

- **Andrea Morgan (CFO & Payroll Specialist):** Holds a BSHA and serves as a Notary Public and Livescan Fingerprint operator, serviced by the company Accuprint Biometrics & Notary (a division of Uniformity & DM Graphics).

Operations, Logistics & Inclusive Production

- **Shalitha Wedage (Operations & Account Manager):** Holds an MBA, ensuring smooth logistical operations. Specialized in workflow automation and agentic ai implementation under the company SmartFlow Dynamics (a division of Uniformity & DM Graphics).
- **Aaron Morgan (Production):** Operates as our deaf professional heading up production workflows. Aaron ensures our manufacturing, fulfillment, and customer touchpoints maintain an authentic, inclusive, and deaf-friendly environment.

Infrastructure, IT & Communications

- **Vanessa Morgan:** Holds a BACJ and specializes in multi-channel communications, social media management, internal training frameworks, website management.
- **Dello Morgan:** Technology specialist overseeing comprehensive IT support, platform infrastructure, network cybersecurity, and end-to-end website management for our secure, parent-facing ordering portal.

Core Values & Campus Security

Our foundational values are simple but unwavering: **Quality, Affordability, and Efficiency**. Furthermore, we deeply understand that standardized uniforms are a vital component of **school security**. By providing consistent and highly visible apparel, we help MPS staff instantly identify who belongs on campus, fostering a safer environment.

The "Why Us" Factor: The Uniformity Advantage

What sets Uniformity apart is our rare combination of large-scale logistical capability and small-business personalized care:

- **Turnkey Familiarity:** Because we already proudly serve MPS organization and students, there is zero learning curve. We already know your community, your colors, and your MSA branding requirements.
- **Unmatched Inclusivity & Modest Clothing Options:** We go beyond standard customer service. We offer extended operating hours (11:00 AM to 7:00 PM daily), assisted translation devices and select bilingual Spanish-speaking staff members, and a dedicated deaf-friendly environment. Furthermore, we provide modest clothing options, to describe the long-sleeve polos and tshirts. This can include for religious purposes.
- **Comprehensive Uniform Capabilities:** Our retail store is fully equipped to offer Dickies pants, shorts, belts, accessories and other uniform needs aligning with MPS Dress Code limiting the amount of trips parents have to take to purchase their child's uniforms.
- **Comprehensive Capabilities & Immediate Availability:** We provide on-site uniform sales, we provide a dedicated online ordering platform and supply promotional items for school marketing purposes, branding, and staff gifts. Crucially, we already maintain a large, comprehensive inventory of every MSA uniform item directly in our retail store, ensuring immediate availability for your families from day one.

II. Ordering Platform, Parent Experience, and Billing

1. Comprehensive Ordering Options

We understand that convenience and accessibility are top priorities for Magnolia Public Schools' families. To ensure a seamless experience, we offer a robust, dual-channel purchasing model:

- **Online Platform:** Parents can browse and purchase all approved MPS uniform items directly through our dedicated online portal at www.uniformitywear.net. Each MSA school has a dedicated webpage allowing parents to pick approved school polo colors. The

website is optimized for easy navigation, allowing parents to quickly select individual items or complete "packages" as requested.

- **Physical Storefront:** We maintain a fully staffed physical storefront located in North Hills. This provides families the valuable opportunity to bring their students in to try on samples for accurate sizing and to purchase uniforms in person.
- **Summer (Seasonal) Back to school onsite sales:** Administrators can request a calendar date in order to have uniformity staff bring products onsite to provide more purchase convenience to the MPS Community.

2. Customer Service & Accessibility

To ensure all MPS families receive exceptional support, our customer service process is designed to be highly inclusive and accessible:

- **Extended Hours:** Our North Hills storefront and return center is open every day from 11:00 AM to 7:00 PM providing families with ample after-school and weekend availability to resolve any issues. Please note that we are closed during major federal holidays, and notice of holiday closures can be found on our Google page or our website under holiday and store hours.
- **Language & Inclusive Support:** We are proud to offer a welcoming environment for the diverse MPS community. To ensure comprehensive and seamless language support for the diverse MPS community, we utilize professional assistive technology in conjunction with our dedicated, select Spanish-speaking staff. Furthermore, we provide a deaf-friendly environment with dedicated staff equipped to assist the deaf and hard-of-hearing community.
- **Parent Concerns:** Our dedicated team addresses all parent inquiries with immediate priority. Should a concern require further attention, we employ a systematic escalation protocol: matters are first directed to customer service, and subsequently to executive leadership, Asuntha Morgan (Retail Manager) or Shalitha Wedage (Operations Manager) within a 24-hour window to ensure absolute satisfaction. Families may contact our storefront at (818) 771-9045 during standard hours, via email at info@uniformitywear.net, or through our website's integrated chat feature, all of which adhere to this same resolution process.

3. Retail Fulfillment and Delivery Logistics

When parents place orders through our online platform, they are given total control over their preferred fulfillment method:

- **Fulfillment Channels:** Parents ordering online can select In-Store Pick-up, Direct-to-Home Shipping (at standard carrier costs), or Free Direct School Site Delivery for pre-orders taken during on-site school sales (available only during the summer period)
- **Ongoing Parent Orders Fulfillment Lead Time:** Standard replenishment on individual parent orders will be completely fulfilled within two (2) weeks of order receipt, strictly adhering to MPS requirements.
- **Parent-Funded Orders:** Exchanges within 7 days only. No Refunds. Shipping and Return Policy listed on website.

4. Streamlined Billing & MPS Direct Purchasing

We have designed a highly efficient purchasing and billing procedure to manage both parent-funded and MPS-funded transactions:

- **Annual Free Uniform Set (MPS-Funded):** For the one set of free uniforms MPS provides to each student annually, we will generate direct, itemized invoices to MPS.
- **Additional Purchases (Parent-Funded):** Any additional items ordered beyond the annual MPS-funded set will be paid for directly by the parents, either via our secure online payment gateway, at our physical point-of-sale in the North Hills store, or we also provide select on-site school sales for parents.

III. Requested Price List Format & Delivery Fees

Product Specifications

- **Brand & Fabric:** Our inventory primarily utilizes Hanes products, though we maintain flexibility contingent upon market supply. Standard items feature a durable 50/50 cotton-polyester blend, with the exception of T-shirts, which are a 90/10 cotton-polyester blend.
- **Decoration Method:** Windbreakers, letterman jackets, and cardigans will be embroidered. All other standard items will be screen printed.
- **Setup Costs:** No setup cost.

- **Minimum Order Quantities:** Minimum order quantities will reflect the exact fulfillment numbers from last year.

To access additional details, families are encouraged to visit our secure online portal at www.uniformitywear.net.
Samples are available upon request.

1. Annual MPS-Funded Uniform Bulk Pricing

The following table reflects the bulk order pricing specifically for the items Magnolia Public Schools will purchase directly to provide one annual uniform set to each student.

GARMENT	AVAILABLE COLORS	BULK UNIT PRICE (ALL SIZES)	LOGO METHOD	SETUP FEE	MIN ORDER	DELIVERY FEE
Polo	Royal, Red, Maroon, Navy, Grey, White, Black	$10.45	Screen printed	$0	Based on 2025 Bulk Order Historical Volume	See information regarding Bulk Order Delivery under Bulk Delivery Terms & Fees by Campus
PE T-Shirts	Grey	$6.25	Screen printed	$0	Based on 2025 Bulk Order Historical Volume	
Crew Neck Sweatshirt	Navy, Black	$14.20	Screen printed	$0	Based on 2025 Bulk Order Historical Volume	
Hooded Sweatshirt	Navy, Black	$19.40	Screen printed	$0	Based on 2025 Bulk Order Historical Volume	
Zipper Sweatshirt	Navy, Black	$21.20	Screen printed	$0	Based on 2025 Bulk Order Historical Volume	

** Note: While 2XL and plus sizes typically incur additional manufacturing costs, we offer a consistent flat-rate pricing model to ensure maximum convenience for your budget.*

** Note: All pricing shown in the table above excludes sales tax.*

** All items are subject to substitution based on similar products.*

2. In-Stock Parent Funded Uniforms (Retail, E-Commerce, Onsite School Sales) *Samples Available upon request*

GARMENT	AVAILABLE COLORS	DESCRIPTION	LOGO DECORATION METHOD	SET UP FEE	MIN. ORDER	DELIVERY FEE
Polo	Royal, Red, Maroon, Navy, Grey, White, Black	50% Cotton/ 50% Poly	Screenprinted	$0	N/A	See Retail Fulfillment and Delivery Logistics
Polo Long sleeve	Navy, Black	100% Cotton	Screenprinted	$0	N/A	
PE T-Shirts	Grey	90% cotton, 10% polyester	Screenprinted	$0	N/A	
PE Shorts	Navy	100% polyester	Screenprinted	$0	N/A	
PE Sweatpants	Navy	50 cotton/50 polyester%	Screenprinted	$0	N/A	
Crew Neck Sweatshirt	Navy, Black	50 cotton /50 polyester%	Screenprinted	$0	N/A	
Hooded Sweatshirt	Navy, Black	50 cotton /50 polyester%	Screenprinted	$0	N/A	
Zipper Sweatshirt	Navy, Black	50 cotton /50 polyester%	Screenprinted	$0	N/A	
Windbreaker	Navy	82% Polyester, 18% Rayon	Embroidered	$0	N/A	
Letterman	Black and Grey	65 cotton, 35 poly	Embroidered	$0	N/A	
Cardigan	Black, Grey	100% Acrylic	Embroidered	$0	N/A	

3. Bulk Delivery Terms & Fees by Campus (MPS-Funded Bulk Orders Only)

We maintain localized delivery routes optimized for the Magnolia Science Academy network. **All bulk orders can be delivered or produced prior to the agreed-upon delivery date with MPS.** Please note that the following fee structure applies **exclusively** to the bulk deliveries of the annual MPS-funded uniform sets to individual school sites:

Order Submission and Production Timeline: To guarantee delivery before July 31st, a comprehensive bulk order from each school site must be submitted, allowing for a production lead time of at least 30 business days. All PO'S have to reach Uniformity on or before June 19th.

Summer Fulfillment Policy: As the bulk order is being processed during the high volume-back to school period, supply levels may vary. We will initiate partial deliveries for in-stock apparel, while backordered items will be dispatched immediately following replenishment. Uniformity will maintain transparent communication with MPS leadership to secure formal authorization for partial or delayed shipments, ensuring all logistical actions remain in total alignment with district protocols.

FREE Bulk Order Delivery for the following schools: MSA 1, MSA 2, MSA 5, and MSA 7

Total shipping costs are guaranteed to be within $100-$500 for each individual school location: MSA 3, MSA 4, MSA 6, MSA 8, MSA 9, MSA San Diego, MSA OC, MSA PYL, and MSA Irvine. Uniformity & DM Graphics will provide final direct freight quotes for bulk delivery to these sites based on final enrollment, order counts, and weight. Note, last year total shipping costs was approximately about $1,200 total for all schools serviced by us (outside of the valley).

Bulk Order Returns and Exchanges: Any returns, damaged items, or sizing exchanges will be resolved directly between our dedicated staff and the parents/guardians during our extensive operating hours, completely removing this administrative burden from MPS school staff.

IV. Value-Added Services

Bulk Order

As done in the past, If a school does not have enough of certain items for distribution due to last minute sizing changes from the bulk order, as long as stocks last we will try our best to work with administration to assist with an exchange in order to fulfill the students and MPS needs.

At-Risk and Financial Hardship Student Uniforms

When funds for additional uniform items are not available for select families, Uniformity works directly with the school to ensure their needs are met.

The Youth Worker Program

At Uniformity, our commitment to Magnolia Public Schools extends far beyond providing high-quality apparel; we believe in actively investing in the futures of the students we outfit. To bridge the gap between classroom education and the job market, we are proud to offer the **Youth Worker Program**, an empowering initiative developed in collaboration with the city that we propose extending to MSA campuses.

This program provides selected youth workers (ages 14 to 24) with invaluable, hands-on experience in a real-world business setting. Eligible students can participate in paid internships for up to 120 hours. Because this is a city-backed initiative, the city provides hourly compensation for **eligible participating youth workers**, meaning this incredible opportunity comes at absolutely no financial cost to the students or Magnolia Public Schools.

Through this program, selected MSA students will be warmly welcomed into our daily operations. They will take on meaningful tasks related to bulk order fulfillment, summer sales, retail store operations, and production. This hands-on approach will equip them with highly transferable skills in:

- Customer Service and Professional Communication
- Inventory Management and Logistics
- Social Media and Marketing Strategy
- Daily Business Workflows and Operations
- Production/ order processing

Additional Services for MSA Schools

As a comprehensive community partner, Uniformity & DM Graphics also offers the following extended services to our partner schools:

- **Notary & Live Scan Services:** Available for staff/ HR purposes - Volunteer or employment needs.
- **Fundraising Projects:** Collaborative initiatives designed to help school communities raise necessary funds. These projects are in process of creating a dedicated affiliate page with school merch, and spirit wear. A percentage of the funds goes to the school.
- **Promotional Items & Campus Branding:** We supply customized promo items to enhance brand visibility, including products like gift packages, banners, tablecloths, custom mugs, custom tumblers, keychains, notebooks, spirit wear, and more!
- **Sportswear:** We provide sportswear items on our sister site www.dmgraphics.com, where a percentage of the proceedings can go to the school through the fundraising project.

VI. Bid Implementation & Contract Award Phases

To ensure absolute operational clarity, Uniformity utilizes a structured, time-tested implementation pipeline. All tracking, manufacturing, and financial verification processes detailed below have been proven highly effective and efficient in past consecutive years.

- **Step 1: Order Routing & Estimating:** Individual schools send their uniform needs to the central MPS Finance Office. Finance processes the requests onto an official order form and sends it to Uniformity. Uniformity then generates an estimate for finance approval.
- **Step 2: Prior to June 19th PO Confirmation & Billing:** The receipt of all MPS School Sites Purchase Orders serves as official confirmation of the order. We immediately convert the estimate into an invoice with the assigned PO number.
- **Step 3: Mobilization Deposit Request:** To secure inventory and prioritize production lines, Uniformity would like to request a 50% mobilization payment upon PO issuance, which has been our successful standard practice in past years.
- **Step 4: All-Site Production Safeguard:** To guarantee strict cost tracking and printing consistency across the network, no bulk manufacturing begins until every individual MSA school site PO has been fully processed and approved by the finance office.
- **Step 5: Processing, Sorting & Delivery:** Once all POs are processed, we purchase foundational stock, begin servicing the uniforms, and package each uniform into a box that is later sorted and clearly labeled by campus site based on PO.
- **Step 6 (Delivery Plan):** Uniformity staff touches base with each MSA School Site to

determine a delivery date for the uniforms once orders are ready to be shipped.

Ongoing Retail & On-Site Sales: Throughout the year, we maintain active retail stock for parent purchases online and at our North Hills retail store. Upon bid award, we will coordinate directly with select campus administrators to schedule organized, on-site parent sales events during peak registration windows aside from the bulk order process.

MPS Direct Billing Process: Uniformity requests the 50% mobilization credit upon receiving the POs. The remaining balance is Due upon Receipt of delivery. The payment method includes either Check or ACH. ACH Information upon request.

V. Professional References

We are proud to partner with exceptional organizations and institutions. We invite you to contact the following references to speak about our quality, reliability, and service:

- **Mount Saint Mary's University** - Genessis Holliday (310) 954-4340
- **Northridge Middle School** - Lina Rassem (818) 678-5135
- **Woodland Hills Academy** - Paul La Fata (818) 226-2931
- **Magnolia Public Schools** - Lesia Nwankwo (213) 647-1771

Vendor Proposal Checklist

REQUIRED PROPOSAL COMPONENT	INCLUDED	NOTES
Company profile and years in business	☑	
Description of uniform items and materials	☑	More detailed product description listed on website.
Itemized pricing sheet using MPS format	☑	Retail pricing available on website
Description of ordering platform or process	☑	
Parent ordering and payment process	☑	
MPS direct billing process	☑	
Delivery plan for all MPS sites	☑	
Return, exchange, and damaged-item policy	☑	
Sample package or sample availability	☑	Available upon request
References from three current school clients	☑	
Value-added services, discounts, credits, or rebates	☑	
Insurance and compliance documentation, if available	☑	On file with the Finance Office

PROPOSAL FOR MAGNOLIA PUBLIC SCHOOLS - SCHOOL UNIFORM SERVICES 2026-27

Proposal for Student Uniforms 2026-2027

cascadetradellc@gmail.com

CASCADE TRADE LLC
22541 **ASPAN** ST STE D LAKE FOREST, CA 92630

Magnolia Public Schools - School Uniform Services 2
Company Overview 2
Product Details. 2
Pricing. 3
Ordering in Bulk 4
Billing 4
Delivery to Campuses 4
Return/Exchange, and Damaged item Policy 4
Sample Package 4
School Benefits 5
References 6

CASCADE TRADE LLC
22541 **ASPAN** ST STE D LAKE FOREST, CA 92630

Magnolia Public Schools - School Uniform Services

As Cascade Trade, we would like to be considered for 2026-2027 MPS School Uniform Services.

Company Overview

Cascade Trade is a company located in Orange County, CA. School Uniforms has been our primary business focus for 7 years. We have been providing services to several schools in Nevada and Arizona. Our team is also experienced in providing services to Magnolia Public Schools. Since 2019, we have been operating in line with each school`s requests and needs. We handle around 4000 orders yearly. We have a customer service dedicated to providing best service possible to MPS and families.

For the 2026–2027 school year, our focus will be on saving the school time and money.

Product Details.

Prices are for Uniforms with Screen Printed Logo. We have 2 alternatives for Polo Shirts. The remaining uniforms (Pe T-shirt, Pe Shorts, Sweatpants, Hooded sweatshirts, Full Zip Hooded Sweatshirts) will be the same.

- Polo Shirt Alternative 1
  - Jersey Knit Polo
    - 5.5-ounce, 50/50 cotton/poly
    - Stain-release finish
    - 1x1 rib knit collar and cuffs
    - 3-button placket with dyed-to-match buttons
    - Double-needle hem
- Polo Shirt Alternative 2
  - Classic Pique Polo
    - 4.4-ounce, 60/40 cotton/poly pique
    - Flat knit collar and cuffs
    - 2-button placket on XS-M
    - 3-button placket on L-XL
    - Dyed-to-match buttons
    - Side vents

CASCADE TRADE LLC

22541 **ASPAN** ST STE D LAKE FOREST, CA 92630

- **Pe – T-shirt**
  - 5.4-ounce, 100% cotton
  - Non-topstitched, classic width, rib collar
  - Taped neck and shoulders
  - Classic fit, seamless body
- Pe Short
  - 3.8-ounce, 100% polyester interlock with PosiCharge technology
  - Removable tag for comfort
  - Elastic waistband
  - No drawcord
- Hooded Sweatshirt
  - Midweight 8.8oz blank pullover hoodie
  - 70/30 cotton-poly fleece.

Pricing.

For around 4000 sets, our prices are as follows.

ITEM	YOUTH XS-XL	ADULT S-XL	ADULT 2XL	SETUP FEE (ORDERS UNDER 144 PCS)	DELIVERY FEE	ESTIMATED TURNAROUND
POLO SHIRT 1, JERSEY KNIT, SHORT SLEEVE	$ 9.30	$ 10.44	$ 11.68	$ 80.00	$4 PER 36 SHIRTS	2 WEEKS AFTER APPROVAL
POLO SHIRT 2, CLASSIC PIQUE, SHORT SLEEVE	$ 12.80	$ 13.69	$ 14.97	$ 80.00	$4 PER 36 SHIRTS	2 WEEKS AFTER APPROVAL
PE T-SHIRT	$ 4.79	$ 4.99	$ 6.99	$ 80.00	$4 PER 36 SHIRTS	2 WEEKS AFTER APPROVAL
PE SHORTS	$ 9.10	$ 9.86	$ 11.00	$ 80.00	$4 PER 36 SHIRTS	2 WEEKS AFTER APPROVAL
HOODED SWEATSHIRT	$ 14.86	$ 14.97	$ 16.43	$ 80.00	$4 PER 36 SHIRTS	2 WEEKS AFTER APPROVAL

CASCADE TRADE LLC
22541 **ASPAN** ST STE D LAKE FOREST, CA 92630

Ordering in Bulk

Orders will be placed by MPS with our Excel order form via email and will immediately be processed. All uniforms will be packed by Item type and will be shipped to each campus individually.

Billing

When an order is placed, it will be invoiced immediately and a %20 deposit will be due at receipt. The remaining 80% balance will be due within 1 week upon delivery.

Delivery to Campuses

Orders will be delivered within 2 weeks after order placement to each campus either by Truck or Carrier (FedEx or UPS).

Return/Exchange, and Damaged item Policy

All items will be pre-checked before packing to ensure everything goes smoothly. In case of a damaged item found out by the campus during delivery to the parents, will replace them free of charge.

Sample Package

You'll find our sample package along with this proposal

Ordering Online at `www.magnoliaschoolstore.com`

We'll have a school store website specifically designed for Magnolia Science Academy Uniforms. It will be active and ready for 2026-2027 purchases.

The Magnolia School Store is a **user-friendly website** that the parents could easily select items, see the size charts and size/color options in addition to detailed information about each item.

Here is how we are going to operate;

All the colors and items will be listed on the website with Magnolia Science Academy Logo.

The parents/students could easily select the items, colors and adjust the requested quantity.

Shipping packages to the school will have no charges. The parents will have **the free school pick up** option; the items will be packed with Student and Parent Names and contact information. Besides, we will provide a list of the students' names inside the boxes so that it will be easier to locate an order inside a box.

If they would like their order to be shipped to their residence addresses, they will have it as the second option as `Standard Shipping`. The standard shipping option will enable them to get the purchased items directly to their residence addresses and a shipping charge will be applied. We will adjust the shipping charge to the minimum rate such as flat rates so that we will make sure the shipping

CASCADE TRADE LLC
22541 **ASPAN** ST STE D LAKE FOREST, CA 92630

cost is always reasonable. They are going to see two options as they are checking out as '**Free School Pick Up'** and **'Standard Shipping'**. They will see how much the shipping charge would look before proceeding and decide accordingly.

All uniform orders during the back-to-school period will be coming with screen printed logo. The cut-off times will be advertised on the website. During the year if there are single orders to be expedited, they will be processed with a screen-printed Magnolia Science Academy logo.

School Benefits

We offer some great school benefits as below:

- **Free Staff Polo Shirts**: Free staff polo shirts will be provided for the school staff up to 350 shirts. The sizes and quantities will be requested by a form, and all the Staff Shirts will be processed and delivered to the school for free.
- **School Rebate:** All online uniform orders and Promotional Item Orders of the school will be considered for Rebate. (Except for the Annual bulk order)
- The school will get **5% rebate** on all orders up to $50,000
- **7% rebate** from orders making up $50,000 up to $100,000
- **10% rebate** from orders making up $100,000 and up
    - **For Instance,**
    - **If the school orders make up 40 000, the school will get a Rebate Check of $2000. 40,000 * 5% = $2000**
    - **If the school orders make up 70 000, the school will get a Rebate Check of $3900. 50,000 * 5% + 20,000 * 7% = $3900**
    - **If the school orders make up 120 000, the school will get a Rebate Check of $8000. 50,000 * 5% + 50,000 * 7% + 20,000 * 10% = $8000**

CASCADE TRADE LLC
22541 **ASPAN** ST STE D LAKE FOREST, CA 92630

References

Client	Phone Number	Billing Address	Contact Name
Coral Academy of Science	(775) 323-2332	1350 East Ninth Street Reno NV 89512 US	Feyzi Tandogan
Sonoran Schools	(949) 502-8567	1018 E. Guadalupe Rd. Tempe, AZ 85283	Chris Felton
Paragon Science Academy	(310) 637-3806	2975 W Linda Lane Chandler, AZ 85224	Kynsley Maslonka (Chapman)

Huseyin Selek

CASCADE TRADE LLC
22541 ASPAN ST STE D
LAKE FOREST, CA 92630-6320
P: (714) 421-5664

Uniform 2026-27 Needs Assessment

Uniform Type	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA Santa Ana	MSA Anaheim	MSA San Diego	Total QTY	Unit Price	Total $
POLO	1450	450	360	140	750	165	700	410	1260	150	624	6459	$ 9.75	$ 62,975.25
HOODED SWEATSHIRT	750	0	0	0	400	0	0	410	315	0	624	2499	$ 17.90	$ 44,732.10
CREW NECK SWEATSHIRT	0	450	360	140		165	0		315	150		1580	$ 13.00	$ 20,540.00
PE T-SHIRTS	400	0	0	0	100	0	0	410	630	0	624	2164	$ 5.65	$ 12,226.60
TOTAL	**2600**	**900**	**720**	**280**	**1250**	**330**	**700**	**1230**	**2520**	**300**	**1872**			***$ 140,473.95***
SCHOOL TOTALS	$29,822.50	$10,237.50	$8,190.00	$3,185.00	$15,037.50	$3,753.75	$6,825.00	$13,653.00	$25,578.00	$3,412.50	$20,779.20	***$140,473.95***		

Please enter only ONE number for your site for each uniform type per site. This number should include all sizes and colors.

Magnolia Public Schools

2026-27 School Uniform RFP Evaluation Committee Report

This report summarizes the Evaluation Committee's evaluation of the two proposals received for the 2026-27 School Uniform Services RFP. Scores reflect the committee's assessment of each proposal based on the evaluation criteria published in the RFP, together with operational considerations, implementation readiness, and overall value to MPS.

Category	Weight	Uniformity	Cascade Trade
Pricing & Total Cost	30	24	27
Product Quality, Durability & Samples	20	16	16
Ordering Platform, Parent Experience & Billing	15	15	12
Delivery Capacity & July 31 Deadline	15	12	13
Vendor Experience & References	10	10	8
Value-Added Services	5	5	5
Contract Terms, Responsiveness & Implementation	5	5	4
TOTAL SCORE	**100**	**87**	**85**

Detailed Evaluation – Uniformity & DM Graphics (87/100)

Pricing & Total Cost (24/30)
Competitive bulk pricing, no setup fees, and flat-rate sizing. Some delivery fees remain variable and retail pricing was not fully detailed.

Product Quality & Samples (16/20)
Provides material specifications and sample availability. Uses recognized apparel brands and multiple decoration methods.

Ordering Platform & Parent Experience (15/15)
Established online ordering system, storefront location, onsite sales capability, and existing familiarity among MPS families.

Delivery Capacity (12/15)
Strong inventory position and prior MPS experience; however, proposal language allows possible partial shipments and backorders.

Vendor Experience (10/10)
Serving schools since 1993, current MPS vendor, extensive school references and public-sector experience.

Value-Added Services (5/5)
Youth internship program, fundraising support, hardship assistance, promotional products, and community partnerships.

Contract Terms & Implementation (5/5)
Existing infrastructure already supports MPS. No transition period required and systems are already

operational.

Detailed Evaluation – Cascade Trade LLC (85/100)

Pricing & Total Cost (27/30)
Very competitive pricing across key uniform items and clear cost structure.

Product Quality & Samples (16/20)
Adequate product specifications and sample package included.

Ordering Platform & Parent Experience (12/15)
Online store proposed with school pickup and home shipping options. Less detail regarding customer service, language support, and escalation procedures.

Delivery Capacity (13/15)
Promises delivery within two weeks after order placement. Proposal does not specifically address July 31 deadline requirements in detail.

Vendor Experience (8/10)
Seven years of school uniform experience and prior MPS service history, but less extensive than the incumbent vendor.

Value-Added Services (5/5)
Strong rebate program and up to 350 free staff polo shirts.

Contract Terms & Implementation (4/5)
Would require implementation of a new platform, parent communication plan, and transition of operations to a new vendor.

Committee Recommendation

Although Cascade Trade LLC submitted a competitive proposal with strong pricing and rebate incentives, Uniformity & DM Graphics received the highest overall score. The committee determined that Uniformity's established relationship with MPS, existing ordering infrastructure, parent familiarity, inventory management, operational readiness, and reduced implementation risk provide the best overall value to Magnolia Public Schools. Recommended Ranking:
1. Uniformity & DM Graphics – 87/100
2. Cascade Trade LLC – 85/100

Coversheet

Approval of Construction and Contractor Change Orders for MSA-5

Section: VII. Action Items
Item: P. Approval of Construction and Contractor Change Orders for MSA-5
Purpose: Vote
Submitted by:
Related Material:
VII.P. - Approval of Construction and Contractor Change Orders for MSA-5 (final).pdf

Agenda Item:	VII.P - Action Item
Date:	June 17, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manager
RE:	Approval of Construction and Contractor Change Orders for the Magnolia Science Academy-5 (7111 Winnetka) Project

Action Proposed:

Staff recommends and moves that the Board approve the proposed construction change orders submitted by the prime contractors, Del Amo Construction, Pro-Craft Construction and Silver Creek Modular for the Magnolia Science Academy-5 project located at 7111 Winnetka Ave (the "**Project**"), in a total net amount not to exceed Two Hundred Fourteen Thousand Seven Hundred Seven and 83/100 Dollars (**$214,707.83**).

Purpose:

This item is presented to obtain Board approval of construction change orders associated with the Project.

The proposed change orders address unforeseen site conditions, utility coordination requirements, scope refinements, and construction modifications identified during project execution. Approval of these changes will support continued project progress and help ensure the facility is completed and ready for occupancy as scheduled.

Background:

Construction of the Magnolia Science Academy-5 Project is ongoing and progressing toward completion. As work has advanced, several conditions requiring additional coordination, design modifications, utility adjustments, and field modifications have been identified by Del Amo Construction ("**DAC**"), Pro-Craft Construction ("**PCC**"), and Silver Creek Modular ("**SCM**").

Del Amo Construction ("DAC")		
Change Order #	**Description**	**Amount**
#13. Modular Panel Runs	Modular panel runs outside of DAC scope	$65,162.15
#15. Feeder Conductors	Install feeder connectors	$24,792.09
#18. Tree Pruning	Prune trees that overlap solar array at west side of side	$2,674.12
#19. Turf in lieu of DG (*Owner requested*)	Replacement of DG on playfield track with Synthetic Turf	$7,214.52
#20. Trash Enclosure Gate (*Owner requested*)	Addition of gate to trash enclosure at 3 foot gap (side)	$7,214.52
#21. Temp Power Reconnect	Reconnect Temp Power to GSE trailer after Temp Power Pole relocation	$296.14
#24. Lift Station Control Panel Relocation	Relocate lift station control panels at north and south ends	$28,363.55
#25. North Building RFIs (Part 2)	Water line extension to trash enclosure	$8,677.63
	GROSS ADDED SCOPE - "DAC":	**$144,394.72**
#23. AV Credit	Credit for Displays, Mounts, and Slot in PCs	($95,471.00)
#22. Additional AV Credit	Credit for Soundbar and AV Control	($56,365.82)
	SUBTOTAL "DAC":	**($7,442.10)**

Pro-Craft Construction ("PCC")		
Change Order	**Description**	**Amount**
#27. Courtyard Over Ex and Fine Grade	Perform over excavation in courtyard per submitted CCDA and fine grade north end of site	$56,351.37
#26. Trash Enclosure Repairs	Addition of angle plate to trash enclosure gate to mitigate pulling (gate sag)	$3,341.98
#25. Mechanical Pad Modifications	Extend mechanical pad to avoid possible traffic contact with backflow preventer	$3,109.00
#24. Water Line Extension to Relocated Meters	Extend water and fire lines to relocated LADWP fire and water meters	$122,654.68
#2. Redesign of Solar Drawings	Update solar drawings to incorporate previous shift of trash enclosure	$6,336.96
	SUBTOTAL "PCC":	**$191,793.99**
Silver Creek Modular ("SCM")		
Change Order	**Description**	**Amount**
#9. Additional Over Excavation at Stair Footings	Additional excavation required due to field conditions.	$11,945.33
	SUBTOTAL "SCM":	**$11,945.33**
TOTAL REQUESTED APPROVAL (NET INCREASE)):		**$196,297.19**

Analysis and Impact

The proposed change orders represent work that was either not fully known at the time of bidding or became necessary as existing site conditions, utility requirements, agency coordination, and constructability considerations were further evaluated during construction.

These requests have been reviewed by the Project's construction manager, Gateway Science and Engineering ("GSE"), and are being presented for Board approval to maintain project continuity and schedule progress.

Budget Implications:

The contingency balance immediately prior to this approval is **($316,365.12)**. After this approval, the contingency balance will be **($120,067.93)**. More unforeseen conditions may lead to additional change orders. At this time, MPS Staff believes that remaining project costs will be covered by a combination of available contingency funds, the CSFP award, and the recent 2026 bond financing.

Exhibits:

- Exhibit A: Del Amo Construction Change Orders & Gateway Analysis
- Exhibit B: Pro-Craft Construction Change Orders & Gateway Analysis
- Exhibit C: Silver Creek Construction Change Order & Gateway Analysis
- Exhibit D: Progress Photos

Exhibit A

Del Amo Construction Change Orders & Gateway Analysis

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

May 11, 2026

Patrick Ontiveros
General Counsel & Director of Facilities
Magnolia Public Schools
250 E. 1st. Street, Suite 1500
Los Angeles, CA 90012

Via: Email

Re: Magnolia Science Academy 5 Project – Increment #2, Del Amo Construction
Prime Contract Change Order 013, Safeway Modular Panel Runs

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding their subcontractor Safeway's work as it relates to Modular Panel Runs. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
DLR-provided electrical plans, sheet E5.1B, note 4 states as follows:

ALL FEEDERS FROM CONNECTIONS TO CIRCUIT BREAKERS IN DISTRIBUTION BOARDS TO PANELS, ELEVATOR AND OTHER UTILIZATION EQUIPMENT, AND ALL BRANCH CIRCUITS THERE FROM SHALL BE PROVIDED BY MODULAR BUILDING ELECTRICAL CONTRACTOR UNLESS SPECIFICALLY STATED ELSEWHERE ON THESE PLANS

A prebid RFI was submitted by Del Amo Construction requesting confirmation of this statement and an RFI response was issued by the design team affirming this statement.

Silver Creek, despite being present in the prebid RFI meetings, maintains that this was not apart of their work and further states that it was clearly communicated to design team, CM team, and MPS despite raising no objections to this prebid RFI response.

As Silver Creek did not have sufficient manpower to complete this task it was delegated to Del Amo subcontractor Safeway Electric.

Scope of Work
Install (10) conduit runs for modular building electrical panels per drawing E5.1B.

Analysis and Cost
The proposed cost of this Change Order is: **$65,162.15**

We have reviewed Del Amo's proposed Change Order and find it fair and reasonable.

Based upon the information above and attached, we recommend approving this Change Order as submitted.

Best regards,

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #021

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-124719 - Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

Prime Contract Change Order #021: CE #113 - DAC - Safeway - Modular Panel Runs

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	5/15/2026	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Client Request
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	2:Del Amo Construction Contract
		TOTAL AMOUNT:	$65,162.15

DESCRIPTION:
CE #113 - DAC - Safeway - Modular Panel Runs
Safeway to perform modular panel runs originally to be performed by Silver Creek per bid documents and prebid RFI responses

ATTACHMENTS:
PCO 18 - Added runs - Modular side runs to Modular 10 panels (NIC).pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O Scanning and Coring		$65,162.15
		Grand Total:	**$65,162.15**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$36,769.53
The contract sum prior to this Change Order was	$7,445,486.53
The contract sum would be changed by this Change Order in the amount of	$65,162.15
The new contract sum including this Change Order will be	$7,510,648.68
The contract time will not be changed by this Change Order.	

Narek Torosian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

FEEDER SCHEDULE - COPPER

MARK (AMPS)	# SETS	Ø & N	GND	CONDUIT SIZE MARK SUFFIX -4W	-3W	-2W
15	1	12	12	3/4"	3/4"	3/4"
20	1	12	12	3/4"	3/4"	3/4"
25	1	10	10	3/4"	3/4"	3/4"
30	1	10	10	3/4"	3/4"	3/4"
35	1	8	10	3/4"	3/4"	3/4"
40	1	8	10	3/4"	3/4"	3/4"
45	1	6	10	1"	3/4"	3/4"
50	1	6	10	1"	3/4"	3/4"
60	1	4	10	1-1/4"	1"	3/4"
70	1	4	8	1-1/4"	1"	3/4"
80	1	3	8	1-1/4"	1-1/4"	1"
90	1	2	8	1-1/4"	1-1/4"	1"
100	1	1	8	1-1/2"	1-1/2"	1-1/4"
110	1	1	6	1-1/2"	1-1/2"	1-1/4"
125	1	1	6	1-1/2"	1-1/2"	1-1/4"
150	1	1/0	6	2"	1-1/2"	1-1/4"
175	1	2/0	6	2"	1-1/2"	1-1/4"
200	1	3/0	6	2"	2"	1-1/2"
225	1	4/0	4	2-1/2"	2"	1-1/2"
250	1	250	4	2-1/2"	2"	1-1/2"
300	1	350	4	3"	2-1/2"	2"
350	1	500	3	3-1/2"	3"	2-1/2"
400	1	600	3	3-1/2"	3"	2-1/2"
400	2	3/0	3	2"	2"	1-1/2"
450	2	4/0	2	2-1/2"	2"	1-1/2"
500	2	250	2	2-1/2"	2-1/2"	2"
600	2	350	1	3"	2-1/2"	2"
700	2	500	1/0	3-1/2"	3"	2-1/2"
800	2	600	1/0	3-1/2"	3"	2-1/2"
1000	3	400	2/0	3"	3"	2-1/2"
1200	3	600	3/0	3-1/2"	3-1/2"	3"
1600	4	600	4/0	3-1/2"	3-1/2"	3"
2000	5	600	250	4"	3-1/2"	3"
2500	6	600	350	4"	3-1/2"	3"
3000	8	500	400	3-1/2"	3"	2-1/2"
4000	10	600	500	4"	3-1/2"	3"

ABBREVIATIONS:

Ø	PHASE
N	NEUTRAL
GND	EQUIPMENT GROUNDING CONDUCTOR
-4W	FOUR WIRE + GROUND (3Ø,N,GND)
-3W	THREE WIRE + GROUND (3Ø,GND or 2Ø,N,GND)
-2W	TWO WIRE + GROUND

NOTES:

1. CONDUCTOR AMPACITIES ARE BASED ON NEC TABLE 310.15(B)(16).
2. CONDUIT SIZES ARE BASED ON A MAXIMUM FILL RATIO OF 40%.
3. SCHEDULE SHALL BE USED FOR FEEDERS AND BRANCH CIRCUITS WHERE APPLICABLE.
4. ALL FEEDERS AND BRANCH CIRCUITS SHALL INCLUDE AN EQUIPMENT GROUNDING CONDUCTOR.
5. SCHEDULE IS VALID FOR TYPE THHN, THWN-2, AND XHHW-2 CONDUCTORS. SEE SPECIFICATIONS FOR CONDUCTOR TYPES REQUIRED.
6. SCHEDULE IS VALID FOR TYPE EMT, IMC, FMC, LFMC, HDPE, AND RNC-40 RACEWAYS. SEE SPECIFICATIONS FOR RACEWAY APPLICATIONS.
7. OPTIONAL CONFIGURATIONS (1 OR 2 SETS) ARE GIVEN FOR SOME SIZES.
8. NOT ALL SIZES USED.

Short Circuit Calculation Ratings for (NDOC Perimeter Fence Upgrade) (5)

The following calculations are based on the "Point-by Point" method where:

$Isc = Isc \times M$

$f(3\phi) = \frac{1.732 \times L \times I}{C \times n \times E}$ XFMR(3ø): $IP(sca) = \frac{IP(sca) \times Vp \times 1.732 \times \%Z}{100{,}000 \times kVA}$ $IS(sca) = \frac{Vp \times M \times IS(sca)}{Vs}$

$M = \frac{1}{(1+f)}$

$f(1\phi) = \frac{2 \times L \times I}{C \times n \times E}$ XFMR(1ø): $IP(sca) = \frac{IP(sca) \times Vp \times \%Z}{100{,}000 \times kVA}$

Fault Point	Panel or Transformer	Source (F.P.)	Source I(Amps)	Conduit Type	Wire / Size		Wire/Bus Type	"C" Value	"E" Volts	PHASE (ø)	"L" Length	XFMR (KVA)	XFMR (%Z)	f (value)	M (value)	ISC rating
1	SES-BH		30,000													30,000
2	M1	1	30000	M	1	Set(s) of 250	CU	16483	480	3	150			0.9851	0.5037	15,112
3	M2	1	30000	M	1	Set(s) of 250	CU	16483	480	3	150			0.9851	0.5037	15,112
4	ELEVATOR	1	30000	M	1	Set(s) of 2	CU	5907	480	3	100			1.8326	0.3530	10,591
5	L4	1	30000	M	1	Set(s) of 10	CU	5936	480	3	120			1.4758	0.3858	11,512
6	INVERTER	1	30000	NM	1	Set(s) of 10	CU	982	480	3	152			16.7561	0.0563	1,690
7	STORM DRAIN PUMP	1	30000	NM	1	Set(s) of 6	CU	1655	480	3	70			4.8606	0.1708	5,119

CCDB3

Short Circuit Calculation Ratings for (NDOC Perimeter Fence Upgrade)

The following calculations are based on the "Point-by Point" method where:

$Isc = Isc \times M$

$f(3\phi) = \frac{1.732 \times L \times I}{C \times n \times E}$ XFMR(3ø): $IP(sca) = \frac{IP(sca) \times Vp \times 1.732 \times \%Z}{100{,}000 \times kVA}$ $IS(sca) = \frac{Vp \times M \times IS(sca)}{Vs}$

$M = \frac{1}{(1+f)}$

$f(1\phi) = \frac{2 \times L \times I}{C \times n \times E}$ XFMR(1ø): $IP(sca) = \frac{IP(sca) \times Vp \times \%Z}{100{,}000 \times kVA}$

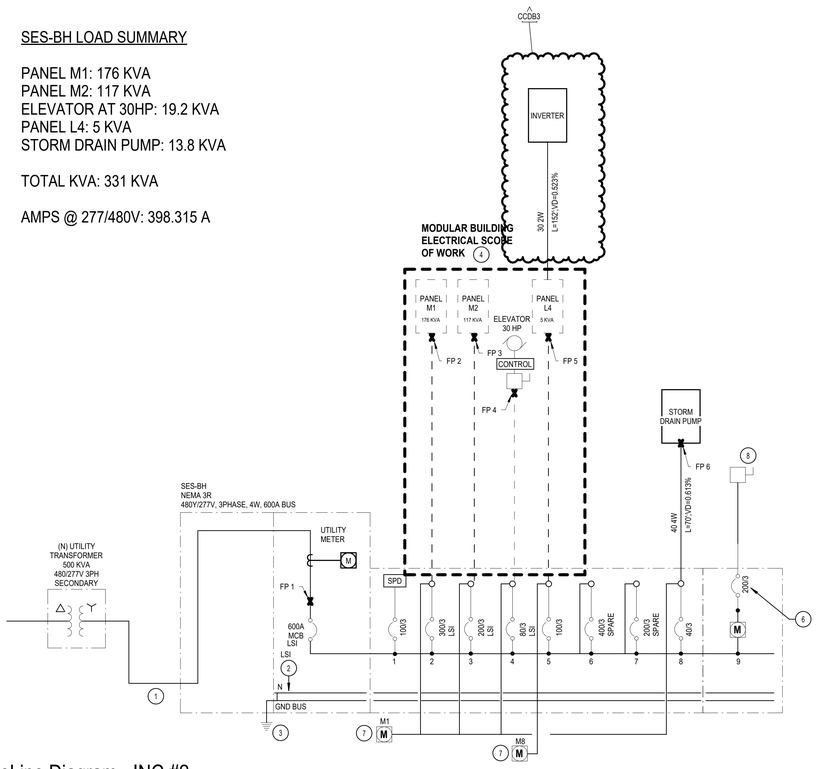
Fault Point	Panel or Transformer	Source (F.P.)	Source I(Amps)	Conduit Type	Wire / Size		Wire/Bus Type	"C" Value	"E" Volts	PHASE (ø)	"L" Length	XFMR (KVA)	XFMR (%Z)	f (value)	M (value)	ISC rating
1	SES-AL		65,000													65,000
2	LSEV	1	65000	NM	2	Set(s) of 3/0	CU	13923	208	3	177			3.4405	0.2252	14,638
3	ALDP	1	65000	NM	2	Set(s) of 600	CU	28033	208	3	108			1.0426	0.4896	31,822
4	R1	3	31822	M	1	Set(s) of 1/0	CU	8925	208	3	20			0.5938	0.6274	19,966
5	R2	3	31822	M	1	Set(s) of 3/0	CU	12844	208	3	20			0.4126	0.7079	22,527
6	R3	3	31822	M	1	Set(s) of 1/0	CU	8925	208	3	122			3.6222	0.2163	6,885
7	R4	3	31822	M	1	Set(s) of 1/0	CU	8925	208	3	40			1.1876	0.4571	14,546
8	R5	3	31822	M	1	Set(s) of 3/0	CU	12844	208	3	40			0.8252	0.5479	17,434
9	L1	3	31822	M	1	Set(s) of 1/0	CU	8925	208	3	20			0.5938	0.6274	19,966
10	L3	3	31822	M	1	Set(s) of 1/0	CU	8925	208	3	122			3.6222	0.2163	6,885
11	L2	3	31822	M	1	Set(s) of 1/0	CU	8925	208	3	40			1.1876	0.4571	14,546
12	M3	3	31822	M	1	Set(s) of 1/0	CU	8925	208	3	20			0.5938	0.6274	19,966
13	M4	3	31822	M	1	Set(s) of 1/0	CU	8925	208	3	40			1.1876	0.4571	14,546

SES-BH LOAD SUMMARY

PANEL M1: 176 KVA
PANEL M2: 117 KVA
ELEVATOR AT 30HP: 19.2 KVA
PANEL L4: 5 KVA
STORM DRAIN PUMP: 13.8 KVA

TOTAL KVA: 331 KVA

AMPS @ 277/480V: 398.315 A

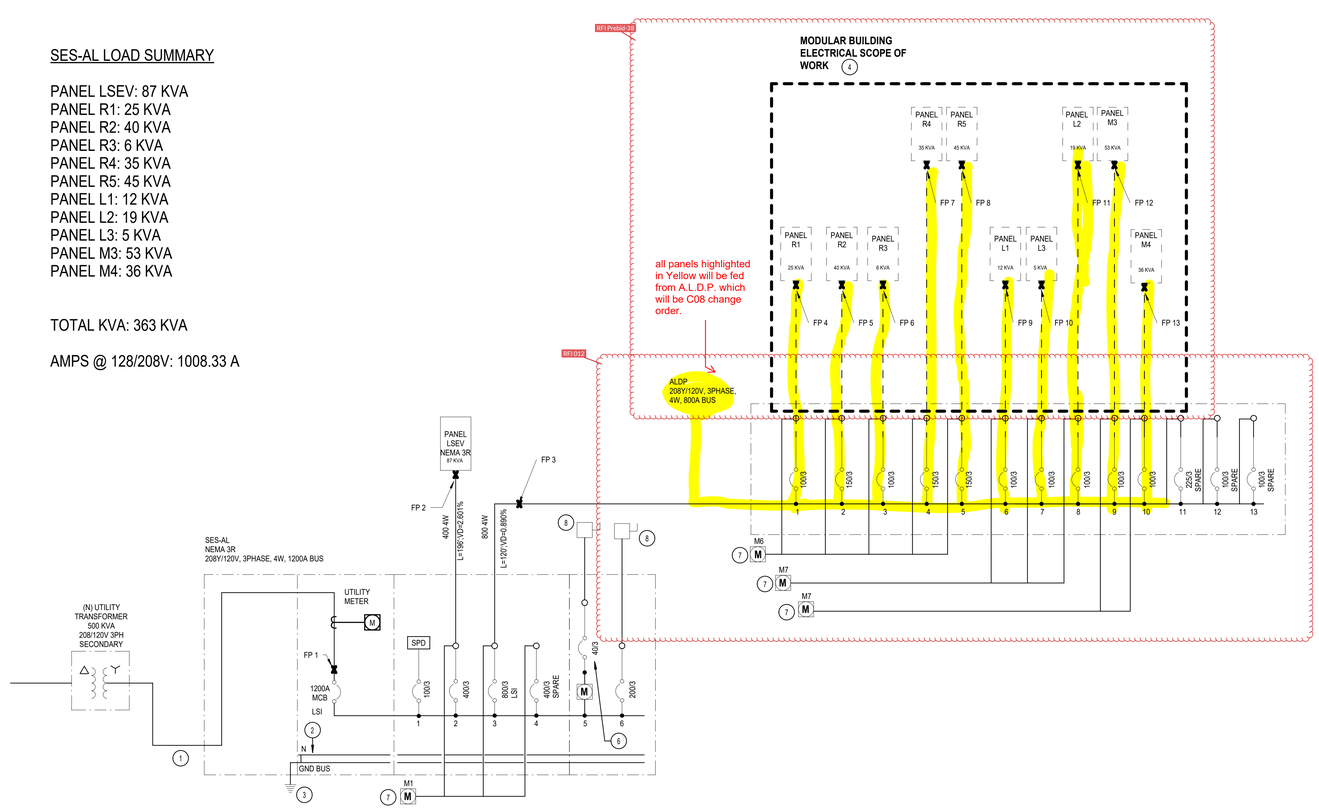


SES-AL LOAD SUMMARY

PANEL LSEV: 87 KVA
PANEL R1: 25 KVA
PANEL R2: 40 KVA
PANEL R3: 6 KVA
PANEL R4: 35 KVA
PANEL R5: 45 KVA
PANEL L1: 12 KVA
PANEL L2: 19 KVA
PANEL L3: 5 KVA
PANEL M3: 53 KVA
PANEL M4: 36 KVA

TOTAL KVA: 363 KVA

AMPS @ 128/208V: 1008.33 A



SHEET NOTES - E5.1B

Keynote Number	Keynote Description
1	WIRE SIZE, CABLING AND TERMINATION WILL BE PROVIDED BY LADWP
2	NEUTRAL DISCONNECT LINK.
3	SEE SHEET E6.1B FOR GROUNDING DETAILS.
4	ALL FEEDERS FROM CONNECTIONS TO CIRCUIT BREAKERS IN DISTRIBUTION BOARDS TO PANELS, ELEVATOR AND OTHER UTILIZATION EQUIPMENT, AND ALL BRANCH CIRCUITS THERE FROM SHALL BE PROVIDED BY MODULAR BUILDING ELECTRICAL CONTRACTOR UNLESS SPECIFICALLY STATED ELSEWHERE ON THESE PLANS.
6	CIRCUIT BREAKER LISTED FOR REVERSE FEED, INSTALLED AT END OF BUS, OPPOSITE THE MAIN BREAKER, PER CEC ARTICLE 705 REQUIREMENTS.
7	PROVIDE ELECTRICAL SUB METER FOR METERING OF SEPERATE ELECTRICAL LOADS.
8	RULE 21 DISCONNECT SWITCH FOR SOLAR.

DLR GROUP © DLR Group

REGISTERED PROFESSIONAL ENGINEER CHRISTOPHER HAMILTON MCMAHON E 24477 Exp. 2027-03-31 ELECTRICAL STATE OF CALIFORNIA

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SA 5

NEW 2-STORY MODULAR BUILDING & SITE WORK

7111 WINNETKA AVE, WINNETK, CA 91306

DSA SUBMISSION
A# 03-124719
100%CD SET
10/11/2024
REVISIONS
CCDB3 07/25/2025

75-23204-10

ONE-LINE DIAGRAM - INC#2

E5.1B

OneLine Diagram - INC #2

Autodesk Docs://75-23204-00 Magnolia Science Academy/75-23204-00 Magnolia Science Academy_MSA EL_2022.rvt
7/25/2025 1:33:30 PM

Prime - PCO #018

Del Amo Construction, LLC
19191 S Vermont Ave, Suite 950
Torrance, California 90502
Phone: (310) 378-6203
Fax: (310) 378-4663

Project: 2025-089 - Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

PCO 18 - Added runs - Modular side runs to Modular 10 panels (NIC)

TO:	MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION 250 EAST 1ST STREET, SUITE 1500 LOS ANGELES California, 90012	**FROM:**	Del Amo Construction LLC 19191 S. Vermont Ave #950 Torrance California, 90502
PCO NUMBER/REVISION:	018 / 0	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	4/21 /2026
STATUS:	Pending - In Review	**PRIME CONTRACT CHANGE ORDER:**	None
REFERENCE:		**CHANGE REASON:**	Client Request
FIELD CHANGE:	No	**SCHEDULE IMPACT*:**	
LOCATION:		*** If no value shown any schedule impact will be submitted as a seperate Prime - PCO.**	

DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #90028 - Added runs - Modular side runs to Modular 10 panels (NIC)
Safeway COR 8

ATTACHMENTS:

COR 8 Complete Cost for the Added SOW to install new conduit runs.pdf

#	Cost Code	Description	Amount
1	33-7000-00 - Electrical Utilities	Safeway COR 8	$ 61,282.77
		Subtotal:	$61,282.77
		Overhead: 1.50%	$ 919.24
		Fee: 2.50%	$ 1,555.05
		Insurance: 1.00%	$ 637.57
		GRT: 0.19%	$ 122.35
		Bonds: 1.00%	$ 645.17
		Grand Total:	**$65,162.15**

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
250 EAST 1ST STREET, SUITE 1500
LOS ANGELES, California 90012

Del Amo Construction LLC
19191 S. Vermont Ave #950
Torrance, California 90502

SIGNATURE **DATE**

SIGNATURE **DATE**

SIGNATURE **DATE**

Request For Change Order

To: Del Amo Construction
19191 S. Vermont Avenue
Torrance, CA 90502

Project: Del Amo - Magnolia Science #5

RFC No: 8
Date: 4/15/2026
Description: SCOPE:
Electrical Construction: This Change Order Request is for the Added SOW to install new conduits runs for (10) panels. Please see breakdown attached.

INCLUDES:
This proposal includes all materials, tax, equipment, and labor as needed to provide a complete and operable system for work as described herein.

EXCLUDES:
Overtime
Shift work
Permits & Fees
Anything not expressly included in the narrative
Inclusions and Exclusions of the Original Executed Contract will apply to this cost estimate
Anything not expressly included above

**** Safeway Electric can only hold the pricing for 30 business days. After such date, and if needed, a revised price will be issued that will reflect current market value on commodity materials. This 30 business day includes client review, any change requests and final acceptance.****

Request For Change Order

To: Del Amo Construction
19191 S. Vermont Avenue
Torrance, CA 90502

Project: Del Amo - Magnolia Science #5

The above work is subject to the same conditions as specified in the original contract unless otherwise stipulated.

Upon approval the sum of $61,282.77 will be added to the contract price.

Original Contract	$420,950.00
Other Approved Change Orders	$20,229.89
Total Contract to Date	$441,179.89
This Request	$61,282.77
Other Pending Requests	$147,506.29
Total Contract plus Pending RFCs	$649,968.95

Authorized Signature: _____ Date: _____
Safeway Building Systems, Inc

Authorized Signature: _____ Date: _____
Del Amo Construction

3133 Mission Inn Avenue | Riverside, CA 92507
Phone (909) 824-6441
Fax (909) 824-0571
www.safewaybsi.com
Lic # B/C-10 387886
Lic # C-46, C-7
ACO# 3998

DESIGN.BUILD.SERVICE
Safeway ELECTRIC

Since 1980

This Change Order Request is for the Added SOW to install new conduits runs for (10) panels. The Following SOW will be performed:

Panel L2 (2nd Floor Electrical Room):

- Utilize existing 1-1/2" EMT sleeve through 1st floor electrical room; transition to 6 ft. of flex and back to EMT; connect to top of ALDP gear. Install jet line and 1/4" rope, pull feeders, and terminate at panel and gear. Approx. 35 ft. of conduit.

Panel R4 (2nd Floor Electrical Room):

- Utilize existing 2" sleeve; transition to 6 ft. of flex and back to EMT; connect to ALDP gear. Install jet line and 1/4" rope, pull feeders, and complete terminations. Approx. 45 ft. of conduit.

Panel R5 (2nd Floor Electrical Room):

- Utilize existing 2" sleeve; transition to 6 ft. of flex and back to EMT; connect to ALDP gear. Install pull string and 1/4" rope, pull feeders, and terminate at panel and gear.

Panel M4 (2nd Floor to Crawl Space):

- Utilize existing 2" sleeve to crawl space; install LL conduit body; transition to seal tight; construct conduit rack; install 3'x18"x18" gutter box; route into ALDP gear. Install pull string and rope, pull feeders, and terminate.

Panel R1 (1st Floor Electrical Room):

- Utilize 1-1/2" EMT chase to crawl space; install LL conduit body; transition to 6 ft. seal tight and back to EMT; core through concrete floor to gutter. Pull string and rope, pull feeders, and terminate at panel and gear.

Panel R2 (1st Floor Electrical Room):

- Utilize 2" EMT sleeve through crawl space; install LL conduit body; transition to seal tight and back to EMT; route through concrete to gutter box. Pull string and rope, pull feeders, and complete terminations.

Panel L1 (1st Floor Electrical Room):

- Utilize 1-1/2" EMT chase; install LL conduit body; transition to seal tight and back to EMT; route through concrete floor to gutter box. Pull string and rope, pull feeders, and terminate.

Panel M3 (1st Floor Electrical Room):

- Utilize 1-1/2" EMT chase; install LL conduit body; transition to seal tight and back to EMT; route into ALDP gear. Pull feeders and complete terminations.

Panel R3 (Remote Electrical Room):

- Utilize 1-1/2" EMT chase to crawl space; construct conduit rack using dural blocks and deep strut supports; route to main electrical room; stub through concrete floor to gutter box. Pull string and rope, pull feeders, and terminate at panel and ALDP gear.

3133 Mission Inn Ave | Riverside, CA 92507
Phone (909) 824-6441
Fax (909) 824-0571

www.safewaybsi.com
Since 1980

CA Contractor's License #387886
Class B | C-7 | C-10 | C- 46
ACO #3998

DESIGN.BUILD.SERVICE
Safeway ELECTRIC
Since 1980

Change Order Request Form

Customer Del Amo Construction

Project: Magnolia
Job Number: E363525
Date: 4/14/26 COR 8

Labor Costs

Position	Hours Worked	Hourly Rate	OT Hours	OT Rate	Total Cost
Electrician	174.00	$ 110.02		$ 143.93	$ 19,143.48
Foreman @ 15% of Labor HRS	26.10	$ 125.81		$ 166.65	$ 3,283.64
General Foreman @ 5% of Labor	10.01	$ 130.81		$ 171.65	$ 1,308.75
				Labor Subtotal	**$ 23,735.88**
				Subtotal w/ OH & P 15%	**$ 27,924.56**

Material Costs

See material breakdown attached		$ 25,775.82
Safety Consumables and Safety Monitoring @ .5% of Labor Subtotal		$ 118.68
	Total	$ 25,894.50
	Sales Tax 9.5%	$ 2,459.98
	Material Subtotal	**$ 28,354.48**
	Subtotal w/ OH & P 15%	**$ 33,358.21**

Total Change Order Due **$ 61,282.77**

JOB 8103 10961: DEL AMO - MAGNOLIA ...
ESTIMATE 1 4007:
DATA SET 11 CommTSC/EST/NECA 07/14 M...

PRINTED 4/14/2026 1:57:58 PM
MATERIAL Primary
LABOR Primary

NOTES

Item				Material	Labor
Size	Item Desc	Qty	UOM	Mat Ext	Lbr Ext
Section : Section 001: BR PWR - ALDP GEAR CONNECT					
	DURA BLOCK DB10	75.00	EACH	5,763.38	5.6250
	36X18X18 GUTTER BOX	1.00	EACH	794.99	4.5000
	2" EMT 30 DEGREE SEGMENT	2.00	EACH	93.99	0.3300
	1 1/2" EMT 30 DEG SEGMENT	14.00	EACH	473.34	2.3100
	2" EMT STRUT STRAP	20.00	EACH	81.30	1.0500
	1 1/2" EMT STRUT STRAP	70.00	EACH	233.10	3.1500
1 1/2"	EMT	700.00	FEET	3,475.50	63.0000
2"	EMT	100.00	FEET	540.00	10.5000
1 1/2"	EMT 90 ELBOW	12.00	EACH	214.38	2.7000
2"	EMT 90 ELBOW	4.00	EACH	101.64	1.0200
2"	EMT STEEL SS CONN	8.00	EACH	28.92	1.5600
1 1/2"	EMT STEEL COMP CONN	23.00	EACH	805.58	4.1400
1 1/2"	EMT STEEL COMP COUP	200.00	EACH	7,140.00	27.0000
2"	EMT STEEL COMP COUP	20.00	EACH	815.40	3.6000
1 1/2"	EMT SS LB & COVER	3.00	EACH	182.03	1.5750
2"	EMT SS LB & COVER	4.00	EACH	440.28	2.4000
2"	GRC COUPLING	2.00	EACH	27.63	0.2400
1 1/2"	PLASTIC BUSHINGS	3.00	EACH	12.24	0.9900
	CHANNEL 12GA 1-5/8"	80.00	FEET	854.40	12.0000
1 1/2"	FLEX CONDUIT	50.00	FEET	309.00	3.0000
2"	FLEX CONDUIT	50.00	FEET	409.50	4.5000
1 1/2"	FLEX ANGLE CONN	6.00	EACH	348.03	1.6200
2"	FLEX ANGLE CONN	4.00	EACH	296.04	1.1400
1 1/2"	LIQUIDTITE CONDUIT	100.00	FEET	757.50	7.5000
2"	LIQUIDTITE CONDUIT	50.00	FEET	437.25	4.5000
1 1/2"	LIQUIDTITE STR CONN	14.00	EACH	774.06	3.1500
2"	LIQUIDTITE STR CONN	4.00	EACH	366.36	0.9600
Subtotals for Section : Section 001: BR PWR - ALDP GEAR CONNECT				25,775.82	174.0600
Grand Totals				25,775.82	174.0600

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

June 15, 2026

Patrick Ontiveros
General Counsel & Director of Facilities
Magnolia Public Schools
250 E. 1st. Street, Suite 1500
Los Angeles, CA 90012

Via: Email

Re: Magnolia Science Academy 5 Project – Increment #2, Del Amo Construction
Prime Contract Change Order 015, Safeway Modular Panel Runs (Wiring Component)

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding their subcontractor Kana's work related to RFI 45. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
This Change Order Request in a continuation of **PCCO 013 – Safeway Modular Panel Runs**. The aforementioned Change Order incorporated the conduit runs, while this Change Order covers the feeder conductors to the modular panels.

Scope of Work
The scope of work includes labor and material for conductors to electrical panels R1, R2, R3, R4, L1, L2, and L3

Analysis and Cost
The proposed cost of this Change Order is: **$24,792.09**

We have reviewed Del Amo's proposed Change Order and find it fair and reasonable.

Based upon the information above and attached, we recommend approving this Change Order as submitted.

Best regards,

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #023

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-124719 - Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

Prime Contract Change Order #023: CE #115 - DAC - Modular Panel Runs Part 2

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	6/16/2026	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Design Development
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	2:Del Amo Construction Contract
		TOTAL AMOUNT:	$26,361.50

DESCRIPTION:
CE #115 - DAC - Modular Panel Runs Part 2
Modular Panel Runs - Wiring Component

ATTACHMENTS:
PCO 25 - Added runs - Modular side runs to Modular 10 panels (wiring mat).pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O CE 015 - Modular Panel Runs Part 2	Modular Panel Runs Part 2	$26,361.50
		Grand Total:	**$26,361.50**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$348,136.53
The contract sum prior to this Change Order was	$7,756,853.53
The contract sum would be changed by this Change Order in the amount of	$26,361.50
The new contract sum including this Change Order will be	$7,783,215.03
The contract time will not be changed by this Change Order.	

Ruben Markarian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Prime - PCO #025

Del Amo Construction, LLC
19191 S Vermont Ave, Suite 950
Torrance, California 90502
Phone: (310) 378-6203
Fax: (310) 378-4663

Project: 2025-089 - Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

PCO 25 - Added runs - Modular side runs to Modular 10 panels (wiring material component)

TO:	MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION 250 EAST 1ST STREET, SUITE 1500 LOS ANGELES California, 90012	**FROM:**	Del Amo Construction LLC 19191 S. Vermont Ave #950 Torrance California, 90502
PCO NUMBER/REVISION:	025 / 0	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	5/29 /2026
STATUS:	Pending - In Review	**PRIME CONTRACT CHANGE ORDER:**	None
REFERENCE:		**CHANGE REASON:**	Client Request
FIELD CHANGE:	No	**SCHEDULE IMPACT*:**	
LOCATION:		*** If no value shown any schedule impact will be submitted as a seperate Prime - PCO.**	

DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #90028 - Added runs - Modular side runs to Modular 10 panels (NIC)
Safeway COR 25

ATTACHMENTS:
COR 11 Complete Cost for the Added SOW to provide and install feeder conductors.pdf

#	Cost Code	Description	Amount
1	33-7000-00 - Electrical Utilities	Safeway COR 11	$ 24,792.09
		Subtotal:	$24,792.09
		Overhead: 1.50%	$ 371.88
		Fee: 2.50%	$ 629.10
		Insurance: 1.00%	$ 257.93
		GRT: 0.19%	$ 49.50
		Bonds: 1.00%	$ 261.00
		Grand Total:	**$26,361.50**

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
250 EAST 1ST STREET, SUITE 1500
LOS ANGELES, California 90012

Del Amo Construction LLC
19191 S. Vermont Ave #950
Torrance, California 90502

SIGNATURE **DATE**

SIGNATURE **DATE**

SIGNATURE **DATE**

Request For Change Order

To: Del Amo Construction
19191 S. Vermont Avenue
Torrance, CA 90502

Project: Del Amo - Magnolia Science #5

RFC No: 11
Date: 5/27/2026
Description: SCOPE:
Electrical Construction: This Change Order Request is for the Added SOW to provide and install feeder conductors from ALDP to the Panels. Please see breakdown attached.

INCLUDES:
This proposal includes all materials, tax, equipment, and labor as needed to provide a complete and operable system for work as described herein.

EXCLUDES:
Overtime
Shift work
Permits & Fees
Anything not expressly included in the narrative
Inclusions and Exclusions of the Original Executed Contract will apply to this cost estimate
Anything not expressly included above

**** Safeway Electric can only hold the pricing for 30 business days. After such date, and if needed, a revised price will be issued that will reflect current market value on commodity materials. This 30 business day includes client review, any change requests and final acceptance.****

Request For Change Order

To: Del Amo Construction
19191 S. Vermont Avenue
Torrance, CA 90502

Project: Del Amo - Magnolia Science #5

The above work is subject to the same conditions as specified in the original contract unless otherwise stipulated.

Upon approval the sum of $24,792.09 will be added to the contract price.

Original Contract	$420,950.00
Other Approved Change Orders	$169,649.71
Total Contract to Date	$590,599.71
This Request	$24,792.09
Other Pending Requests	$61,840.70
Total Contract plus Pending RFCs	$677,232.50

Authorized Signature: _____ Date: _____
Safeway Building Systems, Inc

Authorized Signature: _____ Date: _____
Del Amo Construction

3133 Mission Inn Avenue | Riverside, CA 92507
Phone (909) 824-6441
Fax (909) 824-0571
www.safewaybsi.com
Lic # B/C-10 387886
Lic # C-46, C-7
ACO# 3998

This Change Order is for the Added SOW to provide and install feeder conductors from ALDP to the panels listed below. The following section breakdown includes the scope narrative and associated bill of materials for each feeder run.

ALDP to Panel R1

- Provide and install one set of 1/0 conductors with one #6 grounding conductor from ALDP to Panel R1. Scope includes pulling, terminating, and testing conductors at the breaker in ALDP and at Panel R1.

ALDP to Panel R2

- Provide and install one set of 1/0 conductors with one #6 grounding conductor from ALDP to Panel R2. Scope includes pulling, terminating, and testing conductors at the breaker in ALDP and at Panel R2.

ALDP to Panel R3

- Provide and install one set of 1/0 conductors with one #6 grounding conductor from ALDP to Panel R3. Scope includes pulling, terminating, and testing conductors at the breaker in ALDP and at Panel R3. A tugger will be utilized to complete the conductors pull.

ALDP to Panel R4

- Provide and install one set of 1/0 conductors with one #6 grounding conductor from ALDP to Panel R4. Scope includes pulling, terminating, and testing conductors at the breaker in ALDP and at Panel R4. A tugger will be utilized to complete the conductors pull.

ALDP to Panel L1

- Provide and install one set of 1/0 conductors with one #6 grounding conductor from ALDP to Panel L1. Scope includes pulling, terminating, and testing conductors at the breaker in ALDP and at Panel L1.

ALDP to Panel L2

- Provide and install one set of 1/0 conductors with one #6 grounding conductor from ALDP to Panel L2. Scope includes pulling, terminating, and testing conductors at the breaker in ALDP and at Panel L2.

ALDP to Panel L3

- Provide and install one set of 1/0 conductors with one #6 grounding conductor from ALDP to Panel L3. Scope includes pulling, terminating, and testing conductors at the breaker in ALDP and at Panel L3.

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

June 15, 2026

Patrick Ontiveros
General Counsel & Director of Facilities
Magnolia Public Schools
250 E. 1st. Street, Suite 1500
Los Angeles, CA 90012

Via: Email

Re: Magnolia Science Academy 5 Project – Increment #2, Del Amo Construction
Prime Contract Change Order 018, Tree Pruning

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding tree pruning. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
Trees located at the U Haul property line extend on to MSA 5 property and partially obstruct the solar panels. In addition, there are concerns that falling branches and palm fronds can damage the solar panels. Del Amo was directed to trim the trees back to the property line.

Scope of Work
Labor and equipment to perform tree trimming.

Analysis and Cost
The proposed cost of the Change Order is: **$2,674.12**

We have reviewed Del Amo's proposed Change Order and find it fair and reasonable.

Based upon the information above and attached, we recommend approving this Change Order as submitted.

Best regards,

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #024

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-124719 - Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

Prime Contract Change Order #024: CE #118 - DAC - Tree Pruning

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	6/16/2026	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Client Request
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	2:Del Amo Construction Contract
		TOTAL AMOUNT:	$2,674.12

DESCRIPTION:
CE #118 - DAC - Tree Pruning
Tree pruning at west property line

ATTACHMENTS:
PCO 29 - Tree pruning neighbor.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O Tree Pruning at West Property Line	Tree Pruning at West Property Line	$2,674.12
		Grand Total:	**$2,674.12**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$348,136.53
The contract sum prior to this Change Order was	$7,756,853.53
The contract sum would be changed by this Change Order in the amount of	$2,674.12
The new contract sum including this Change Order will be	$7,759,527.65
The contract time will not be changed by this Change Order.	

Ruben Markarian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Prime - PCO #029

Del Amo Construction, LLC
19191 S Vermont Ave, Suite 950
Torrance, California 90502
Phone: (310) 378-6203
Fax: (310) 378-4663

Project: 2025-089 - Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

PCO 29 - Tree pruning neighbor

TO:	MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION 250 EAST 1ST STREET, SUITE 1500 LOS ANGELES California, 90012	**FROM:**	Del Amo Construction LLC 19191 S. Vermont Ave #950 Torrance California, 90502
PCO NUMBER/REVISION:	029 / 0	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	6/10 /2026
STATUS:	Pending - In Review	**PRIME CONTRACT CHANGE ORDER:**	None
REFERENCE:		**CHANGE REASON:**	Client Request
FIELD CHANGE:	No	**SCHEDULE IMPACT*:**	
LOCATION:		*** If no value shown any schedule impact will be submitted as a seperate Prime - PCO.**	

DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #90036 - Tree pruning neighbor
Brightview CO 5

Qualifications / Exclusions:
See subcontractor proposal

ATTACHMENTS:

Est. #5 - CE 90036 Tree Trimming - West End Property Line.pdf

#	Cost Code	Description	Amount
1	32-9000-00 - Planting & Irrigation	Brightview CO 5	$ 2,091.00
2	01-7410-00 - General Labor & Cleanup	Misc Labor - 4hrs (rate 105.98)	$ 423.92
		Subtotal:	$2,514.92
		Overhead: 1.50%	$ 37.72
		Fee: 2.50%	$ 63.82
		Insurance: 1.00%	$ 26.16
		GRT: 0.19%	$ 5.02
		Bonds: 1.00%	$ 26.48
		Grand Total:	**$2,674.12**

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
250 EAST 1ST STREET, SUITE 1500
LOS ANGELES, California 90012

Del Amo Construction LLC
19191 S. Vermont Ave #950
Torrance, California 90502

SIGNATURE **DATE**

SIGNATURE **DATE**

SIGNATURE **DATE**

BrightView Landscape Development

Potential Change Item

No. 00005

Title: Est. #5 - Tree Trimming - West End Property Line

Project: Magnolia Science MSA 5

Attn: F Villasenor
Del Amo Construction LLC
23840 Madison St,
Torrance, CA 90505

Phone:

Date: Jun 04, 2026

Job: 1010082

Description Of Estimate:
This estimate is a price to trim back all trees to the property line on the west end of the project. All inclusions, exclusions, terms, and general conditions from work order for Project Magnolia MSA-5 Increment II 2025-089 remain in place.

Breakdown Of Work

Item	Description of Work	Quantity	Units	Unit Price	Net Amount
1	Est. #5 - Tree Trimming Add	1.00	LS	2,091.00	$2,091.00
				Total :	$2,091.00

Estimated Time Extension 0 **Days**

This estimate will remain in effect for 15 days, unless otherwise noted. After expiration, a new estimate will be submitted upon request.

Notes:

- [ ] **This work will not be done until approved and written change order is issued.**
- [X] **A signature below authorizes us to proceed with the work described above, at the stated prices.**
- [ ] **Extension of time necessary for this change:** 0 **consecutive working days.**
- [ ] **This work was done in accordance with your order to proceed: Please issue change order.**

Prepared By: Evan Powell

Date: Jun 04, 2026

Approved By: F Villasenor
Del Amo Construction LLC

Date:

Extra Work Summary

Project:	**Magnolia Science Center**	**BVLD Job #**	**1010082**
Revision Title:	**Est. #005 - Tree Trimming - West End Property Line**		
Date:	**June 4, 2026**	**EST. Number**	**5**

				LABOR		EQUIPMENT		MATERIAL		UNIT COST		SUBCONTRACTOR		
	Description	Qty	Unit	Labor Rate	Total Cost	Unit Cost	Total Cost	Unit Cost	Total Cost	Unit Cost	Total Cost	Unit Cost	Total Cost	**TOTAL**
	Trim Back to Property Line	1	LS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,800.00	$1,800.00	$0.00	$0.00	$1,800
	Tax on material								$0.00					$0
	OH&P on self-performed work				$0.00		$0.00		$0.00		$270.00			$270
	OH&P on subcontracted work												$0.00	$0
	Bond													$21
Net Cost change														**$2,091**

Fernando Villasenor

From: Mejia, Joe <jmejia@PeopleReady.com>
Sent: Wednesday, May 27, 2026 8:26 AM
To: Fernando Villasenor
Cc: Daniel Young; Naeiri Petrosian, AIA; Austin Duarte
Subject: Re: Magnolia 5 - Labor (PW project)
Attachments: PW Determination sheet 2026 thru 630 SC-023-102-2.pdf; PrevailingWage Sheet.pdf

Hello Fernando,

Attached is the current determination sheet. Labor would fall under Group 1 labor. (Please confirm this is aligned with your project)

We are fully committed to 100% compliance with PW, including internal audits of proper wages, fringes, and accurate processing of Certified Payroll.

The pay rate to the laborer is $75.09 per hour (included base and all fringes) / Our all-inclusive bill rate is $105.98 per hour.

Please reply back with confirmation of all the information above and the following details:

Start Date:
Start Time:
# of workers needed:
Report to Contact:
Job site address:
Parking instructions:
Job duties:

Please let me know if you have any questions or concerns.

We look forward to the opportunity to build with you.

Respectfully,

Joe Mejia
Area Sales Manager
So. Cal | NV | AZ | HI
Cell 818-738-0980 | **Fax2mail** 253-274-3778
jmejia@PeopleReady.com
www.peopleready.com

peopleready A TRUEBLUE COMPANY | WORK + A WORKFORCE within REACH

GENERAL PREVAILING WAGE DETERMINATION MADE BY THE DIRECTOR OF INDUSTRIAL RELATIONS
PURSUANT TO CALIFORNIA LABOR CODE PART 7, CHAPTER 1, ARTICLE 2, SECTIONS 1770, 1773 AND 1773.1
FOR COMMERCIAL BUILDING, HIGHWAY, HEAVY CONSTRUCTION AND DREDGING PROJECTS

Craft: Laborer and Related Classifications #

Determination:
SC-23-102-2-2025-1

Issue Date:
August 22, 2025

Expiration date of determination:
June 30, 2026* Effective until superseded by a new determination issued by the Director of Industrial Relations. Contact the Office of the Director – Research Unit at (415) 703-4774 for the new rates after 10 days from the expiration date, if no subsequent determination is issued.

Localities:
All localities within Imperial, Inyo, Kern, Los Angeles, Mono, Orange, Riverside, San Bernardino, San Luis Obispo, Santa Barbara, and Ventura counties.

Wages and Employer Payments:

Classification[a] (Journeyperson)	Basic Hourly Rate	Health and Welfare	Pension	Vacation and Holiday [b]	Training	Other	Hours	Total Hourly Rate	Daily Overtime Hourly Rate (1 ½ X) [c]	Saturday Overtime Hourly Rate (1 ½ X) [cd]	Sunday/ Holiday Overtime Hourly Rate (2 X)
Group 1	$46.48	$9.55	$12.57	$5.02	$0.80	$0.67	8.0	$75.09	$98.330	$98.330	$121.570
Group 2	$47.03	$9.55	$12.57	$5.02	$0.80	$0.67	8.0	$75.64	$99.155	$99.155	$122.670
Group 3	$47.58	$9.55	$12.57	$5.02	$0.80	$0.67	8.0	$76.19	$99.980	$99.980	$123.770
Group 4	$49.13	$9.55	$12.57	$5.02	$0.80	$0.67	8.0	$77.74	$102.305	$102.305	$126.870
Group 5	$49.48	$9.55	$12.57	$5.02	$0.80	$0.67	8.0	$78.09	$102.830	$102.830	$127.570

Group 1

Boring Machine Helper (Outside)
Certified Confined Space Laborer
Cleaning and Handling of Panel Forms
Concrete Screeding for Rough Strike-Off
Concrete, Water Curing
Demolition Laborer, the cleaning of brick if performed by an employee performing any other phase of demolition work, and the cleaning of lumber
Fiberoptic Installation, Blowing, Splicing, and Testing Technician on public right-of-way only
Fire Watcher, Limbers, Brush Loaders, Pilers and Debris Handlers
Flagman
Gas, Oil and/or Water Pipeline Laborer
Laborer, Asphalt-Rubber Material Loader
Laborer, General or Construction
Laborer, General Cleanup
Laborer, Jetting
Laborer, Temporary Water and Air Lines
Plugging, Filling of Shee-Bolt Holes; Dry Packing of Concrete and Patching
Post Hole Digger (Manual)
Railroad Maintenance, Repair Trackman and Road Beds; Streetcar and Railroad Construction Track Laborers
Rigging and Signaling
Scaler
Slip Form Raisers
Tarman and Mortar Man
Tool Crib or Tool House Laborer
Traffic Control by any method
Water Well Driller Helper
Window Cleaner
Wire Mesh Pulling - All Concrete Pouring Operations

Group 2

Asphalt Shoveler
Cement Dumper (on 1 yard or larger mixer and handling bulk cement)
Cesspool Digger and Installer
Chucktender
Chute Man, pouring concrete, the handling of the chute from readymix trucks, such as walls, slabs, decks, floors, foundations, footings, curbs, gutters and sidewalks
Concrete Curer-Impervious Membrane and Form Oiler
Cutting Torch Operator (Demolition)
Fine Grader, Highways and Street Paving, Airport, Runways, and similar type heavy construction
Gas, Oil and/or Water Pipeline Wrapper-Pot Tender and Form Man
Guinea Chaser
Headerboard Man-Asphalt
Installation of all Asphalt Overlay Fabric and Materials used for Reinforcing Asphalt
Laborer, Packing Rod Steel and Pans
Membrane Vapor Barrier Installer
Power Broom Sweepers (small)
Riprap, Stonepaver, placing stone or wet sacked concrete
Roto Scraper and Tiller
Sandblaster (Pot Tender)
Septic Tank Digger and Installer (leadman)
Tank Scaler and Cleaner
Tree Climber, Faller, Chain Saw Operator, Pittsburgh Chipper and similar type Brush Shredders
Underground Laborer, including Caisson Bellower

Group 3

Asphalt Installation of all fabrics
Buggymobile Man
Compactor (all types including Tampers, Barko, Wacker)
Concrete Cutting Torch
Concrete Pile Cutter
Driller, Jackhammer, 2 1/2 ft. drill steel or longer
Dri Pak-it Machine
Gas, Oil and/or Water Pipeline Wrapper - 6-inch pipe and over by any method, inside and out
Impact Wrench, Multi-Plate
Kettlemen, Potmen and Men applying asphalt, lay-kold, creosote, lime caustic and similar type materials
Laborer, Fence Erector
Material Hoseman (Walls, Slabs, Floors and Decks)
Operators of Pneumatic, Gas, Electric Tools, Vibrating Machines, Pavement Breakers, Air Blasting, Come-Alongs, and similar mechanical tools not separately classified herein; operation of remote controlled robotic tools in connection with Laborers work
Pipelayer's backup man, coating, grouting, making of joints, sealing, caulking, diapering and including rubber gasket joints, pointing and any and all other services
Power Post Hole Digger
Rock Slinger
Rotary Scarifier or Multiple Head Concrete Chipping Scarifier
Steel Headerboard Man and Guideline Setter
Trenching Machine, Hand Propelled

Group 4

Any Worker Exposed to Raw Sewage
Asphalt Raker, Luteman, Ironer, Asphalt Dumpman, and Asphalt Spreader Boxes (all types)
Concrete Core Cutter (walls, floors or ceilings), Grinder or Sander
Concrete Saw Man, Cutting Walls or Flat Work, Scoring old or new concrete
Cribber, Shorer, Lagging, Sheeting and Trench Bracing, Hand-Guided Lagging Hammer
Head Rock Slinger
High Scaler (including drilling of same)
Laborer, Asphalt-Rubber Distributor Bootman
Laser Beam in connection with Laborer's work
Oversize Concrete Vibrator Operator, 70 pounds and over
Pipelayer
Prefabricated Manhole Installer
Sandblaster (Nozzleman), Water Blasting, Porta Shot-Blast
Subsurface Imaging Laborer
Traffic Lane Closure, certified

Group 5

Blasters Powderman
Driller
Toxic Waste Removal
Welding, certified or otherwise in connection with Laborers' work

Recognized holidays:
Holidays upon which the general prevailing hourly wage rate for Holiday work shall be paid, shall be all holidays in the collective bargaining agreement, applicable to the particular craft, classification, or type of worker employed on the project, which is on file with the Director of Industrial Relations. If the prevailing rate is not based on a collectively bargained rate, the holidays upon which the prevailing rate shall be paid shall be as provided in Section 6700 of the Government Code. You may obtain the holiday provisions for the current determinations on the Director's General Prevailing Wage Determinations Website (http://www.dir.ca.gov/OPRL/DPreWageDetermination.htm). Holiday provisions for current or superseded determinations may be obtained by contacting the Office of the Director – Research Unit at (415) 703-4774.

Travel and/or subsistence payment:
In accordance with Labor Code Sections 1773.1 and 1773.9, contractors shall make travel and/or subsistence payments to each worker to execute the work. You may obtain the travel and/or subsistence provisions for the current determinations on the Director's General Prevailing Wage Determinations Website (http://www.dir.ca.gov/OPRL/DPreWageDetermination.htm). Travel and/or subsistence requirements for current or superseded determinations may be obtained by contacting the Office of the Director – Research Unit at (415) 703-4774.

[#] Indicates an apprenticeable craft. The current apprentice wage rates are available on the Prevailing Wage Apprentice Determinations Website (http://www.dir.ca.gov/OPRL/PWAppWage/PWAppWageStart.asp).
[a] For classification within each group, see page 2.
[b] Includes an amount per hour worked for supplemental dues.
[c] Any hours worked over 12 hours in a single workday are double (2) time.
[d] Saturdays in the same work week may be worked at straight-time if job is shut down during work week due to inclement weather or similar Act of God, or a situation beyond the employer's control.

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

June 15, 2026

Patrick Ontiveros
General Counsel & Director of Facilities
Magnolia Public Schools
250 E. 1st. Street, Suite 1500
Los Angeles, CA 90012

Via: Email

Re: Magnolia Science Academy 5 Project – Increment #2, Del Amo Construction
Prime Contract Change Order 019, Turf in Lieu of Decomposed Granite

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding the utilization of artificial turf in lieu of decomposed granite (DG). We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
During a site walk with the design team and MPS staff it was determined that from a maintenance and constructability perspective, it would be beneficial to substitute the DG track for artificial turf.

Scope of Work
Cost includes a credit for the DG and the difference in cost to utilize artificial turf.

Analysis and Cost
The proposed cost of the Change Order is: **$27,935.10**

We have reviewed Del Amo's proposed Change Order and find it fair and reasonable.

Based upon the information above and attached, we recommend approving this Change Order as submitted.

Best regards,

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #025

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-124719 - Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

Prime Contract Change Order #025: CE #119 - DAC - Turf in Lieu of DG

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	6/16/2026	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Client Request
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	2:Del Amo Construction Contract
		TOTAL AMOUNT:	$27,935.10

DESCRIPTION:
CE #119 - DAC - Turf in Lieu of DG
Replacing DG with Artificial Turf at track

ATTACHMENTS:
PCO 26 - Turf in lieu of DG at track.pdf

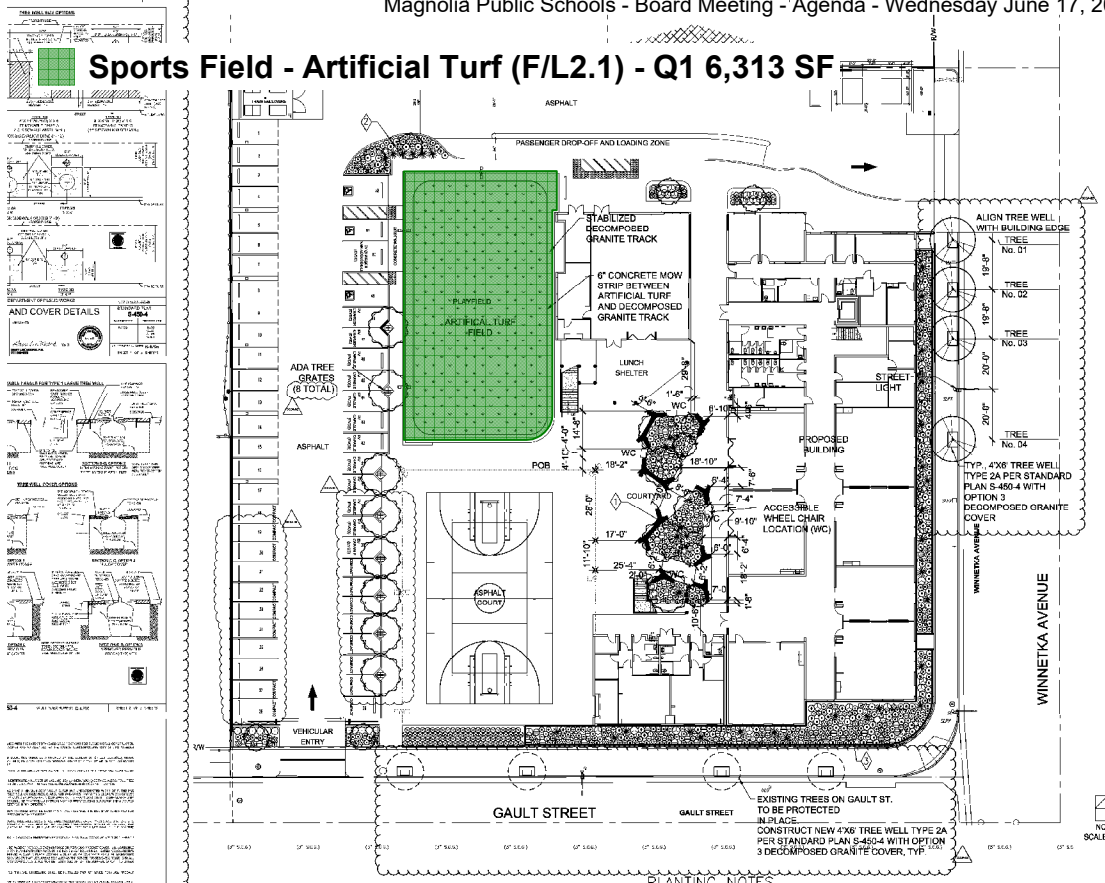
CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O Turf in Lieu of DG	Turf in Lieu of DG	$27,935.10
		Grand Total:	**$27,935.10**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$348,136.53
The contract sum prior to this Change Order was	$7,756,853.53
The contract sum would be changed by this Change Order in the amount of	$27,935.10
The new contract sum including this Change Order will be	$7,784,788.63
The contract time will not be changed by this Change Order.	

Ruben Markarian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Sports Field - Artificial Turf (F/L2.1) - Q1 6,313 SF



NOTE:
CITY OF LOS ANGELES STANDARD PLANTING DETAILS ARE FOR CITY STREET TREE WELLS ONLY. REFER TO PLANTING DETAILS PLAN SHEET L-2.1 FOR ONSITE PLANTING DETAILS.

PLANTING NOTES

1. PRIOR TO PLANTING, PERFORM AGRONOMIC SOIL TESTING AND ADD SOIL AMENDMENTS PER SOILS REPORT RECOMMENDATIONS.
2. ALL TREE & SHRUB MATERIAL SPECIFIED MUST MEET STANDARD INDUSTRY SPECIFICATIONS FOR THE CONTAINER SIZE INDICATED. IF CONTRACTOR CANNOT LOCATE MATERIAL OF ACCEPTABLE SIZE AT THE TIME OF INSTALLATION, CONTACT LANDSCAPE ARCHITECT FOR SPECIES SUBSTITUTION; DOWN-SIZING OR SUBSTITUTION OF PLANT MATERIAL WITHOUT PRIOR APPROVAL OF LANDSCAPE ARCHITECT WILL NOT BE ALLOWED.
3. TREE LOCATIONS SHOWN ON PLAN MAY REQUIRE ADJUSTMENT IN THE FIELD. WHENEVER FEASIBLE, TREES SHOULD BE PLANTED A MINIMUM OF TEN (10) FEET FROM ALL UNDERGROUND UTILITIES AND OUT OF DRAINAGE FLOW LINES AND THREE (3) FEET FROM SPRAY HEADS. SHOULD THIS NOT BE POSSIBLE, CONTACT THE LANDSCAPE ARCHITECT FOR A DECISION ON TREE PLACEMENT.
4. VERIFY LOCATION AND DEPTH OF ALL UNDERGROUND UTILITIES PRIOR TO START OF WORK.
5. AFTER IRRIGATION SYSTEM INSTALLATION AND FINISH GRADES HAVE BEEN ESTABLISHED, PERFORM WEED CONTROL PER PLANTING SPECIFICATIONS.
6. LANDSCAPE ARCHITECT SHALL HAVE THE OPPORTUNITY TO INSPECT AND APPROVE ALL SPECIMEN AND BOX MATERIALS (24" BOX AND LARGER) AT THE NURSERY PRIOR TO PLANTING.
7. LANDSCAPE ARCHITECT SHALL HAVE THE OPPORTUNITY TO INSPECT ALL PLANT MATERIALS AT THE JOB SITE PRIOR TO PLANTING.
8. UPON COMPLETION OF PLANTING, THE CONTRACTOR SHALL ARRANGE FOR A SUBSTANTIAL COMPLETION INSPECTION BY THE LANDSCAPE ARCHITECT. CONTRACTOR SHALL CORRECT ANY DISCREPANCIES FOUND PRIOR TO FINAL INSPECTION AND ACCEPTANCE OF THE PROJECT.
9. A REPRESENTATIVE SAMPLE OF THE BOTANICAL NAME TAGS FURNISHED BY THE NURSERY STOCK SUPPLIER SHALL REMAIN ATTACHED TO THE PLANTS UNTIL FINAL INSPECTION.
10. FINISH GRADE IN ALL PLANTER AREAS SHALL BE 2 INCHES BELOW FINISH SURFACE OF SURROUNDING HARDSCAPE AND/OR UTILITY BOXES.
11. WHERE IT IS OBVIOUS IN THE FIELD THAT CONDITIONS DEVIATE FROM WHAT IS INDICATED ON THE PLANS, IT IS THE RESPONSIBILITY OF THE CONTRACTOR TO NOTIFY THE LANDSCAPE ARCHITECT OF THESE DISCREPANCIES. IN THE EVENT THIS NOTIFICATION IS NOT PERFORMED, THE CONTRACTOR SHALL ASSUME ALL RESPONSIBILITY FOR ANY NECESSARY REVISIONS.
12. INSTALL 3 INCHES OF SHREDDED WOOD BARK AS MULCH IN ALL NEWLY PLANTED AREAS UPON COMPLETION OF PLANTING. REFER TO SPECIFICATIONS FOR MULCH MATERIAL.
13. USE ROOT BARRIER IF CENTER OF TREE TRUNK IS WITHIN 5' OF ANY CURBS, SIDEWALKS, OR OTHER HARDSCAPE MATERIALS.

SOIL SAMPLING:
AGRONOMICS SOIL TESTING SHALL BE PERFORMED ON THE SITE FROM LOCATIONS INDICATED. FIVE (5) TESTING SITES HAVE BEEN IDENTIFIED AND ALL RESULTS SHALL BE INCORPORATED INTO THE WORK ON THIS PROJECT.

INDICATES SAMPLE SITE
INDICATES SAMPLE NUMBER

TESTING TO BE PERFORMED BY WALLACE LABORATORIES AT (310) 615-0116 OR APPROVED EQUAL. SOIL IS TO BE AMENDED PER SOILS REPORT RECOMMENDATIONS. REPORT IS TO BE OBTAINED AND PAID FOR BY THE CONTRACTOR. REFER TO SPECIFICATIONS FOR ADDITIONAL SOIL TESTING INFORMATION.

TREE LEGEND

SYMBOL	PLANT NAME	SIZE	QTY. *	DETAIL	SHEET	REMARK
	GEIJERA PARVIFLORA AUSTRALIAN WILLOW	24" BOX	13	A/D	L2.1	STANDARD TRUNK
	CERCIS OCCIDENTALIS WESTERN REDBUD	24" BOX	4	A/D	L2.1	MULTI TRUNK
	MAGNOLIA GRANDIFLORA 'LITTLE GEM' LITTLE GEM MAGNOLIA	24" BOX	4	A/D	L2.1	STANDARD TRUNK
	ADA TREE GRATE	3'X3'	8	I	L2.1	IRONSMITH 3622 ADA TREE GRATE 36"X36" SQUARE CAST IRON CONTACT: CHAPARRAL, INC. (818) 781-2900

STREET TREE LEGEND

SYMBOL	PLANT NAME	SIZE	QTY. *	DETAIL	WUCOLS
	GEIJERA PARVIFLORA AUSTRALIAN WILLOW OR LAGERSTROEMIA INDICA TUSCARORA' TUSCARORA CRAPE MYRTLE	24" BOX STANDARD TRUNK	4	TREE WELLS TO BE TYPE 2A, DECOMPOSED GRANITE COVER OPTION 3 PER STANDARD DETAIL S-450-4. SEE CITY OF LOS ANGELES STANDARD DETAILS: S-450-4 TREE WELL SIZE & COVER DETAILS S-456-2 TREE PLANTING & ROOT CONTROL BARRIER DETAIL S-683-1 DOUBLE TREE STAKING DETAIL	LOW LOW
	EXISTING TREE TO BE PROTECTED IN PLACE	–	–	EXISTING TREE TO BE PROTECTED IN PLACE. CONSTRUCT NEW 4'X6' TREE WELL TYPE 2A PER STANDARD PLAN S-450-4 WITH OPTION 3 DECOMPOSED GRANITE COVER.	–

SHRUB/ GROUNDCOVER LEGEND

LID PLANTER & EXTERIOR PLANTING

SYMBOL	PLANT NAME	SIZE	QTY. *	DETAIL	SHEET	REMARK
	AGAVE ATTENUATA 'BOUTIN BLUE' BLUE FOXTAIL AGAVE	5 GAL	63	B/C	L2.1	
	AGAVE ATTENUATA 'RAY OF LIGHT' RAY OF LIGHT FOXTAIL AGAVE	5 GAL	33	B/C	L2.1	
	CAREX DIVULSA BERKLEY SEDGE	1 GAL	246	B/C	L2.1	
	CHONDROPETALUM ELEPHANTINUM LARGE CAPE RUSH	5 GAL	38	B/C	L2.1	
	DIANELLA HYBRID CLARITY BLUE DIANELLA	1 GAL	118	B/C	L2.1	
	HESPERALOE PARVIFLORA 'PERPA' BRAKELIGHTS RED YUCCA	5 GAL	115	B/C	L2.1	
	JUNCUS PATENS 'ELK BLUE' ELK BLUE GRAY RUSH	1 GAL	156	B/C	L2.1	
	LOBELIA LAXIFOLIA 'ANGUSTIFOLIA' MEXICAN LOBELIA	5 GAL	48	B/C	L2.1	
	MAHONIA AQUIFOLIUM 'COMPACTUM' COMPACT OREGON GRAPE HOLLY	5 GAL	3	B/C	L2.1	
	PHILODENDRON ZANADU DWARF ZANADU PHILODENDRON	5 GAL	33	B/C	L2.1	
	PODOCARPUS MACROPHYLLUS 'SOSA' MOOR RING PODOCARPUS	15 GAL	11	B/C	L2.1	
	SALVIA GREGGII 'FURMANS RED' FURMANS RED TEXAS SAGE	1 GAL	34	B/C	L2.1	

* CONTRACTOR TO VERIFY EXACT QUANTITIES OF PLANT MATERIALS BASED ON CONDITIONS AND PLANT MATERIALS COVERAGE.

SPORTSFIELD

SYMBOL	DESCRIPTION	QTY.	REMARK	DETAIL	SHEET
	SPORTS FIELD – ARTIFICIAL TURF	5,160 S.F.	MATRIX TURF WITH GEOPLUS FILL COLOR: GREEN CONTACT: (800) 233-5714 INSTALL PER MANUFACTURERS RECOMMENDATIONS	F	L2.1
	STABILIZED DECOMPOSED GRANITE TRACK	950 S.F.	COLOR: CALIFORNIA GOLD WITH STABILIZER SOUTHWEST BOULDER AND STONE (760) 685-0262 STEVE SERRANO	G	L2.1
	6" CONCRETE MOW CURB BETWEEN ARTIFICIAL TURF FIELD AND STABILIZED DECOMPOSED GRANITE TRACK	295 L.F.	COLOR: NATURAL GREY CONCRETE	H	L2.1

BENCHES

SYMBOL	DESCRIPTION	QTY.	REMARK
	TWIG BENCH	11	TOURNESOL (949) 400-0577 MELISSA ZEPEDA QPRC LID-HWBCHT CONCRETE PRODUCT: C-01 & C-02 COLOR: SHARK ACID ETCH ATTACH TO CONCRETE WITH MOUNTING BRACKETS SKATE STOPS (2SS)–SEE MANUFACTURER FOR PLACEMENT AND LOCATION OF STOPS ON BENCHES.
WC	30"X48" ACCESSIBLE WHEEL CHAIR SPACE LOCATION ADJACENT TO BENCH		

DSA/CALGREEN SECTION 5.106–SITE DEVELOPMENT

SECTION	DESCRIPTION	SHADE PERCENTAGE
5.106.12.1	SURFACE PARKING SHADE TREE CALCULATION (SHADE OVER 50% OF PARKING AREA WITHIN 15 YEARS)	55%
5.106.12.2	LANDSCAPE AREA SHADE TREE CALCULATION (SHADE OVER 20% OF THE LANDSCAPE AREA WITHIN 15 YEARS)	58%
5.106.12.3	HARDSCAPE AREA SHADE TREE CALCULATION (SHADE OVER 20% OF HARDSCAPE AREA WITHIN 15 YEARS)	31%

DLR Group

MAGNOLIA SA5
NEW 2-STORY MODULAR BUILDING & SITE WORK
7111 WINNETKA AVE, WINNETKA, CA 91306

DSA SUBMISSION
Ref: 03-123228
Issue Date: 5/23/2025
REVISIONS

75-25204-00

PLANTING PLAN

L2.0

Prime - PCO #026

Del Amo Construction, LLC
19191 S Vermont Ave, Suite 950
Torrance, California 90502
Phone: (310) 378-6203
Fax: (310) 378-4663

Project: 2025-089 - Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

PCO 26 - Turf in lieu of DG at the track around Playfield

TO:	MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION 250 EAST 1ST STREET, SUITE 1500 LOS ANGELES California, 90012	**FROM:**	Del Amo Construction LLC 19191 S. Vermont Ave #950 Torrance California, 90502
PCO NUMBER/REVISION:	026 / 0	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	6/2 /2026
STATUS:	Pending - In Review	**PRIME CONTRACT CHANGE ORDER:**	None
REFERENCE:		**CHANGE REASON:**	Client Request
FIELD CHANGE:	No	**SCHEDULE IMPACT*:**	
LOCATION:		*** If no value shown any schedule impact will be submitted as a seperate Prime - PCO.**	

DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #90037 - Turf in lieu of DG at the track around Playfield
BrightView CO 4

ATTACHMENTS:

#	Cost Code	Description	Amount
1	32-9000-00 - Planting & Irrigation	Brightview CO 4	$ 26,272.00
		Subtotal:	$26,272.00
		Overhead: 1.50%	$ 394.08
		Fee: 2.50%	$ 666.65
		Insurance: 1.00%	$ 273.33
		GRT: 0.19%	$ 52.45
		Bonds: 1.00%	$ 276.59
		Grand Total:	**$27,935.10**

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
250 EAST 1ST STREET, SUITE 1500
LOS ANGELES, California 90012

Del Amo Construction LLC
19191 S. Vermont Ave #950
Torrance, California 90502

SIGNATURE **DATE**

SIGNATURE **DATE**

SIGNATURE **DATE**

BrightView Landscape Development

Potential Change Item
No. 00004

Title: Est. #004 - Synthetic Turf Extension
Project: Magnolia Science MSA 5
Attn: F Villasenor
Del Amo Construction LLC
23840 Madison St,
Torrance, CA 90505
Phone:

Date: Jun 01, 2026
Job: 1010082

Description Of Estimate:
This estimate is an alternative to extend the synthetic turf field to the outside track instead of DG.

Breakdown Of Work

Item	Description of Work	Quantity	Units	Unit Price	Net Amount
1	Est. #004 - Decomposed Granite Elimination Credit	1.00	LS	-5,460.00	-5,460.00
2	Est. #004 - Synthetic Turf Extension Add	1.00	LS	31,732.00	$31,732.00
				Total :	$26,272.00

Estimated Time Extension 0 **Days**

This estimate will remain in effect for 15 days, unless otherwise noted. After expiration, a new estimate will be submitted upon request.

Notes:

- [ ] **This work will not be done until approved and written change order is issued.**
- [X] **A signature below authorizes us to proceed with the work described above, at the stated prices.**
- [ ] **Extension of time necessary for this change:** 0 **consecutive working days.**
- [ ] **This work was done in accordance with your order to proceed: Please issue change order.**

Prepared By: Evan Powell
Date: Jun 01, 2026

Approved By: F Villasenor
Del Amo Construction LLC
Date: 6/1/2026

Extra Work Summary

BrightView Landscape Development

Project:	**Magnolia Science Center**	**BVLD Job #**	**1010082**
Revision Title:	**Est. #004 - Synthetic Turf Extension**		
Date:	**June 1, 2026**	**EST. Number**	**4**

				LABOR		EQUIPMENT		MATERIAL		UNIT COST		SUBCONTRACTOR		
	Description	Qty	Unit	Labor Rate	Total Cost	Unit Cost	Total Cost	Unit Cost	Total Cost	Unit Cost	Total Cost	Unit Cost	Total Cost	TOTAL
	Synethic Turf	1	LS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,827.00	$25,827.00	$25,827
	4" D Base	20	TN	$0.00	$0.00	$0.00	$0.00	$30.00	$600.00	$0.00	$0.00	$0.00	$0.00	$600
	Skip Loader	8	HR	$0.00	$0.00	$75.00	$600.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$600
	Foreman	8	HR	$90.57	$724.56	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$725
	Labor	16	HR	$88.10	$1,409.60	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,410
	Operator	8	HR	$101.28	$810.24	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$810
	Tax on material								$57.00					$57
	OH&P on self-performed work				$0.00		$0.00		$98.55		$0.00			$99
	OH&P on subcontracted work												$1,291.35	$1,291
	Bond													$314
Net Cost change														**$31,732**

Extra Work Summary

Project:	**Magnolia Science Center**	**BVLD Job #**	**1010082**
Revision Title:	**Est. #004 - Synthetic Turf Extension**		
Date:	**June 1, 2026**	**EST. Number**	**4**

				LABOR		EQUIPMENT		MATERIAL		UNIT COST		SUBCONTRACTOR		
	Description	Qty	Unit	Labor Rate	Total Cost	Unit Cost	Total Cost	Unit Cost	Total Cost	Unit Cost	Total Cost	Unit Cost	Total Cost	**TOTAL**
	CA Gold Decomposed Granite	-20	TNS	$0.00	$0.00	$0.00	$0.00	$37.00	-$740.00	$0.00	$0.00	$0.00	$0.00	($740)
	Skip loader (Bare)	-8	HR	$0.00	$0.00	$75.00	($600.00)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($600)
	Foreman	-8	HR	$90.57	($724.56)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($725)
	Labor	-16	HR	$88.10	($1,409.60)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($1,410)
	Operator	-8	HR	$101.28	($810.24)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($810)
	Tax on material								($70.30)					($70)
	OH&P on self-performed work				$0.00		($90.00)		($121.55)		$0.00			($212)
	OH&P on subcontracted work												$0.00	$0
	Bond													($54)
Net Cost change														**($5,460)**

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

June 15, 2026

Patrick Ontiveros
General Counsel & Director of Facilities
Magnolia Public Schools
250 E. 1st. Street, Suite 1500
Los Angeles, CA 90012

Via: Email

Re: Magnolia Science Academy 5 Project – Increment #2, Del Amo Construction
Prime Contract Change Order 020, Turf in Lieu of Decomposed Granite

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding the addition of a gate around the trash enclosure perimeter. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
Previously, the trash enclosure was shifted 3 feet south and 3 feet west to avoid conflict with the perimeter CMU wall. As a result, there is now a 3-foot gap between the perimeter wall and the wall of the trash enclosure. Upon review with the MPS team, it was determined that a gate should be installed to deter any potential loitering and allow it to be used as a storage area.

Scope of Work
Scope of work includes procurement of a wrought iron gate for the south opening and fixed panel for the east opening. It also includes all labor and materials for installation of gate and panel.

Analysis and Cost
The proposed cost of the Change Order is: **$7,214.52**

We have reviewed Del Amo's proposed Change Order and find it fair and reasonable.

Based upon the information above and attached, we recommend approving this Change Order as submitted.

Best regards,

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #014

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-124719 - Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

Prime Contract Change Order #014: CE #120 - DAC - Trash Enclosure Gate

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	6/16/2026	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Client Request
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	2:Del Amo Construction Contract
		TOTAL AMOUNT:	$7,214.52

DESCRIPTION:
CE #120 - DAC - Trash Enclosure Gate
Gate/Fence for trash enclosure

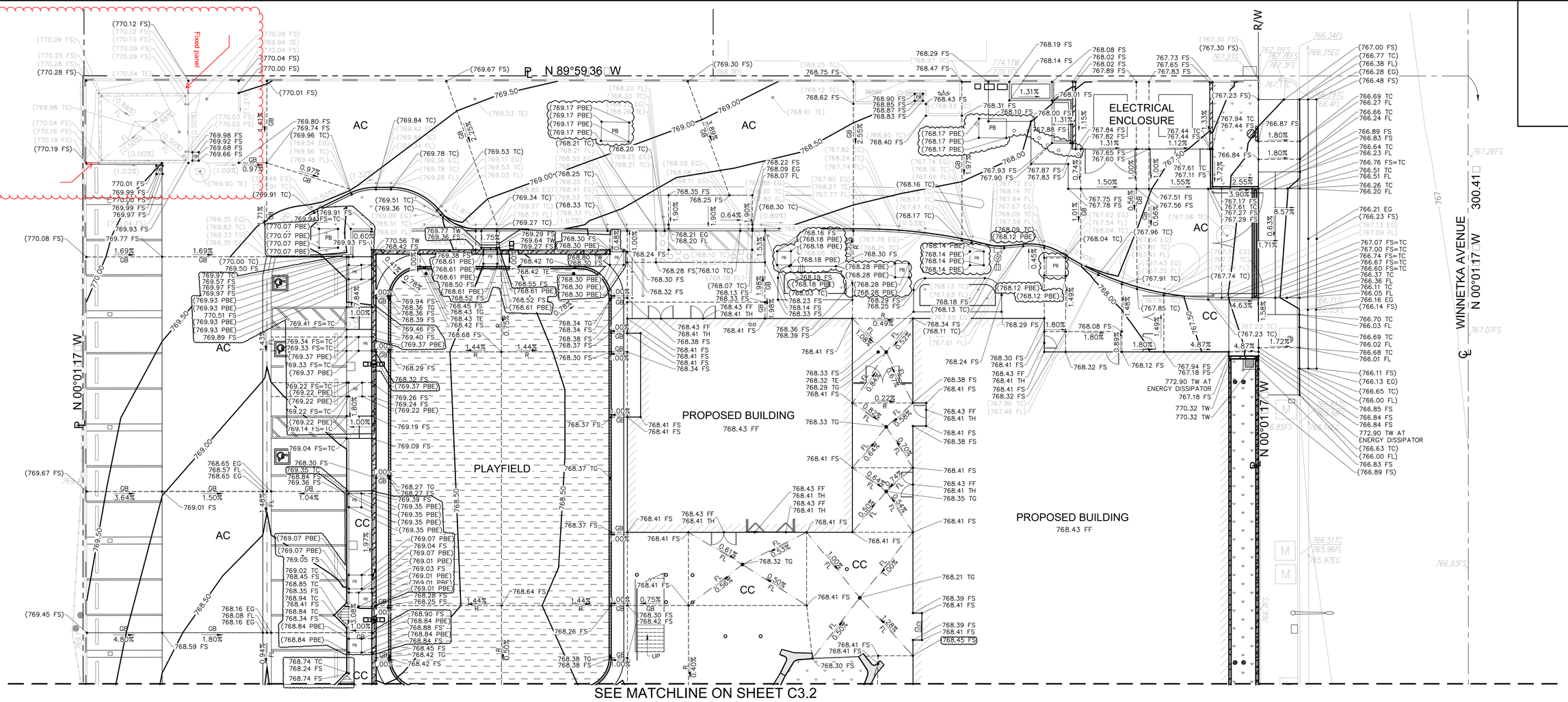
ATTACHMENTS:
PCO 27 - Added Trash Enclo.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O Trash enclosure gate add	Trash enclosure gate add	$7,214.52
		Grand Total:	**$7,214.52**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$348,136.53
The contract sum prior to this Change Order was	$7,756,853.53
The contract sum would be changed by this Change Order in the amount of	$7,214.52
The new contract sum including this Change Order will be	$7,764,068.05
The contract time will not be changed by this Change Order.	

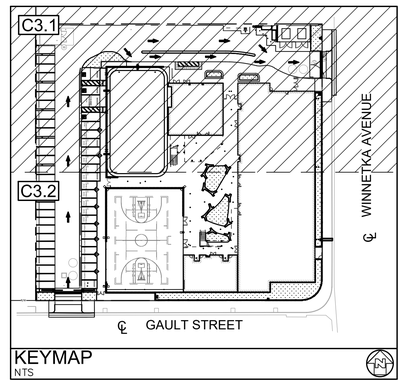
Ruben Markarian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**



SEE MATCHLINE ON SHEET C3.2

SHEET NOTES:

1. FOR GENERAL NOTES, LEGEND AND ABBREVIATIONS, SEE SHEET C1.0.
2. SEE ARCHITECTURAL DRAWINGS FOR OTHER SITE RELATED DIMENSIONS NOT SHOWN ON THIS DRAWING.
3. FOR PAVEMENT MARKINGS AND STRIPING, RAMP WITH HANDRAILS, PLANTER AREA, TRASH ENCLOSURE AND TRANSFORMER ENCLOSURE, SEE ARCHITECTURAL DRAWINGS. FOR LANDSCAPING AND IRRIGATION FEATURES, CONCRETE PAVEMENT PATTERN, TEXTURE AND COLOR INTEGRATION, SEE LANDSCAPE DRAWINGS. FOR GAS, SEWER, ROOF DRAINS, FIRE & DOMESTIC WATER LINES POINTS OF CONNECTION AT BUILDING, SEE MECHANICAL AND PLUMBING DRAWINGS OF THE BUILDING. FOR TRANSFORMER ENCLOSURE AND CONCRETE PAD, SEE ELECTRICAL DRAWINGS.
4. FOR CATCH BASIN LOCATIONS AND GRATE ELEVATIONS AND INVERTS SEE UTILITY PLAN. IF TOP OF GRATE ELEVATIONS ARE DIFFERENT FROM GRADING CATCH BASIN ELEVATIONS SHOWN ON THIS SHEET, NOTIFY CPM AND ENGINEER.
5. IT SHALL BE THE RESPONSIBILITY OF THE CONTRACTOR TO VERIFY ALL SURFACE AND/OR UNDERGROUND UTILITIES IN CONFLICT WITH THE PROPOSED DEMOLITION AND DESIGN ITEMS. CONTRACTOR SHALL REPORT ANY DISCREPANCIES AND/OR CONSTRUCTION RELATED ISSUES TO THE ARCHITECT PRIOR TO THE COMMENCEMENT OF WORK.
6. CONTRACTOR TO VERIFY IN FIELD THE JOINING TO EXISTING ELEVATION AND THE CURRENT SITE CONDITION WITH THE DESIGN GRADES. CONTRACTOR SHALL REPORT ANY DISCREPANCIES TO THE ARCHITECT PRIOR TO THE COMMENCEMENT OF WORK.
7. CONTRACTOR SHALL VERIFY DEMOLITION PLAN WITH EXISTING CONDITIONS AND REPORT ANY MISSING ITEMS THAT REQUIRE DEMOLITION PRIOR TO CONSTRUCTION.



KEYMAP
NTS

ENLARGED SITE GRADING PLAN

10 5 0 10 20

SCALE: 1"=10'

DLR GROUP
© DLR Group

LICENSED PROFESSIONAL ENGINEER — STATE OF CALIFORNIA — No. C36079 — Exp. 6/30/26 — CIVIL

DCA ENGINEERS, INC.
625 E. Palette, Blvd.
Orange, CA 92867
Ph: 714.779.0940
Fax: 323.739.0945

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SA5
NEW 2-STORY BUILDING & SITE WORK
7111 WINNETKA AVE, WINNETKA, CA 91306

DSA SUBMISSION
A# 03-124719
Issue Date: 10/11/2024
REVISIONS

75-23204-00

ENLARGED SITE GRADING PLAN

C3.1

Prime - PCO #027

Del Amo Construction, LLC
19191 S Vermont Ave, Suite 950
Torrance, California 90502
Phone: (310) 378-6203
Fax: (310) 378-4663

Project: 2025-089 - Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

PCO 27 - Added Trash Enclosure

TO:	MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION 250 EAST 1ST STREET, SUITE 1500 LOS ANGELES California, 90012	**FROM:**	Del Amo Construction LLC 19191 S. Vermont Ave #950 Torrance California, 90502
PCO NUMBER/REVISION:	027 / 0	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	6/4 /2026
STATUS:	Pending - In Review	**PRIME CONTRACT CHANGE ORDER:**	None
REFERENCE:		**CHANGE REASON:**	Allowance
FIELD CHANGE:	No	**SCHEDULE IMPACT*:**	
LOCATION:		*** If no value shown any schedule impact will be submitted as a seperate Prime - PCO.**	

DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #90035 - Added Trash Enclosure
NW TRASH AREA ADDED ITEM

ATTACHMENTS:

#	Cost Code	Description	Amount
1	32-3200-00 - WI Fences and Gates	NW TRASH AREA ADDED ITEM	$ 6,785.00
		Subtotal:	$6,785.00
		Overhead: 1.50%	$ 101.78
		Fee: 2.50%	$ 172.17
		Insurance: 1.00%	$ 70.59
		GRT: 0.19%	$ 13.55
		Bonds: 1.00%	$ 71.43
		Grand Total:	**$7,214.52**

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
250 EAST 1ST STREET, SUITE 1500
LOS ANGELES, California 90012

Del Amo Construction LLC
19191 S. Vermont Ave #950
Torrance, California 90502

SIGNATURE **DATE**

SIGNATURE **DATE**

SIGNATURE **DATE**

ESTABLISHED 1949

Pilgrim Fence Company
3275 E. Florence Ave.
Huntington Park, CA 90255
License# 360110
Tel: (323) 582-8191
Fax: (323) 582-2016
www.pilgrimfence.com

To:	**Date:**	**Billing Address:**
DEL AMO	5/28/2026	
	Contact Person: AUSTIN	
Project:	**Phone Number:**	**City/State/Zip Code:**
MAGNOLIA MSA 5 – NW TRASH AREA ADDED ITEM		
Project Address:	**Email:**	**Mobile/Job Site Numbers:**
	Approx. Starting Date:	**Approx. Completion Date:** / **LOG#:**

SCOPE OF WORK:

Pilgrim Fence Company is pleased to submit this proposal for work as listed below:
Install ☒ Repair ☐ Relocate ☐ Remove ☐

Labor and Materials to Install Fences & Gates:

BASE BID FURNISHED AND INSTALLED W/ STANDARD PREVAILING WAGE RATES ONLY (NO PLA AGREEMENTS)----------$ 6,785.00

1EA. NEW 36” WIDE X 6’ TALL WING PANEL
1EA. NEW 36” OPEN X 6’ TALL PED GATE W/ LOCKABLE LATCH

EXCLUSIONS:

PLA AGREEMENTS, PREVAILING WAGES, STAKING, GRADING, CLEARING, GROUNDING, REMOVAL OF EXISTING FENCE, CLALCS, ENGINEERED DRAWINGS, PERMITS, BONDS @ 3.75 %, ALL ELECTRICAL / COUNDUITS, ALL CONCRETE ROLL GATE TRACK PADS / CONCRETE GATE OPERATOR PADS, ALL REBAR / REBAR CAGES, ALL CONCRETE MOW CURBS.

SPECIAL PROVISIONS:

Total Cost: $ **6,785.00**

Terms: NET 30

To Be Determined by Corporate Credit

By signature below, the customer acknowledges that he/she has read and accepts the Contract terms and conditions set forth on page 2 and inclusive of any attachments.

Price is valid for: 10 Days

Accepted By:

Company Name

By: GLENN WASIL (PROJECT MANAGER)

Its:

Print Name and Title | Date

By:

Its:

Print Name and Title | Date

TERMS AND CONDITIONS

1. **General Terms.** PILGRIM FENCE COMPANY, INC. or its subsidiary ("CONTRACTOR") agrees to provide the labor and materials (collectively the "WORK") specified on the proposal set forth on the reverse side hereof (the "front page") within a reasonable time. BUYER agrees to pay the amount shown in current U.S. funds upon substantial completion of the work per the payment terms on the reverse side hereof.
2. **Installation of Fence.** Unless otherwise agreed to in writing, BUYER shall fully cooperate in allowing CONTRACTOR'S installation of the fence by doing each of the following: (a) clearing a sufficient working area of all obstructions and removable hazards; (b) surveying, grading, locating and staking the fence line and by verifying all property lines and identifying all utility lines; (c) notifying CONTRACTOR'S crew of all potential work area hazards; (d) coordinating CONTRACTOR'S work with the activities of all other persons at the job site, including others contractors, crews, supervisors, architects and owners; and (e) obtaining all appropriate building permits or other form of governmental permission. The estimated completion date shall be extended for as long as BUYER fails to comply with this provision, and for all delays reasonably beyond CONTRACTOR'S control. BUYER shall be deemed to have accepted the goods and work performed upon payment in full.
3. **Payment, Default and Remedies.** If BUYER does not make payment in full upon substantial completion, CONTRACTOR may pursue any and all collection activity it deems necessary to collect on BUYER'S obligation. BUYER shall be responsible for all costs of collection, including but not limited to, all collection agency charges, court costs, attorneys' fees and lien fees, and all costs and attorneys' fees incurred in collecting upon any judgment. Interest will accrue on all unpaid balances, lien expenses, collection expenses and attorneys' fees from the date incurred at the rate of twenty-one percent (21%) per year or at the highest rate allowed by applicable law. CONTRACTOR may apply all payment or portions thereof to any outstanding attorney fees, court costs, collection expenses, interest and principal as CONTRACTOR, in its sole discretion, deems appropriate. This Agreement shall be construed in accordance with the laws of the State and County in which the project is located.
4. **Changes and BUYER'S Cancellation.** If BUYER requests any change in the type, quality or quantity of the fencing to be provided by CONTRACTOR hereunder, BUYER shall pay, in addition to the purchase price shown on the front page, CONTRACTOR'S standard charge for all additional fence and for such additional labor material and travel expenses as are incurred by CONTRACTOR in connection with such change. If, prior to CONTRACTOR'S delivery of the fencing, BUYER cancels such delivery of the fencing, BUYER shall be obligated to pay CONTRACTOR, as liquidated damages and a restocking fee, but not as a penalty, the amount equal to twenty-five percent (25%) of the CONTRACTOR'S standard charge for all special order materials. After CONTRACTOR has begun delivery of the fence, but before installation has begun, BUYER may cancel this Agreement by paying CONTRACTOR, as liquidated damages and as a restocking and transportation fee, but not as a penalty, the amount equal to fifty percent (50%) of the purchase price shown on the front page.
5. **Cumulative Remedies.** To the greatest extent permitted by applicable law, BUYER'S obligation hereunder and all of CONTRACTOR'S rights and remedies provided by herein and/or by applicable law, are cumulative, and CONTRACTOR shall be entitled to exercise any and all rights and remedies. BUYER acknowledges that its obligation to pay CONTRACTOR is an independent covenant, and BUYER acknowledges that it shall have no offset rights and may not withhold payment of any monies owing to CONTRACTOR hereunder. Nothing herein, however, shall be construed to release CONTRACTOR from any obligation which it may owe to BUYER.
6. **Lien Rights.** BUYER acknowledges that CONTRACTOR has and may exercise all lien rights against the property upon which the work is performed. To the greatest extent permitted by law, BUYER and/or OWNER hereby waive any and all objections to any defects in any such lien documents. Contractor's exercise or non-exercise of such lien rights will not alter or amend this Agreement or release any of Buyer's obligations hereunder.
7. **Amendments; Waivers; Entire Agreement.** Except by a specific written document executed by the parties hereto, none of the terms, covenants, representations, warranties or conditions hereof may be waived, amended, modified, superseded or canceled. Forbearance or delay shall not be deemed a waiver. A single or partial exercise of any right or remedy shall not preclude further exercise thereof or of any other right or remedy. Any written waiver shall be strictly construed and shall not be extendable. This Agreement contains the parties' entire understanding and supersedes and replaces all prior and contemporaneous agreements and understandings, oral written or implied. All documents and instruments created hereafter and concerning this transaction, including any one or more work orders or purchase orders, shall not prevail over the terms of this Agreement.
8. **Limited Warranty.** All goods, supplied are warranted to be fit for the intended purposes for which such goods are used for a period of one (1) year. THERE ARE NO WARRANTIES WHICH EXTEND BEYOND THE DESCRIPTION OF THE GOODS AND WORK TO BE PERFORMED AS CONTAINED ON THE FRONT PAGE. BUYER shall have no claim for incidental, consequential, special or proximate damages.
9. **Indemnity.** To the greatest extent permitted by law, BUYER shall indemnify, defend, hold and save CONTRACTOR (and its officers, shareholders, directors, agents, employees, servants and independent contractors) harmless from all claims and expenses, including court costs and attorneys' fees, for damages or injuries to persons or property which are related in any manner, directly or indirectly to this Agreement or to the fence (including its location) regardless of whether the injury or damage is caused in part by CONTRACTOR'S negligence or any other act or omission of CONTRACTOR or it agents, provided however, that BUYER shall not be obligated to indemnify CONTRACTOR for his sole negligence or willful misconduct.
10. **Successors and Assigns.** This Agreement shall be binding upon and shall inure to the benefit of the heirs, personal representatives, successors and assigns of the parties hereto.
11. **Severability.** If any provision of this Agreement is held unenforceable, CONTRACTOR may sever from this Agreement the language which makes such provision unenforceable and this Agreement shall be construed as if it did not contain the language and the rights and obligations of the parties shall be enforced accordingly. Alternatively, CONTRACTOR , at its sole option, may cancel this entire Agreement.
12. **Headings.** All paragraph headings and other headings set forth in this Agreement are for reference only and shall not be considered in interpreting the intent of the parties with respect to the matters set forth in this Agreement.
13. **Representations and Warranties.** Despite any agency capacity, the person signing this Agreement, personally and on behalf of BUYER, warrants and affirms to CONTRACTOR that the person signing this Agreement for any entity has full authority to do so and to thereby bind such entity.
14. **BUYER MUST HAVE A CURRENT CREDIT APPLICATION ON FILE WITH CONTRACTOR.** All credit and financial information provided by BUYER to Contractor is true, accurate and complete, contains no material omissions, and may be reasonably relied upon by CONTRACTOR.

AGREEMENT: As per terms and conditions set forth, We, Western Fence & Supply Co. propose to furnish and install fence as per Diagram Plan and Material listed hereon. This is a Contract between two parties and will be effective when accepted. Buyer to assume full responsibility for any and all underground wire, pipes, and/or utilities of any type, in the event the fence is not paid for in 60 days, seller has the title right to remove said fence and return to the Company. In the event of cancellation, buyer agrees to forfeit fifty percent (50%) of contract price to cover preparations made by Western Fence & Supply Co. The merchandise listed hereon shall remain the property of the seller until paid for by cash, at which time title will pass to purchaser. If the account is assigned to an attorney or collection agency for collection, then and in that event, the buyer agrees to pay reasonable attorney fees, court costs and other collection costs. In the event buyer authorized extra work other than stated herein, he shall pay on the basis of cost of labor and material upon presentation of itemized statement

-Contractor's are required by law to be licensed and regulated by the Contractors State License Board. Any questions concerning the responsibilities of the contractor may be referred to the Registrar of the Board whose address is ; Contractors' State License Board, 1002 N Street, Sacramento, California 95814.

CONTRACTOR'S LICENSE LAW, #7018

NOTICE-Under the Mechanics' Lien Law, any contractor, subcontractor, laborer, supplier or other person who helps improve you property but is not paid for his work or supplies, has a right to enforce a claim against your property. This means that, after a court hearing, your property could be sold by a court officer and the proceeds of the sale used to satisfy the indebtedness, This can happen even if you have paid your own contractor in full, if the subcontractor, laborer or supplier remains unpaid.

CONTRACTOR'S LICENSE LAW, #7019

NOTICE TO OWNER--Under the Mechanics' Lien Law, any contractor, laborer. Material man or other person who helps to improve your property and is not paid for his labor, services or material, has a right to enforce his claim against your property, Under the law, you may protect yourself against such claims by filing, before commencing such work of improvement, an original contract for the work of improvement or a modification thereof, in the office of the county recorder of the county where the property is situated and requiring that a contractor's payment bond be recorded in such office, Said bond shall be in an amount not less than fifty percent (50%) of the contract price and shall, in addition to any conditions for the performance of the contract, be conditioned for the payment in full of the claims of all persons furnishing labor services equipment or materials for the work described in said contract

SELLER SHALL NOT BE RESPONSIBLE for any delay or inability to perform hereunder arising out of strikes, lock-outs, acts of God, or the public enemy, accidents, boycotts, material shortages, disturbed labor conditions, delayed delivery of materials from sellers suppliers, force majeure, inclement weather, fire, floods, freight embargoes, caused incident to national emergency, war, or other causes beyond the reasonable control of Seller, whether of like or different character.

Buyer shall assume full responsibility for correct location or fence and as to property line and has versified diagram and dimensions on reverse side

Buyer shall obtain all permits and variances as may be required

TERMS; Balance due & payable on completion & shall bear an initial penalty of 5% on the existing unpaid balance if payment not received within 10 days of completions plus 1 1/2% per month interest charge.

GATEWAY SCIENCE AND ENGINEERING, INC.

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

June 15, 2026

Patrick Ontiveros
General Counsel & Director of Facilities
Magnolia Public Schools
250 E. 1st. Street, Suite 1500
Los Angeles, CA 90012

Via: Email

Re: Magnolia Science Academy 5 Project – Increment #2, Del Amo Construction
Prime Contract Change Order 021, Temp Power Reconnect

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding the reconnection of temporary power to the GSE trailer. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
The temporary power pole was relocated to allow for contractors to work in the area. As a result, the GSE trailer had to be disconnected from the previous location and connected to the new location. Del Amo subcontractor Safeway provided assistance by reconnecting the construction trailer to the new temporary power pole.

Scope of Work
Scope of work includes reconnection via aerial wire from the temporary power pole to the GSE construction trailer.

Analysis and Cost
The proposed cost of the Change Order is: **$296.14**

We have reviewed Del Amo's proposed Change Order and find it fair and reasonable.

Based upon the information above and attached, we recommend approving this Change Order as submitted.

Best regards,

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #015

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-124719 - Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

Prime Contract Change Order #015: CE #121 - DAC - Temp Power Reconnect

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	6/16/2026	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Client Request
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	2:Del Amo Construction Contract
		TOTAL AMOUNT:	$296.14

DESCRIPTION:
CE #121 - DAC - Temp Power Reconnect
Reconnect trailer to temp power

ATTACHMENTS:
PCO 24.1 - Temp Pole adjustment - Temp Power connection.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O Reconnect temp power	Reconnect trailer to temp power	$296.14
		Grand Total:	**$296.14**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$348,136.53
The contract sum prior to this Change Order was	$7,756,853.53
The contract sum would be changed by this Change Order in the amount of	$296.14
The new contract sum including this Change Order will be	$7,757,149.67
The contract time will not be changed by this Change Order.	

Ruben Markarian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Prime - PCO #024

Del Amo Construction, LLC
19191 S Vermont Ave, Suite 950
Torrance, California 90502
Phone: (310) 378-6203
Fax: (310) 378-4663

Project: 2025-089 - Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

PCO 24 - Temp Pole adjustment - Temp Power connection

TO:	MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION 250 EAST 1ST STREET, SUITE 1500 LOS ANGELES California, 90012	**FROM:**	Del Amo Construction LLC 19191 S. Vermont Ave #950 Torrance California, 90502
PCO NUMBER/REVISION:	024 / 1	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	5/18 /2026
STATUS:	Pending - In Review	**PRIME CONTRACT CHANGE ORDER:**	#004 - PCCO 004 - June 2026
REFERENCE:		**CHANGE REASON:**	Client Request
FIELD CHANGE:	No	**SCHEDULE IMPACT*:**	
LOCATION:		*** If no value shown any schedule impact will be submitted as a seperate Prime - PCO.**	

DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #90034 - Temp Pole -
Half of Safeway COR 10

ATTACHMENTS:

COR 10 Complete Cost for the Added SOW to Relocate Temp Power Poles T&M.pdf

#	Cost Code	Description	Amount
1	33-7000-00 - Electrical Utilities	Safeway CO 10	$ 278.50
		Subtotal:	$278.50
		Overhead: 1.50%	$ 4.18
		Fee: 2.50%	$ 7.07
		Insurance: 1.00%	$ 2.90
		GRT: 0.19%	$ 0.56
		Bonds: 1.00%	$ 2.93
		Grand Total:	**$296.14**

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
250 EAST 1ST STREET, SUITE 1500
LOS ANGELES, California 90012

Del Amo Construction LLC
19191 S. Vermont Ave #950
Torrance, California 90502

SIGNATURE **DATE**

SIGNATURE **DATE**

SIGNATURE **DATE**

Request For Change Order

To: Del Amo Construction
19191 S. Vermont Avenue
Torrance, CA 90502

Project: Del Amo - Magnolia Science #5

RFC No: 10 T&M
Date: 5/18/2026
Description: SCOPE:
Electrical Construction: This Change Order is for the Added SOW to relocate temporary power pole. This scope was performed and tracked on T&M. Please see breakdown attached.

• 05/08/2025 Temporary power poles were relocated. Existing temporary power was disconnected from both GC and CM trailers. Temporary power was re-routed and reconnected to restore power to the trailers.

INCLUDES:
This proposal includes all materials, tax, equipment, and labor as needed to provide a complete and operable system for work as described herein.

EXCLUDES:
Overtime
Shift work
Permits & Fees
Anything not expressly included above
Inclusions and Exclusions of the Original Executed Contract will apply to this Change Order

Request For Change Order

To: Del Amo Construction
19191 S. Vermont Avenue
Torrance, CA 90502

Project: Del Amo - Magnolia Science #5

The above work is subject to the same conditions as specified in the original contract unless otherwise stipulated.

Upon approval the sum of $557.93 will be added to the contract price.

Original Contract	$420,950.00
Other Approved Change Orders	$101,628.04
Total Contract to Date	$522,578.04
This Request	$557.93
Other Pending Requests	$129,304.44
Total Contract plus Pending RFCs	$652,440.41

Authorized Signature: _____ Date: _____
Safeway Building Systems, Inc

Authorized Signature: _____ Date: _____
Del Amo Construction

3133 Mission Inn Avenue | Riverside, CA 92507
Phone (909) 824-6441
Fax (909) 824-0571
www.safewaybsi.com
Lic # B/C-10 387886
Lic # C-46, C-7
ACO# 3998

DESIGN.BUILD.SERVICE Safeway ELECTRIC

Since 1980

Change Order Request Form

Customer Del Amo Construction

Project: Magnolia
Job Number: E363525
Date: 5/18/26 COR 10 T&M

Labor Costs

Position	Hours Worked	Hourly Rate	OT Hours	OT Rate	Total Cost
Electrician	2.00	$ 110.02		$ 143.93	$ 220.04
Foreman	2.00	$ 125.81		$ 166.65	$ 251.62
General Foreman	0.00	$ 130.81		$ 171.65	$ -
				Labor Subtotal	**$ 471.66**
				Labor Subtotal w/ 15% OH&P	**$ 554.89**

Material Costs

See material breakdown attached		$ -
Safety Consumables and Safety Monitoring @ .5% of Labor Subtotal		$ 2.36
	Total	$ 2.36
	Sales Tax 9.5%	$ 0.22
	Material Subtotal	**$ 2.58**
	Material Subtotal w/ 15% OH&P	**$ 3.04**

Total Change Order Due **$ 557.93**

Safeway ELECTRIC

Additional Work Daily Report

Date: 5/8/26
Day of week: Fri

Project name: Magnolia Science

Job# E363525.C010.16910

Description of work:
Temp power poles were relocated, We disconnected temp power from Both G.C & CM Trailer and relocatted to reconnect power.

Safeway Electric Labor Name	Regular Hrs worked	OT Hrs worked	Safeway Electric Labor Name	Regular Hrs worked	OT Hrs Worked
Erhan A	2				
Larry Santiago	2				

Qty materials used:	Description of materials:
	no material needed.

Contractor Signature _____ Date: 5/8/26

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

June 15, 2026

Patrick Ontiveros
General Counsel & Director of Facilities
Magnolia Public Schools
250 E. 1st. Street, Suite 1500
Los Angeles, CA 90012

Via: Email

Re: Magnolia Science Academy 5 Project – Increment #2, Del Amo Construction
Prime Contract Change Order 022, Video Bar and Media Controller Credit/Sound Bar Add

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding the removal of video bars and media controllers from Del Amo scope of work and the replacement of video bars with sound bars. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
At the request of MPS IT Director Rasul Monoshev, Del Amo subcontractor Checkpoint removed both material and labor for the installation of Extron Media Controllers. The Poly Studio Video Bars were also removed and replaced with Samsung sound bars. The labor for the removed video bars will be applied to the sound bars

Scope of Work
Scope of work includes the removal of labor and material for (23) Extron Media Controllers. The removal of materials for (22) Poly Studio Video Bars and the addition of (22) Samsung Sound Bars.

Analysis and Cost
The proposed cost of the Change Order is: **-$56,365.82 (deductive change order)**

We have reviewed Del Amo's proposed Change Order and find it fair and reasonable.

Based upon the information above and attached, we recommend approving this Change Order as submitted.

Best regards,

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #021

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-124719 - Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

Prime Contract Change Order #021: CE #122- DAC - AV Credit and Sound Bar Add

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	6/16/2026	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Client Request
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	2:Del Amo Construction Contract
		TOTAL AMOUNT:	($56,365.82)

DESCRIPTION:
CE #122- DAC - AV Credit and Sound Bar Add
Remove Video Bar and Media Control, Add Sound Bar

ATTACHMENTS:
PCO 28.1 - Sound bar and Media Link Controller credits.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O AV Credit, Sound Bar Add	AV Credit, Sound Bar Add	$(56,365.82)
		Grand Total:	**$(56,365.82)**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$348,136.53
The contract sum prior to this Change Order was	$7,756,853.53
The contract sum would be changed by this Change Order in the amount of	($56,365.82)
The new contract sum including this Change Order will be	$7,700,487.71
The contract time will not be changed by this Change Order.	

Ruben Markarian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Prime - PCO #028

Del Amo Construction, LLC
19191 S Vermont Ave, Suite 950
Torrance, California 90502
Phone: (310) 378-6203
Fax: (310) 378-4663

Project: 2025-089 - Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

PCO 28 - Sound bar and Media Link Controller credits

TO:	MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION 250 EAST 1ST STREET, SUITE 1500 LOS ANGELES California, 90012	**FROM:**	Del Amo Construction LLC 19191 S. Vermont Ave #950 Torrance California, 90502
PCO NUMBER/REVISION:	028 / 1	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	6/8 /2026
STATUS:	Pending - In Review	**PRIME CONTRACT CHANGE ORDER:**	#004 - PCCO 004 - June 2026
REFERENCE:		**CHANGE REASON:**	Client Request
FIELD CHANGE:	No	**SCHEDULE IMPACT*:**	
LOCATION:		*** If no value shown any schedule impact will be submitted as a seperate Prime - PCO.**	

DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #90038 - Sound bar
Sound bar and Media Link Controller credits per Magnolia - client request.

Checkpoint CO 5 - Control credit
Checkpoint CO 6 - Sound bar credit
Checkpoint CO 8 - Sound bar add (Requested by Magnolia)

ATTACHMENTS:
25-1156 MAGNOLIA CO #6 - POLY SOUND BAR CREDIT - CUSTOMER COPY.pdf 25-1156 MAGNOLIA CO #5 - MLC PLUS 100 CREDIT - CUSTOMER COPY.pdf

#	Cost Code	Description	Amount
1	27-3000-00 - Telephone/Low Voltage Systems	Checkpoint CO 5 = 23 EXTRON MLC PLUS 100	($21,547.38)
2	27-3000-00 - Telephone/Low Voltage Systems	Checkpoint CO 6 = 22 POLY STUDIO VIDEO BAR	($41,022.36)
3	27-3000-00 - Telephone/Low Voltage Systems	Checkpoint CO 8 =ADD SOUND BAR	$ 6,203.92
		Subtotal:	($56,365.82)
		Grand Total:	(**$56,365.82**)

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
250 EAST 1ST STREET, SUITE 1500
LOS ANGELES, California 90012

Del Amo Construction LLC
19191 S. Vermont Ave #950
Torrance, California 90502

SIGNATURE	DATE	SIGNATURE	DATE	SIGNATURE	DATE

CHECKPOINT
communications incorporated
www.checkpointcomm.com ● CA License #: 545063 ● DIR #: 1000001532

June 4, 2026

Reference # 25-1156 CO #5

Project Price Quotation

Magnolia Science Academy
Contract #SC-027, Change Order #5 and Credit for MLC's

Attn: Fernando Villasenor
Del Amo Construction

Per the Request of Rasul Monoshev Checkpoint will be providing a credit for the following items.

- **Checkpoint will be providing credit for the (23) Extron MLC Plus 100's (part # 10060-1469-03) for classrooms 100B, 113, 116, 117, 118, 119, 120, 121, 122, 201, 207, 212, 215, 216, 217, 218, 219, 220, 222, 223, 224, 225 and 226.**

(Any ***exclusions, conditions*** and ***notes*** listed below are part of this price quotation, please read and review carefully)

Credit Amount: ($21,547.38)

Note: These prices are calculated at first shift rates based on DIR LOS-2026-1.
Note: If contractor anticipates any possible shifts other than first shift, a request to adjust the bid rates is needed prior to working. Should any other shift be requested to perform the quoted work, an additional cost for labor differential will apply, considering no notice was given during the bid process of possible shift variance.

Checkpoint Communications is a Bogen Engineered Systems Dealer, Mohawk Ortronics Certified Installer, Cisco Reseller/Enterasys Reseller, Extron Reseller, and Listen Technology Reseller.

Please send all P.O.'s, contracts and Notice to Proceed letters (NTP) to James Shoaff at jshoaff@ccomwire.com.

If you have any questions, please do not hesitate to call, thank you.

James Shoaff, RCDD, V.P. Engineering, (714) 892-5050, jshoaff@checkpointcomm.com

25-1156 MAGNOLIA SCIENCE ACADEMY - CREDIT FOR MLC PLUS 100 - CHECKPOINT CO #5

Line #	Qty	Part #	Part Description	Material Unit (Includes Tax)	Material Resul	Labor Unit	Labor Result
1	-23	60-1469-03	EXTRON MLC PLUS 100	$843.9775	($19,411.4825)	1.0000	(23.0000)
2				**TOTAL MATERIAL:**	$19,411.48		23.00
3			Prevailing Wage - **Regular Rate**: Includes Basic rate, Fringe Benefits, Dues, and Taxes - **1st Shift Field Technician (effective new DIR rates LOS-2026-1)**	$89.180	$1,025.57		11.5000
4			Prevailing Wage - **Regular Rate**: Includes Basic rate, Fringe Benefits, Dues, and Taxes - **1st Shift Field Mgr. Technician (effective new DIR rates LOS-2026-1)**	$96.550	$1,110.33		11.5000
5				**SUBTOTAL 1:**	($21,547.38)		
6				**BOND:**	$0.00		
7				**TOTAL CHANGE ORDER COST:**	**($21,547.38)**		

CHECKPOINT
communications incorporated
www.checkpointcomm.com ● CA License #: 545063 ● DIR #: 1000001532

June 4, 2026

Reference # 25-1156 CO #6

Project Price Quotation

Magnolia Science Academy
Contract #SC-027, Change Order #6 and Credit for Poly Studio Soundbars

Attn: Fernando Villasenor
Del Amo Construction

Per the Request of Rasul Monoshev Checkpoint will be providing a credit for the following items.

- **Checkpoint will be providing credit for (22) Poly Studio V52 USB Video Bar, Part # A09D4AA#ABA in rooms 113, 116, 117, 118, 119, 120, 121, 122, 201, 207, 212, 215, 216, 217, 218, 219, 220, 222, 223, 224, 225 and 226**

(Any ***exclusions, conditions*** and ***notes*** listed below are part of this price quotation, please read and review carefully)

Credit Amount: ($41,022.36)

Note: These prices are calculated at first shift rates based on DIR LOS-2026-1.
Note: If contractor anticipates any possible shifts other than first shift, a request to adjust the bid rates is needed prior to working. Should any other shift be requested to perform the quoted work, an additional cost for labor differential will apply, considering no notice was given during the bid process of possible shift variance.

Checkpoint Communications is a Bogen Engineered Systems Dealer, Mohawk Ortronics Certified Installer, Cisco Reseller/Enterasys Reseller, Extron Reseller, and Listen Technology Reseller.

Please send all P.O.'s, contracts and Notice to Proceed letters (NTP) to James Shoaff at jshoaff@ccomwire.com.

Please see page 2 for conditions, exclusions and terms.

If you have any questions, please do not hesitate to call, thank you.

James Shoaff, RCDD, V.P. Engineering, (714) 892-5050, jshoaff@checkpointcomm.com

Powered by BoardOnTrack

25-1156 MAGNOLIA SCIENCE ACADEMY - CREDIT FOR POLY SOUND BAR - CHECKPOINT CO #6

Line #	Qty	Part #	Part Description	Material Unit (Includes Tax)	Material Resul	Labor Unit	Labor Result
1	-22	A09D4AA#ABA	POLY STUDIO V52 USB VIDEO BAR	$1,864.6525	($41,022.36)	0.0000	0.0000
2				**TOTAL MATERIAL:**	($41,022.36)		0.00
3			Prevailing Wage - **Regular Rate**: Includes Basic rate, Fringe Benefits, Dues, and Taxes - **1st Shift Field Technician (effective new DIR rates LOS-2026-1)**	$89.180	$0.00		0.0000
4			Prevailing Wage - **Regular Rate**: Includes Basic rate, Fringe Benefits, Dues, and Taxes - **1st Shift Field Mgr. Technician (effective new DIR rates LOS-2026-1)**	$96.550	$0.00		0.0000
5				**SUBTOTAL 1:**	($41,022.36)		
6				**BOND:**	$0.00		
7				**TOTAL CHANGE ORDER COST:**	**($41,022.36)**		

CHECKPOINT
communications incorporated
www.checkpointcomm.com ● CA License #: 545063 ● DIR #: 1000001532

June 4, 2026

Reference # 25-1156 CO #8

Project Price Quotation

Magnolia Science Academy
Contract #SC-027, Change Order #8 and Pricing for Samsung Soundbars

Attn: Fernando Villasenor
Del Amo Construction

Per the Request of Rasul Monoshev Checkpoint will be providing a change order for the following items.

- **Checkpoint will be supplying and installing (22) Samsung S-Series Soundbar Part # HW-S50B in rooms 113, 116, 117, 118, 119, 120, 121,122, 201, 207, 212, 215, 216, 217, 218, 219, 220, 222, 223, 224, 225 and 226**

(Any ***exclusions, conditions*** and ***notes*** listed below are part of this price quotation, please read and review carefully)

Add Amount: $ 6,203.92

Note: These prices are calculated at first shift rates based on DIR LOS-2026-1.
Note: If contractor anticipates any possible shifts other than first shift, a request to adjust the bid rates is needed prior to working. Should any other shift be requested to perform the quoted work, an additional cost for labor differential will apply, considering no notice was given during the bid process of possible shift variance.

Checkpoint Communications is a Bogen Engineered Systems Dealer, Mohawk Ortronics Certified Installer, Cisco Reseller/Enterasys Reseller, Extron Reseller, and Listen Technology Reseller.

Please send all P.O.'s, contracts and Notice to Proceed letters (NTP) to James Shoaff at jshoaff@ccomwire.com.

If you have any questions, please do not hesitate to call, thank you.

James Shoaff, RCDD, V.P. Engineering, (714) 892-5050, jshoaff@checkpointcomm.com

Line #	Qty	Part #	Part Description	Material Unit (Includes Tax)	Material Resul	Labor Unit	Labor Result
1	22	HW-S50B/ZA	SAMSUNG S-SERIES 3 CH SOUNDBAR	$245.2144	$5,394.7168	0.0000	0.0000
2				**TOTAL MATERIAL:**	$5,394.7168		0.00
3			Prevailing Wage - **Regular Rate**: Includes Basic rate, Fringe Benefits, Dues, and Taxes - **1st Shift Field Technician (effective new DIR rates LOS-2026-1)**	$89.180	$0.00		0.0000
4			Prevailing Wage - **Regular Rate**: Includes Basic rate, Fringe Benefits, Dues, and Taxes - **1st Shift Field Mgr. Technician (effective new DIR rates LOS-2026-1)**	$96.550	$0.00		0.0000
5				**SUBTOTAL 1:**	$5,394.72		
6				**OH&P:**	$809.21	*PERCENTAGE*	15%
7				**SUBTOTAL 2:**	$6,203.92		
8				**BOND:**	$0.00		
9				**TOTAL CHANGE ORDER COST:**	**$6,203.92**		
	THIS BID IS SUBMITTED AS LUMP SUM TO INCLUDE MATERIAL TAX AT TIME OF PURCHASE; TAX WILL NOT APPLY A POINT OF SALE						

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

June 15, 2026

Patrick Ontiveros
General Counsel & Director of Facilities
Magnolia Public Schools
250 E. 1st. Street, Suite 1500
Los Angeles, CA 90012

Via: Email

Re: Magnolia Science Academy 5 Project – Increment #2, Del Amo Construction
Prime Contract Change Order 023, Display Credit

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding the credit for classroom display size reduction and removal. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
At the request of MPS IT Director Rasul Monoshev, Del Amo subcontractor Checkpoint Communications removed (20) 86" Viewsonic Displays, (4) 65" Viewsonic Displays, as well as (24) slot-in PCs and (24) mounting kits. Per Rasul, MPS will provide displays and mounting kits for contractor installation.

Scope of Work
Scope of work includes the removal of the materials specified above. No labor will be credited as contractor will install owner-supplied displays and mounting kits.

Analysis and Cost
The proposed cost of the Change Order is: **-$95,471.00 (deductive change order)**

We have reviewed Del Amo's proposed Change Order and find it fair and reasonable.

Based upon the information above and attached, we recommend approving this Change Order as submitted.

Best regards,

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #023

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-124719 - Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

Prime Contract Change Order #023: CE #123- DAC - Display Credit

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	6/16/2026	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Client Request
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	2:Del Amo Construction Contract
		TOTAL AMOUNT:	($95,471.00)

DESCRIPTION:
CE #123- DAC - Display Credit
Credit for removed displays and mounts

ATTACHMENTS:
PCO 23 - Display Credit.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O Display Credit	Display Credit	$(95,471.00)
		Grand Total:	**$(95,471.00)**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$348,136.53
The contract sum prior to this Change Order was	$7,756,853.53
The contract sum would be changed by this Change Order in the amount of	($95,471.00)
The new contract sum including this Change Order will be	$7,661,382.53
The contract time will not be changed by this Change Order.	

Ruben Markarian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Prime - PCO #023

Del Amo Construction, LLC
19191 S Vermont Ave, Suite 950
Torrance, California 90502
Phone: (310) 378-6203
Fax: (310) 378-4663

Project: 2025-089 - Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

PCO 23 - Display Credit

TO:	MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION 250 EAST 1ST STREET, SUITE 1500 LOS ANGELES California, 90012	**FROM:**	Del Amo Construction LLC 19191 S. Vermont Ave #950 Torrance California, 90502
PCO NUMBER/REVISION:	023 / 0	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	5/14 /2026
STATUS:	Pending - In Review	**PRIME CONTRACT CHANGE ORDER:**	None
REFERENCE:		**CHANGE REASON:**	Client Request
FIELD CHANGE:	No	**SCHEDULE IMPACT*:**	
LOCATION:		*** If no value shown any schedule impact will be submitted as a seperate Prime - PCO.**	

DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #90033 - Display Credit
Display Credit

ATTACHMENTS:

25-1156 MAGNOLIA - CHKPT CO #4 - ViewSonic Equipment credit.pdf

#	Cost Code	Description	Amount
1	27-3000-00 - Telephone/Low Voltage Systems	Checkpoint CO 4	($95,471.00)
		Subtotal:	($95,471.00)
		Grand Total:	(**$95,471.00**)

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
250 EAST 1ST STREET, SUITE 1500
LOS ANGELES, California 90012

Del Amo Construction LLC
19191 S. Vermont Ave #950
Torrance, California 90502

SIGNATURE **DATE**

SIGNATURE **DATE**

SIGNATURE **DATE**

CHECKPOINT
communications incorporated
www.checkpointcomm.com ● CA License #: 545063 ● DIR #: 1000001532

April 14, 2026

Reference # 25-1156 CO #4

Project Price Quotation

Magnolia Science Academy
Contract #SC-027, Change Order #4 for ViewSonic equipment

Attn: Fernando Villasenor
Del Amo Construction

Checkpoint Communications is providing a credit for ViewSonic Displays , Mounts , Slot in PC's based on Conference call held on 5-13-26 to go over AV items.

(Any ***exclusions, conditions*** and ***notes*** listed below are part of this price quotation, please read and review carefully)

Credit amount: $95,471.00

Checkpoint Communications is a Bogen Engineered Systems Dealer, Mohawk Ortronics Certified Installer, Cisco Reseller/Enterasys Reseller, Extron Reseller, and Listen Technology Reseller.

Please send all contract changes to James Shoaff at jshoaff@ccomwire.com.

Please see page 2 for conditions, exclusions and terms.

CHECKPOINT
communications incorporated

www.checkpointcomm.com ● CA License #: 545063 ● DIR #: 1000001532

Conditions:

This quote is valid for 60 days. Price subject to change after this date.
This proposal assumes all work can be done during normal working hours unless otherwise specified.
Price is predicated on AutoCAD drawings being provided to Checkpoint Communications for design and submittal requirements. If AutoCAD drawings are not available, a change order may be processed for additional drafting labor.
On projects that require plan check and/or submittals, no work shall be performed until all approvals have been received by Checkpoint Communications. The liability for any work requested prior to approvals shall be the sole responsibility of the owner/company requesting said work.
To insure against manufacturers price increases and to avoid backorders, Checkpoint Communications reserves the right to purchase the equipment and/or material required within 30 days of contract and submittal approval and to invoice the owner/contractor when equipment/material is received.

Exclusions:

The use of Union Labor if required by the Local Government, GC or Building Owner.
Permits and associated fees if required.
Project Bonds and fees.
Warranty on existing equipment.
Lift and Scaffolding are provided by others and access will be provided to Checkpoint Communications. General Contractor to protect flooring prior to operating lifts.
Trash Bin is to be provided at no charge to Checkpoint Communications.
Parking is to be provided at no charge to Checkpoint Communications.
Busbars, Grounding and Bonding outside of MDF/IDF equipment.
Electrical work, conduits, conduit sleeving, pull ropes in empty conduits, fire rated backboards, weather heads, mast, poles and fire stopping.
Any blocking required for installation of all low voltage equipment.
Cable TV patch cords at station locations and IDF/MDF's.
Conduit, Raceway, Floor Boxes and Terminal cabinets, floor coring and sleeves.
Network Electronics.
UL listed Fire Stop Assemblies.
Patching and Painting or repair of existing surface.
Trenching, backfill and/or compaction; repair and/or replacement of landscape.
Abatement of asbestos, lead containing or any other environmentally hazardous material is not included.
Demolition and removal of any existing wiring and/or devices are not included. Temporary removal and relocation of existing devices and/or wiring is not included unless otherwise specified. All existing conduit removal is not included.

Terms:

Work will not commence on the project until a contract or a purchase order is received by Checkpoint Communications.
Invoicing shall be monthly, based on progress of labor and material. Checkpoint Communications reserves the right to stop work when any invoice exceeds 30 days past due.
Checkpoint does not accept responsibility for discounts in payments, back charges, or other adjustments, without receipt of written notification to Checkpoint Communications of specific problems and/or conditions. Should adjustments be found to be appropriate and correct, Checkpoint Communications will provide written authorization to proceed.
Final Inspection is included, although if Checkpoint Communications has to return for additional inspections due to causes beyond our control add $800 per visit.
One (1) year parts plus any extended warranty coverage from equipment manufacturers and One (1) year labor.
Warranty service, if required, will be performed during normal working hours (8:00am to 5:00pm) Monday through Friday, excluding holidays.
Warranty service requested other than the above reference hours shall be charged at Checkpoint Communications standard overtime rate.

If you have any questions, please do not hesitate to call, thank you.

James Shoaff, RCDD, V.P. Engineering, (714) 892-5050, jshoaff@checkpointcomm.com

CHECKPOINT
communications incorporated
www.checkpointcomm.com ● CA License #: 545063 ● DIR #: 1000001532

Line #	Qty	Part #	Part Description	Material Unit (Includes Tax)	Material Resul	Labor Unit	Labor Result
1	-4	IFP6551	VIEWSONIC VIEWBOARD 65IN	$1,949.7197	($7,798.8788)	0.0000	0.0000
2	-20	IFP8651	VIEWSONIC VIEWBOARD 86IN	$3,095.8170	($61,916.3400)	0.0000	0.0000
3	-24	VPC35-W53-G1	VIEWSONIC SLOT-IN PC FOR IFP SERIES	$954.5506	($22,909.2144)	0.0000	0.0000
4	-24	WMK-047-2	VIEWSONIC WMK-047 MOUNTING KIT	$118.6068	($2,846.5632)	0.0000	0.0000
5				**TOTAL MATERIAL:**	$95,471.00		0.00
6			Prevailing Wage - **Regular Rate**: Includes Basic rate, Fringe Benefits, Dues, and Taxes - **1st Shift Field Technician (effective new DIR rates LOS-2026-1)**	$89.180	$0.00		0.0000
7			Prevailing Wage - **Regular Rate**: Includes Basic rate, Fringe Benefits, Dues, and Taxes - **1st Shift Field Mgr. Technician (effective new DIR rates LOS-2026-1)**	$96.550	$0.00		0.0000
8				**SUBTOTAL 1:**	$95,471.00		
9				**TOTAL CHANGE ORDER COST:**	**$95,471.00**		
	THIS BID IS SUBMITTED AS LUMP SUM TO INCLUDE MATERIAL TAX AT TIME OF PURCHASE; TAX WILL NOT APPLY A POINT OF SALE						

GATEWAY SCIENCE AND ENGINEERING, INC.

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

June 15, 2026

Patrick Ontiveros
General Counsel & Director of Facilities
Magnolia Public Schools
250 E. 1st. Street, Suite 1500
Los Angeles, CA 90012

Via: Email

Re: Magnolia Science Academy 5 Project – Increment #2, Del Amo Construction
Prime Contract Change Order 024, Lift Station Control Panel Location

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding the infrastructure to the lift station control panels. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
The original electrical design by DLR did not provide sufficient conduit pathways to provide power and connectivity to the lift station control panels (north and south) in their original proposed locations. As a result, Del Amo and DLR were tasked with devising the most cost-effective way to provide conduit and wiring to the lift station control panel. RFI 90 (attached) was created and contractor proposed the most cost-effective solution which was accepted by DLR.

Scope of Work
Scope of work includes labor for the installation of the southern panel near the last corner parking stall at the southwest end along with associated trenching, conduit and wiring material costs. The installation of the northern panel, to be located near the solar electrical equipment, includes pull box, coring, conduit, and wiring materials along with associated labor.

Analysis and Cost
The proposed cost of the Change Order is: **$28,363.55**

We have reviewed Del Amo's proposed Change Order and find it fair and reasonable.

Based upon the information above and attached, we recommend approving this Change Order as submitted.

Best regards,

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #024

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-124719 - Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

Prime Contract Change Order #024: CE #124- DAC - Lift Station Control Panels

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	6/16/2026	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Design Development
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	2:Del Amo Construction Contract
		TOTAL AMOUNT:	$28,363.55

DESCRIPTION:
CE #124- DAC - Lift Station Control Panels
Infrastructure for Lift Station Control Panels

ATTACHMENTS:
PCO 30 - RFI 90 - Sump pump - lift station Control panel infrastructure.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O Lift Station Control Panels	Lift Station Control Panels	$28,363.55
		Grand Total:	**$28,363.55**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$348,136.53
The contract sum prior to this Change Order was	$7,756,853.53
The contract sum would be changed by this Change Order in the amount of	$28,363.55
The new contract sum including this Change Order will be	$7,785,217.08
The contract time will not be changed by this Change Order.	

Ruben Markarian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
P: +16266961600

Project: 03-124719 Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

RFI #090: Sump Pump/Lift Station Control Panel Locations Clarification

Revision	0	**Status**	Open
To	Ellen Emmerson (DLR Group) Isaac Farias (DLR Group) Jenny Harrison (DLR Group) Narek Torosian (DLR Group) Ruben Markarian (DLR Group) Jose Arche (DLR Group)	**From**	Austin Duarte (Del Amo Construction)
Date Initiated	May 7, 2026	**Due Date**	May 14, 2026
Location		**Project Stage**	
Cost Impact		**Schedule Impact**	
Spec Section		**Cost Code**	
Drawing Number		**Reference**	
Linked Drawings			
Received From			
Copies To	Austin Duarte (Del Amo Construction), Ellen Emmerson (DLR Group), Isaac Farias (DLR Group), Lyndsey Hurrell (Del Amo Construction), Ruben Markarian (DLR Group), Ryan Mcintosh (Silver Creek Modular), Lauren Michelson (Del Amo Construction), Naeiri Petrosian (Del Amo Construction), Narek Torosian (DLR Group), Ilya Veyts (Gateway Science and Engineering, Inc.), James Villanueva (Gateway Science and Engineering, Inc.), Fernando Villasenor (Del Amo Construction), Daniel Young (Del Amo Construction)		

Activity

Question

Question from Austin Duarte Del Amo Construction *on Thursday, May 7, 2026 at 08:23 AM PDT*

1) Please provide the dimensioned location of the lift station control panels.

Awaiting an Official Response

RFI #090 - Sump Pump/Lift Station Control Panel Locations Clarification

Project: 03-124719 Magnolia Science Academy 5 - Inc 2

All Replies

Response from Austin Duarte Del Amo Construction *on Monday, May 18, 2026 at 01:15 PM PDT*

See from Safeway Electric: Option A for storm drain control panel routes would be:

- Coring from the 2nd floor down to the crawl space to run conduit overhead in the 2nd floor electrical room to connect to the M2 panel.
- Need to add NEMA 3 12x12 pull box to connect 1 ½ c to the 2 ½ c to run power for SD control panels.
- from 12x12 pull box need to run 1 ½ c to the north side building PB near SD pumps.
- from PB need to trench to run 1 ½ c next to Gear where control panel will be installed.
- from the control panel need 2" c for low voltage t pumps.
- from PB need to un 1 1/2c to power pumps.
- Build a strut structure to mount the control panel.

South End SD Pumps:

- Have to install 12x12 near the south end electrical room.
- Have to core into the room where the control panel will be installed.
- Install 1 ½ c to run power to the control panel.
- then core another hole for 2"c run through crawl space out to site trench 200ft and install to PB near south end pumps. From PB run power for pumps & low voltage.

Option B for South End:

- Install SD control panel in the last corner parking stall under the canopy.
- Run 50ft of 1 ½ c and 2" c for power and low voltage from the control panel to pumps. Less footage on trenching and conduit and time if we go the option B route.

1) Please advise on how to proceed.

Attachments
RFI #090 Sump Pump Lift Station Controller & Panel Location Clarification r1.pdf

Response from Ilya Veyts Gateway Science and Engineering, Inc. *on Monday, May 11, 2026 at 02:48 PM PDT*

DAC,

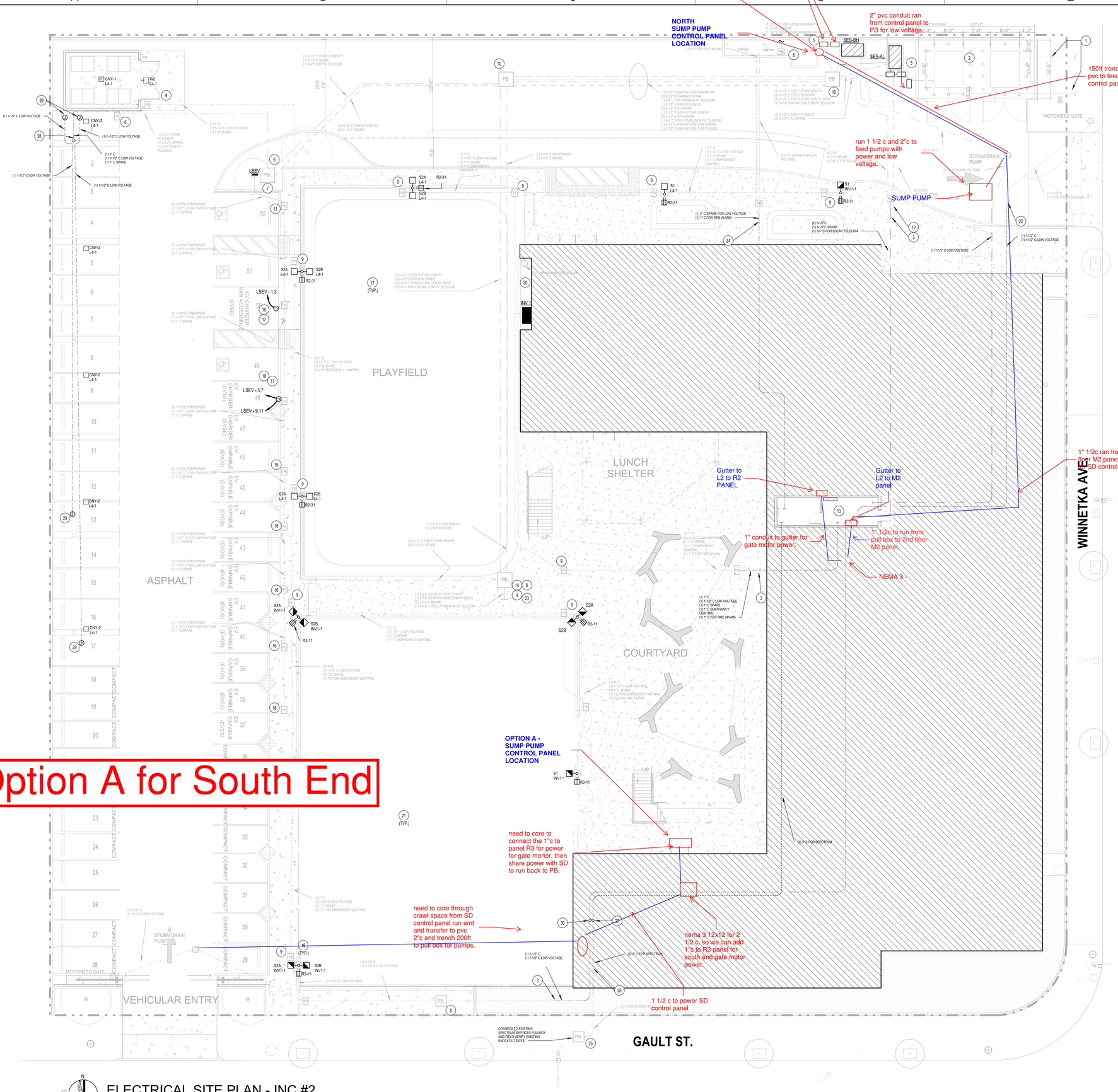
Per General Conditions each RFI should propose solution to the raised question. This RFI does not. Please review and resubmit.

BIC with DAC.

1. Option A for north end is acceptable. Ensure control panel for pump lift stations does not intrude on the required 3'-6" clearance for the solar disconnect and meter socket.

2. Option B for south end is acceptable and preferred. Confirm with MPS the proposed location for the control panel is acceptable.

Isaac Farias Jr. | DLR Group | 05.19.2026



LOW VOLTAGE
208V
208V OR 277V + LOW VOLTAGE
480V (SOLAR)
480V (POWER)
4160V (UTILITY POWER)

GENERAL NOTES

A	THIS PROJECT IS A CONTINUATION OF INCREMENT #1, EXTEND CONDUITS INSTALLED IN INCR. #1 TO THE SOURCE, PANEL, DEVICE, ETC. FOR WHICH THEY ARE INTENDED.
B	PROVIDE CONDUCTORS IN CONDUIT AS INDICATED ON SINGLE LINE DIAGRAM, SHEET E5.1C.
C	PROVIDE LIGHT FIXTURES PER LUMINAIRE SCHEDULE SHOWN ON SHEET E7.1C.
D	THE CONDUITS SHOWN IN GRAY SCALE, WHETHER INDIVIDUALLY NOTED OR NOT, ARE EXISTING FROM INCREMENT #1 AND ARE SHOWN FOR REFERENCE ONLY.
E	PROVIDE PULLBOXES FOR EVERY 3 90 DEGREE CONDUIT BENDS OR FOR EVERY 300 FEET OF STRAIGHT RUNS.

SHEET NOTES - ES1.1B

Keynote Number	Keynote Description
1	PRIMARY FEEDER, COORDINATE REQUIREMENTS WITH UTILITY.
2	EXISTING UTILITY TRANSFORMERS, SHOWN FOR REFERENCE ONLY.
3	CONNECT TO EXISTING CONDUITS AND EXTEND TO PANELS AT ELECTRICAL ROOMS. MATCH NUMBER AND SIZE OF CONDUITS. SEE SHEET E5.1B FOR ADDITIONAL FEEDER INFORMATION.
4	EXISTING PULL POX FOR PV SYSTEM BESS, SEE "PV" SERIES SHEETS.
5	PROVIDE NEW RULE 21 DISCONNECT SWITCHES AND SOLAR METER SOCKETS. SEE SHEET E5.1B FOR MORE INFORMATION.
6	EXISTING PULL POX FOR PV SYSTEM. SEE "PV" SERIES SHEETS.
7	EXISTING PULLBOX FOR PANEL LSEV.
8	EXISTING POWER/TELECOMMUNICATIONS PULLBOX.
9	EXISTING PULLBOXES FOR LIGHTING AND LOW VOLTAGE. EXTEND CONDUIT FROM HANDHOLE TO LIGHT FIXTURE AS REQUIRED. PROVIDE 2#10 + 1#12GND FOR LIGHTING CIRCUITS. PROVIDE A SEPERATE 120V CIRCUIT FOR CONVENIENCE RECETACLES IN THE POLES FOR ALL LIGHT FIXTURES. PROVIDE 2#10 + 1#12GND FOR CONVENIENCE RECEPTACLE CIRCUITS. ROUTE ALL CONDUCTORS FOR THE CONVENIENCE RECEPTACLE CIRCUITS IN THE SAME 1"C USED FOR LIGHTING. ALL WIRES TO HAVE THE SAME INSULATION RATING. SEE MODULAR BUILDING PLANS FOR EXACT CIRCUIT TO BE USED.
10	EXISTING PULLBOX FOR ALL LINE VOLTAGE AND LOW VOLTAGE CONDUIT.
11	EXISTING PULLBOX FOR EV CHARGERS AND EV CAPABLE SPACES.
12	EXTEND CONDUIT TO DISTRIBUTION BOARD ALDP. SEE SHEET E5.1B FOR FEEDER INFORMATION.
13	ALL FEEDERS AND BRANCH CIRCUITS ON LOAD SIDE OF DISTRIBUTION PANELS ARE BY SEPARATE CONTRACTOR.
14	EXISTING PULLBOX AND CONDUITS FOR FUTURE GYM.
16	PROVIDE CONDUIT STUB-UPS AND PULLWIRE BACK TO PANEL FOR EV CAPABLE SPACES.
17	EV CHARGING STATION BASIS OF DESIGN: CHARGEPOINT CT4000-STANDARD PROGRAMMED OUTPUT: 7.2KW CORD LENGTH: 18 FT. PORT QUANTITY: 1 AT VAN ACCESSIBLE CHARGING STATION. 2 PORTS AT ALL OTHER EV CHARGER LOCATIONS. DATA: CELLULAR 4G LTE ENCLOSURE: BOLLARD - NEMA 3R CHARGING CONNECTION: SAE J1772
18	UTILIZE EXISTING PULLBOX FOR INSTALLATION OF NEW EV CHARGER. PROVIDE CONCRETE BASE PER MANUFACTURER'S RECOMMENDATION. ROUTE 2#8 + 1#10GRND FOR EV CHARGERS IN EXISTING CONDUITS BACK TO PANEL LSEV.
19	ALL FIXTURES (S1/S2B) SUPPLYING ILLUMINATION TO PLAYFIELD ARE TO BE CONTROLLED VIA RELAY. FOR FIXTURES SUPPLYING ILLUMINATION TO PUBLIC ACCESS WAYS AND AUTOMOTIVE HARDSCAPES SHALL BE CONTROLLED VIA ASTRONOMICAL TIMECLOCK.
20	PROVIDE (2) LIGHTING RELAYS TO CONTROL EACH PLAYFIELD SEPARATELY. LOCATE RELATES WITHIN A LOCKABLE NEMA 3R ENCLOSURE.
21	S2B/S1 FIXTURES ILLUMINATING THE PLAYFIELD ARE TO BE CONTROLLED SEPARATELY VIA RELAY. SEE NOTES 19 AND 20 FOR ADDITIONAL INFORMATION.
22	POWER AND CONTROL WIRING FOR MOTORIZED GATE TO BE ROUTED TO MODULAR BUILDING ELECTRICAL ROOM. SEE MODULAR BUILDING PLANS FOR EXACT CIRCUIT TO BE USED.
23	EXISTING CONDUITS FOR FUTURE GYM, CAPPED IN PLACE.
24	PROVIDE 1" CONDUIT TO MDF ROOM FOR FIRE ALARM EQUIPMENT.
25	EXISTING SPECTRUM PULLBOX.
26	CONNECT TO EXISTING SPECTRUM CONDUITS AND EXTEND EXISTING CABLING ISP POINT OF CONNECTION AT MDF ROOM.
27	PROVIDE LOCKABLE NEMA 4 BOX AT THIS LOCATION FOR TRANSITION FROM OSP TO INDOOR RATED FIBER OPTIC CABLING. PROVIDE CONTINUOUS OVERHEAD CONDUIT PATHWAY FROM UNDERGROUND TO BUILDING MDF.
28	CONNECT TO EXISTING CONDUITS AND EXTEND TO SOLAR CANNOPY FOR LIGHTING AND LOW VOLTAGE EQUIPMENT. PROVIDE 2#10 + 1#12GND FOR LIGHTING CIRCUITS. PROVIDE A SEPERATE 120V CIRCUIT FOR TELECOMMUNICATIONS ENCLOSURE. MOUNT TELECOMMUNICATIONS ENCLOSURE TO SOLAR CANOPY STRUCUTRAL BEAM. PROVIDE WEATHERPROOF TELECOMMUNICATIONS ENCLOSURE. PROVIDE 2#10 + 1#12GND FOR TELECOMMUNICATIONS ENCLOSURE. ALL WIRES TO HAVE THE SAME INSULATION RATING. SEE MODULAR BUILDING PLANS FOR EXACT CIRCUITS TO BE USED.
29	PROVIDE NECESSARY CONNECTION TO LOW VOLTAGE DEVICES FROM TELECOMMUNICATIONS ENCLOSURE PER DISTRICT STANDARDS.
30	PROVIDE A CONTINUOUS OVERHEAD CONDUIT PATHWAY FROM UNDERGROUND TO BUILDING ELECTRICAL ROOM.

TABLE 5.106.5.3.1

TOTAL NUMBER OF ACTUAL PARKING SPACES	NUMBER OF REQUIRED EV CAPABLE SPACES	NUMBER OF EVCS (EV CAPABLE SPACES PROVIDED WITH EVSE)[2]
0–9	0	0
10–25	4	0
26–50	8	2
51–75	13	3
76–100	17	4
101–150	25	6
151–200	35	9
201 and over	20 percent of total[1]	25 percent of EV capable spaces[1]

1. Calculation for spaces shall be rounded up to the nearest whole number.
2. The number of required EVCS (EV capable spaces provided with EVSE) in column 3 count toward the total number of required EV capable spaces shown in column 2.

Electric Vehicle Capable Space, Charging Stations and Panel Calculations

Based on California Green Building Standards Code, Title 24, Part 11, 2022
(Chapter 5, Section 5.106.5.3)

Number of EV Capable Spaces and Charging Stations

1. Total number of Actual Parking Spaces:	57
2. Number of EV capable spaces shall be provided in accordance with Table 5.106.5.3.1, column 2:	13
3. Number of EV charging stations shall be provided in accordance with Table 5.106.5.3.1, column 3:	3

EV Panel Calculations

The EV panel is required to have a dedicated 40 amp minimum branch circuit and a minimum 30 amp load for each EV capable space (5.106.5.3.1)

Number of EV capable spaces:		13
Amps per charger:	32A	
VA at 208 volts, 1 phase:	6656VA	
Required VA for the given number of EV capable spaces:		86528VA
Required panel amps for given number of EV capable spaces at 208V, 3 phase:		240A

EV Calcs

ELECTRICAL SITE PLAN - INC #2
SCALE: 3/32" = 1'-0"

DLRGROUP
© DLR Group

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SA 5
NEW 2-STORY MODULAR BUILDING & SITE WORK
7111 WINNETKA AVE. WINNETK, CA 91306

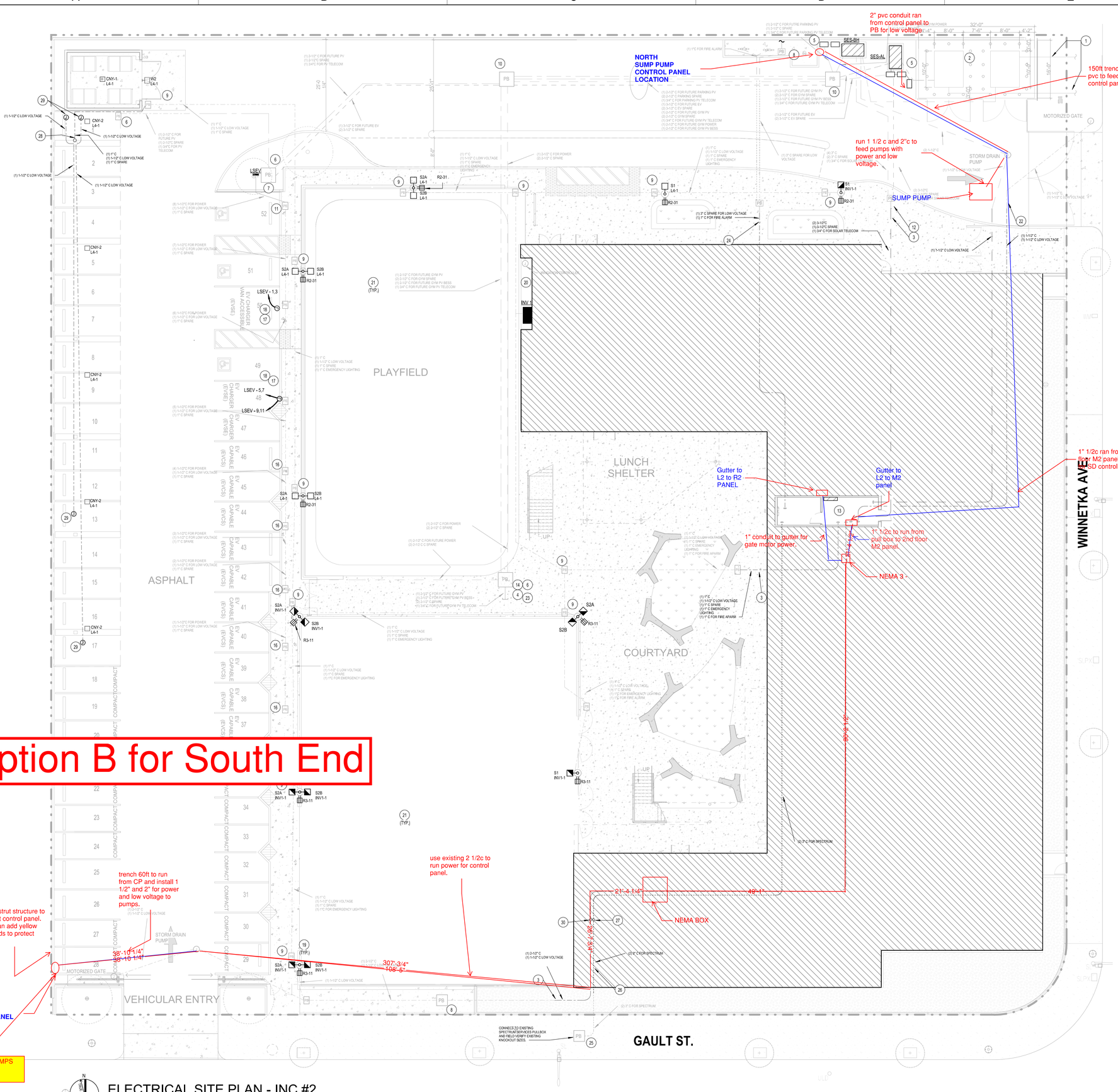
DSA SUBMISSION
A# 03-124719
100% CD SET
10/11/2024
REVISIONS
CCDB3 07/25/2025
CCDB-4 10/08/25

75-23204-00

ELECTRICAL SITE PLAN - INC#2

ES1.1B

Autodesk Docs://75-23204-00 Magnolia Science Academy/75-23204-00 Magnolia Science Academy_MSA EL_2022.rvt
2/10/2026 11:39:16 AM



ELECTRICAL SITE PLAN - INC #2

SCALE: 3/32" = 1'-0"

LOW VOLTAGE
208V
208V OR 277V + LOW VOLTAGE
480V (SOLAR)
480V (POWER)
4160V (UTILITY POWER)

GENERAL NOTES

A	THIS PROJECT IS A CONTINUATION OF INCREMENT #1, EXTEND CONDUITS INSTALLED IN INCR. #1 TO THE SOURCE, PANEL, DEVICE, ETC. FOR WHICH THEY ARE INTENDED.
B	PROVIDE CONDUCTORS IN CONDUIT AS INDICATED ON SINGLE LINE DIAGRAM, SHEET E5.1C.
C	PROVIDE LIGHT FIXTURES PER LUMINAIRE SCHEDULE SHOWN ON SHEET E7.1C.
D	THE CONDUITS SHOWN IN GRAY SCALE, WHETHER INDIVIDUALLY NOTED OR NOT, ARE EXISTING FROM INCREMENT #1 AND ARE SHOWN FOR REFERENCE ONLY.
E	PROVIDE PULLBOXES FOR EVERY 3 90 DEGREE CONDUIT BENDS OR FOR EVERY 300 FEET OF STRAIGHT RUNS.

SHEET NOTES - ES1.1B

Keynote Number	Keynote Description
1	PRIMARY FEEDER, COORDINATE REQUIREMENTS WITH UTILITY.
2	EXISTING UTILITY TRANSFORMERS, SHOWN FOR REFERENCE ONLY.
3	CONNECT TO EXISTING CONDUITS AND EXTEND TO PANELS AT ELECTRICAL ROOMS. MATCH NUMBER AND SIZE OF CONDUITS. SEE SHEET E5.1B FOR ADDITIONAL FEEDER INFORMATION.
4	EXISTING PULL POX FOR PV SYSTEM BESS, SEE "PV" SERIES SHEETS.
5	PROVIDE NEW RULE 21 DISCONNECT SWITCHES AND SOLAR METER SOCKETS. SEE SHEET E5.1B FOR MORE INFORMATION.
6	EXISTING PULL POX FOR PV SYSTEM. SEE "PV" SERIES SHEETS.
7	EXISTING PULLBOX FOR PANEL LSEV.
8	EXISTING POWER/TELECOMMUNICATIONS PULLBOX.
9	EXISTING PULLBOXES FOR LIGHTING AND LOW VOLTAGE. EXTEND CONDUIT FROM HANDHOLE TO LIGHT FIXTURE AS REQUIRED. PROVIDE 2#10 + 1#12GND FOR LIGHTING CIRCUITS. PROVIDE A SEPERATE 120V CIRCUIT FOR CONVENIENCE RECETACLES IN THE POLES FOR ALL LIGHT FIXTURES. PROVIDE 2#10 + 1#12GND FOR CONVENIENCE RECEPTACLE CIRCUITS. ROUTE ALL CONDUCTORS FOR THE CONVENIENCE RECEPTACLE CIRCUITS IN THE SAME 1"C USED FOR LIGHTING. ALL WIRES TO HAVE THE SAME INSULATION RATING. SEE MODULAR BUILDING PLANS FOR EXACT CIRCUIT TO BE USED.
10	EXISTING PULLBOX FOR ALL LINE VOLTAGE AND LOW VOLTAGE CONDUIT.
11	EXISTING PULLBOX FOR EV CHARGERS AND EV CAPABLE SPACES.
12	EXTEND CONDUIT TO DISTRIBUTION BOARD ALDP. SEE SHEET E5.1B FOR FEEDER INFORMATION.
13	ALL FEEDERS AND BRANCH CIRCUITS ON LOAD SIDE OF DISTRIBUTION PANELS ARE BY SEPARATE CONTRACTOR.
14	EXISTING PULLBOX AND CONDUITS FOR FUTURE GYM.
16	PROVIDE CONDUIT STUB-UPS AND PULLWIRE BACK TO PANEL FOR EV CAPABLE SPACES.
17	EV CHARGING STATION BASIS OF DESIGN: CHARGEPOINT CT4000-STANDARD PROGRAMMED OUTPUT: 7.2KW CORD LENGTH: 18 FT. PORT QUANTITY: 1 AT VAN ACCESSIBLE CHARGING STATION. 2 PORTS AT ALL OTHER EV CHARGER LOCATIONS. DATA: CELLULAR 4G LTE ENCLOSURE: BOLLARD - NEMA 3R CHARGING CONNECTION: SAE J1772
18	UTILIZE EXISTING PULLBOX FOR INSTALLATION OF NEW EV CHARGER. PROVIDE CONCRETE BASE PER MANUFACTURER'S RECOMMENDATION. ROUTE 2#8 + 1#10GRND FOR EV CHARGERS IN EXISTING CONDUITS BACK TO PANEL LSEV.
19	ALL FIXTURES (S1/S2B) SUPPLYING ILLUMINATION TO PLAYFIELD ARE TO BE CONTROLLED VIA RELAY. FOR FIXTURES SUPPLYING ILLUMINATION TO PUBLIC ACCESS WAYS AND AUTOMOTIVE HARDSCAPES SHALL BE CONTROLLED VIA ASTRONOMICAL TIMECLOCK.
20	PROVIDE (2) LIGHTING RELAYS TO CONTROL EACH PLAYFIELD SEPARATELY. LOCATE RELATES WITHIN A LOCKABLE NEMA 3R ENCLOSURE.
21	S2B/S1 FIXTURES ILLUMINATING THE PLAYFIELD ARE TO BE CONTROLLED SEPARATELY VIA RELAY. SEE NOTES 19 AND 20 FOR ADDITIONAL INFORMATION.
22	POWER AND CONTROL WIRING FOR MOTORIZED GATE TO BE ROUTED TO MODULAR BUILDING ELECTRICAL ROOM. SEE MODULAR BUILDING PLANS FOR EXACT CIRCUIT TO BE USED.
23	EXISTING CONDUITS FOR FUTURE GYM, CAPPED IN PLACE.
24	PROVIDE 1" CONDUIT TO MDF ROOM FOR FIRE ALARM EQUIPMENT.
25	EXISTING SPECTRUM PULLBOX.
26	CONNECT TO EXISTING SPECTRUM CONDUITS AND EXTEND EXISTING CABLING ISP POINT OF CONNECTION AT MDF ROOM.
27	PROVIDE LOCKABLE NEMA 4 BOX AT THIS LOCATION FOR TRANSITION FROM OSP TO INDOOR RATED FIBER OPTIC CABLING. PROVIDE CONTINUOUS OVERHEAD CONDUIT PATHWAY FROM UNDERGROUND TO BUILDING MDF.
28	CONNECT TO EXISTING CONDUITS AND EXTEND TO SOLAR CANNOPY FOR LIGHTING AND LOW VOLTAGE EQUIPMENT. PROVIDE 2#10 + 1#12GND FOR LIGHTING CIRCUITS. PROVIDE A SEPERATE 120V CIRCUIT FOR TELECOMMUNICATIONS ENCLOSURE. MOUNT TELECOMMUNICATIONS ENCLOSURE TO SOLAR CANOPY STRUCUTRAL BEAM. PROVIDE WEATHERPROOF TELECOMMUNICATIONS ENCLOSURE. PROVIDE 2#10 + 1#12GND FOR TELECOMMUNICATIONS ENCLOSURE. ALL WIRES TO HAVE THE SAME INSULATION RATING. SEE MODULAR BUILDING PLANS FOR EXACT CIRCUITS TO BE USED.
29	PROVIDE NECESSARY CONNECTION TO LOW VOLTAGE DEVICES FROM TELECOMMUNICATIONS ENCLOSURE PER DISTRICT STANDARDS.
30	PROVIDE A CONTINUOUS OVERHEAD CONDUIT PATHWAY FROM UNDERGROUND TO BUILDING ELECTRICAL ROOM.

TABLE 5.106.5.3.1

TOTAL NUMBER OF ACTUAL PARKING SPACES	NUMBER OF REQUIRED EV CAPABLE SPACES	NUMBER OF EVCS (EV CAPABLE SPACES PROVIDED WITH EVSE)[2]
0–9	0	0
10–25	4	0
26–50	8	2
51–75	13	3
76–100	17	4
101–150	25	6
151–200	35	9
201 and over	20 percent of total[1]	25 percent of EV capable spaces[1]

1. Calculation for spaces shall be rounded up to the nearest whole number.
2. The number of required EVCS (EV capable spaces provided with EVSE) in column 3 count toward the total number of required EV capable spaces shown in column 2.

Electric Vehicle Capable Space, Charging Stations and Panel Calculations

Based on California Green Building Standards Code, Title 24, Part 11, 2022
(Chapter 5, Section 5.106.5.3)

Number of EV Capable Spaces and Charging Stations

1. Total number of Actual Parking Spaces:	57
2. Number of EV capable spaces shall be provided in accordance with Table 5.106.5.3.1, column 2:	13
3. Number of EV charging stations shall be provided in accordance with Table 5.106.5.3.1, column 3:	3

EV Panel Calculations

The EV panel is required to have a dedicated 40 amp minimum branch circuit and a minimum 30 amp load for each EV capable space (5.106.5.3.1)

Number of EV capable spaces:	13
Amps per charger: 32A	
VA at 208 volts, 1 phase: 6656VA	
Required VA for the given number of EV capable spaces:	86528VA
Required panel amps for given number of EV capable spaces at 208V, 3 phase:	240A

EV Calcs

DLRGROUP
© DLR Group

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SA 5
NEW 2-STORY MODULAR BUILDING & SITE WORK
7111 WINNETKA AVE, WINNETK, CA 91306

DSA SUBMISSION
A# 03-124719
100% CD SET
10/11/2024
REVISIONS
CCDB3 07/25/2025
CCDB-4 10/08/25

75-23204-00

ELECTRICAL SITE PLAN - INC#2

ES1.1B

Autodesk Docs://75-23204-00 Magnolia Science Academy/75-23204-00 Magnolia Science Academy_MSA EL_2022.rvt
2/10/2026 11:39:16 AM

Prime - PCO #030

Del Amo Construction, LLC
19191 S Vermont Ave, Suite 950
Torrance, California 90502
Phone: (310) 378-6203
Fax: (310) 378-4663

Project: 2025-089 - Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

PCO 30 - RFI 90 - Sump pump - lift station Control panel infrastructure

TO:	MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION 250 EAST 1ST STREET, SUITE 1500 LOS ANGELES California, 90012	**FROM:**	Del Amo Construction LLC 19191 S. Vermont Ave #950 Torrance California, 90502
PCO NUMBER/REVISION:	030 / 0	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	6/10 /2026
STATUS:	Pending - In Review	**PRIME CONTRACT CHANGE ORDER:**	#004 - PCCO 004 - June 2026
REFERENCE:		**CHANGE REASON:**	Client Request
FIELD CHANGE:	No	**SCHEDULE IMPACT*:**	
LOCATION:		*** If no value shown any schedule impact will be submitted as a seperate Prime - PCO.**	

DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #90039 - RFI 90 - Sump pump - lift station Control panel infrastructure North and South
Access COR 13
Access COR 15

Qualifications/ Exclusions
See subcontractor proposal

ATTACHMENTS:

COR 15 Complete Cost for the Added SOW pursuant to design change.pdf _ _COR 13 Complete Cost for the Added SOW pursuant to RFI 90.pdf_

#	Cost Code	Description	Amount
1	33-7000-00 - Electrical Utilities	Safeway COR 13	$ 12,244.31
2	33-7000-00 - Electrical Utilities	Safeway COR 15	$ 14,430.63
		Subtotal:	$26,674.94
		Overhead: 1.50%	$ 400.12
		Fee: 2.50%	$ 676.88
		Insurance: 1.00%	$ 277.52
		GRT: 0.19%	$ 53.26
		Bonds: 1.00%	$ 280.83
		Grand Total:	**$28,363.55**

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
250 EAST 1ST STREET, SUITE 1500
LOS ANGELES, California 90012

Del Amo Construction LLC
19191 S. Vermont Ave #950
Torrance, California 90502

SIGNATURE **DATE**

SIGNATURE **DATE**

SIGNATURE **DATE**

Request For Change Order

To: Del Amo Construction
19191 S. Vermont Avenue
Torrance, CA 90502

Project: Del Amo - Magnolia Science #5

RFC No: 13
Date: 6/5/2026
Description: SCOPE:
Electrical Construction: This Change Order Request is for the Added SOW pursuant to RFI 90 for the South End Building Sump Pump Panel Installation. Please see breakdown attached.

INCLUDES:
This proposal includes all materials, tax, equipment, and labor as needed to provide a complete and operable system for work as described herein.

EXCLUDES:
Overtime
Shift work
Permits & Fees
Inclusions and Exclusions of the Original Executed Contract will apply to this cost estimate
Anything not expressly included above

**** Safeway Electric can only hold the pricing for 30 business days. After such date, and if needed, a revised price will be issued that will reflect current market value on commodity materials. This 30 business day includes client review, any change requests and final acceptance.****

Request For Change Order

To: Del Amo Construction
19191 S. Vermont Avenue
Torrance, CA 90502

Project: Del Amo - Magnolia Science #5

The above work is subject to the same conditions as specified in the original contract unless otherwise stipulated.

Upon approval the sum of $12,244.31 will be added to the contract price.

Original Contract	$420,950.00
Other Approved Change Orders	$169,649.71
Total Contract to Date	$590,599.71
This Request	$12,244.31
Other Pending Requests	$86,632.79
Total Contract plus Pending RFCs	$689,476.81

Authorized Signature: _____ Date: _____
Safeway Building Systems, Inc

Authorized Signature: _____ Date: _____
Del Amo Construction

3133 Mission Inn Avenue | Riverside, CA 92507
Phone (909) 824-6441
Fax (909) 824-0571
www.safewaybsi.com
Lic # B/C-10 387886
Lic # C-46, C-7
ACO# 3998

Since 1980

This Change Order Request is for the Added SOW pursuant to RFI 90 for the South End Building Sump Pump Control Panel installation. The Following SOW will be performed:

- Install strut support system for mounting of Sump Pump Control Panel at far corner of South End Building
- Trenching from control panel location to existing pull box adjacent to storm drain station
- Install (1) 1-1/2” PVC conduit from control panel to pull box for pump feed pathway
- Install (1) 2” PVC conduit from control panel to pull box for low voltage pathway
- Connect conduit pathways from pull box to existing pump station
- Terminate power at pump station
- Perform trench backfill operations upon completion of conduit installation

Exclusions:

- No seismic studies
- No troubleshooting of existing sump pump system
- No auxiliary low-voltage connections or float controls
- No responsibility for unforeseen existing underground damage
- No scanning or coring

3133 Mission Inn Ave | Riverside, CA 92507
Phone (909) 824-6441
Fax (909) 824-0571

www.safewaybsi.com
Since 1980

CA Contractor’s License #387886
Class B | C-7 | C-10 | C- 46
ACO #3998

DESIGN.BUILD.SERVICE
Safeway ELECTRIC
Since 1980

Change Order Request Form

Customer Del Amo Construction

Project: Magnolia
Job Number: E363525
Date: 6/4/26 COR 13

Labor Costs

Position	Hours Worked	Hourly Rate	OT Hours	OT Rate	Total Cost
Electrician	32.00	$ 110.02		$ 143.93	$ 3,520.64
Foreman @ 15% of Labor HRS	4.80	$ 125.81		$ 166.65	$ 603.89
General Foreman @ 5% of Labor	1.84	$ 130.81		$ 171.65	$ 240.69
				Labor Subtotal	**$ 4,365.22**
				Labor Subtotal w/ 15% OH&P	**$ 5,135.55**

Material Costs

See material breakdown attached		$ 1,660.77
Safety Consumables and Safety Monitoring @ .5% of Labor Subtotal		$ 21.83
	Total	$ 1,682.60
	Sales Tax 9.5%	$ 159.85
	Material Subtotal	**$ 1,842.44**
	Material Subtotal w/ 15% OH&P	**$ 2,167.58**

Subcontractors

Backhoe		$ 4,200.00
	Subcontract Subtotal	**$ 4,200.00**
	Subcontract Subtotal w/ OH & P 15%	**$ 4,941.18**

Total Change Order Due **$ 12,244.31**

JOB 8161 10995: DEL AMO - MAGNOLIA ...
ESTIMATE 1 4007:
DATA SET 11 CommTSC/EST/NECA 07/14 M...

PRINTED 6/4/2026 11:09:58 AM
MATERIAL Primary
LABOR Primary

NOTES

Item				Material	Labor
Size	Item Desc	Qty	UOM	Mat Ext	Lbr Ext
Section : Section 001: RFI 90 - SOUTH SUMP PUMP					
	2" GRC THREADLESS CONN	1.00	EACH	101.54	0.2700
	2 1/2" EMT 30 SEGMENT	1.00	EACH	100.55	0.7500
	1 1/2" GRC THREADLESS CONN	2.00	EACH	112.80	0.5400
	DURA BLOCK DB10	3.00	EACH	230.54	0.2250
	1 1/2" EMT STRUT STRAP	6.00	EACH	19.98	0.2700
	1/2" EMT RAIN TIGHT CONNECTOR	4.00	EACH	12.12	0.3600
1 1/2"	PVC SCH 40	200.00	FEET	243.00	15.0000
2"	PVC SCH 40	40.00	FEET	192.60	4.2000
1 1/2"	PVC SCH 80	10.00	FEET	19.20	0.9000
1 1/2"	GRC	10.00	FEET	120.60	1.0500
2"	GRC	10.00	FEET	151.35	1.2000
1 1/2"	EMT	40.00	FEET	198.60	3.6000
1 1/2"	PVC SCH 40 90 ELBOW	3.00	EACH	13.19	0.6750
2"	PVC SCH 40 90 ELBOW	2.00	EACH	13.32	0.6000
1 1/2"	PVC ADPT/FEMALE	1.00	EACH	1.11	0.2250
2"	PVC ADPT/FEMALE	1.00	EACH	1.68	0.2250
1 1/2"	EMT STL RT INS CONN	2.00	EACH	21.81	0.3600
	CHANNEL 12GA 1-5/8"	10.00	FEET	106.80	1.5000
Subtotals for Section : Section 001: RFI 90 - SOUTH SUMP PUMP				1,660.77	31.9500
Grand Totals				1,660.77	31.9500

Del Amo Construction, LLC
19191 S Vermont Ave, Suite 950
Torrance, California 90502
P: (310) 378-6203
F: (310) 378-4663

Project: 2025-089 Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

RFI #090: Sump Pump/Lift Station Controller & Panel Location Clarification

Revision	0	**Status**	Open
To	Austin Duarte (Del Amo Construction LLC)	**From**	Austin Duarte (Del Amo Construction LLC) 19191 S. Vermont Ave #950 Torrance, California 90502
Date Initiated	May 8, 2026	**Due Date**	May 15, 2026
Location		**Project Stage**	Course of Construction
Spec Section			
Drawing Number		**Reference**	
Linked Drawings			
		Sub Job	
Copies To	Austin Duarte (Del Amo Construction LLC), Fernando Villasenor (Del Amo Construction LLC)		

ADDITIONAL FIELDS

Priority	**Expected Response Date**

Activity

Question

Question from Austin Duarte Del Amo Construction LLC *on Friday, May 8, 2026 at 08:22 AM PDT*

1) Please provide the dimensioned location of the lift station controller

2) Please provide the dimensioned location of the lift station panel.

Official Response

Response from Austin Duarte Del Amo Construction LLC *on Tuesday, May 19, 2026 at 11:09 AM PDT*

Isaac Farias (DLR Group)
May 19, 2026 at 10:20 AM PDT

Please see attached response.

Attachments
RFI 090 Sump PumpLift Station Control Panel Locations Clarification_Response.pdf

RFI #090 - Sump Pump/Lift Station Controller & Panel Location Clarification

Project: 2025-089 Magnolia Science MSA-5 Increment 2

Official Response

Response from Austin Duarte Del Amo Construction LLC *on Monday, May 18, 2026 at 01:14 PM PDT*

Option A for storm drain control panel routes would be:

- Coring from the 2nd floor down to the crawl space to run conduit overhead in the 2nd floor electrical room to connect to the M2 panel.
- Need to add NEMA 3 12x12 pull box to connect 1 ½ c to the 2 ½ c to run power for SD control panels.
- from 12x12 pull box need to run 1 ½ c to the north side building PB near SD pumps.
- from PB need to trench to run 1 ½ c next to Gear where control panel will be installed.
- from the control panel need 2" c for low voltage t pumps.
- from PB need to un 1 1/2c to power pumps.
- Build a strut structure to mount the control panel.

South End SD Pumps:

- Have to install 12x12 near the south end electrical room.
- Have to core into the room where the control panel will be installed.
- Install 1 ½ c to run power to the control panel.
- then core another hole for 2"c run through crawl space out to site trench 200ft and install to PB near south end pumps. From PB run power for pumps & low voltage.

Option B for South End:

- Install SD control panel in the last corner parking stall under the canopy.
- Run 50ft of 1 ½ c and 2" c for power and low voltage from the control panel to pumps. Less footage on trenching and conduit and time if we go the option B route.

1) Please advise on how to proceed.

Attachments
RFI #090 Sump Pump Lift Station Controller & Panel Location Clarification r1.pdf

Official Response

Response from Austin Duarte Del Amo Construction LLC *on Friday, May 15, 2026 at 08:12 AM PDT*

Ilya Veyts (Gateway Science and Engineering, Inc.)
May 11, 2026 at 2:48 PM PDT

DAC,

Per General Conditions each RFI should propose solution to the raised question. This RFI does not. Please review and resubmit.

BIC with DAC

Request For Change Order

To: Del Amo Construction
19191 S. Vermont Avenue
Torrance, CA 90502

Project: Del Amo - Magnolia Science #5

RFC No: 15
Date: 6/5/2026
Description: SCOPE:
Electrical Construction: This Change Order Request is for the Added SOW pursuant to design change and reference Increment #2 ES1.1B for the Northeast Building Sump Pump Control Panel installation. Please see breakdown attached.

INCLUDES:
This proposal includes all materials, tax, equipment, and labor as needed to provide a complete and operable system for work as described herein.

EXCLUDES:
Overtime
Shift work
Permits & Fees
Inclusions and Exclusions of the Original Executed Contract will apply to this cost estimate
Anything not expressly included above

**** Safeway Electric can only hold the pricing for 30 business days. After such date, and if needed, a revised price will be issued that will reflect current market value on commodity materials. This 30 business day includes client review, any change requests and final acceptance.****

Request For Change Order

To: Del Amo Construction
19191 S. Vermont Avenue
Torrance, CA 90502

Project: Del Amo - Magnolia Science #5

The above work is subject to the same conditions as specified in the original contract unless otherwise stipulated.

Upon approval the sum of $14,430.63 will be added to the contract price.

Original Contract	$420,950.00
Other Approved Change Orders	$169,649.71
Total Contract to Date	$590,599.71
This Request	$14,430.63
Other Pending Requests	$98,877.10
Total Contract plus Pending RFCs	$703,907.44

Authorized Signature: _____ Date: _____
Safeway Building Systems, Inc

Authorized Signature: _____ Date: _____
Del Amo Construction

3133 Mission Inn Avenue | Riverside, CA 92507
Phone (909) 824-6441
Fax (909) 824-0571
www.safewaybsi.com
Lic # B/C-10 387886
Lic # C-46, C-7
ACO# 3998

DESIGN.BUILD.SERVICE
Safeway ELECTRIC

Since 1980

This Change Order Request is for the Added SOW pursuant to design change and reference Increment #2 ES1.1B for the Northeast Building Sump Pump Control Panel installation. This Change Order includes the new North End scope of work and credit for material and labor associated with the original North End design. The Following SOW will be performed:

- Install overhead support rack in the 2nd floor electrical room utilizing all thread, shallow strut, and 3/8" beam clamps.
- Install 1-1/2" EMT conduit from panel M2 across the electrical room to the first-floor core location.
- Transition from EMT to 1-1/2" liquid tight conduit through crawl space and connect to a new NEMA 3 12x12x6 pull box.
- Extend and connect existing 1-1/2" PVC conduit from the Northeast pull box into the new NEMA 3 pull box to establish a power pathway from panel M2.
- Trench from the North End pull box to the new Sump Pump Control Panel location.
- Install new 1-1/2" PVC conduit for power distribution from pull box to control panel.
- Install new 2" PVC conduit for low voltage pathway from pull box to control panel.
- Install strut mounting support for the new Sump Pump Control Panel.
- Install new 1-1/2" PVC conduit from pull box to pump station for power distribution.
- Install new 2" PVC conduit from pull box to pump station for low voltage pathway.
- Terminate power at the pump station.
- Backfill trenches upon completion of conduit installation.

Exclusions:

- Warranty damage
- Wire and wire pulling
- Startup, testing, and commissioning
- Protection for Sump Pump Control Panels
- No seismic studies
- No troubleshooting of existing sump pump system
- No auxiliary low-voltage connections or float controls
- No responsibility for unforeseen existing underground damage
- No scanning or coring

3133 Mission Inn Ave | Riverside, CA 92507
Phone (909) 824-6441
Fax (909) 824-0571

www.safewaybsi.com
Since 1980

CA Contractor's License #387886
Class B | C-7 | C-10 | C- 46
ACO #3998

DESIGN.BUILD.SERVICE
Safeway ELECTRIC
Since 1980

Change Order Request Form

Customer Del Amo Construction

Project: Magnolia
Job Number: E363525
Date: 6/5/26 COR 15

Labor Costs

Position	Hours Worked	Hourly Rate	OT Hours	OT Rate	Total Cost
Electrician	45.00	$ 110.02		$ 143.93	$ 4,950.90
Foreman @ 15% of Labor HRS	6.75	$ 125.81		$ 166.65	$ 849.22
General Foreman @ 5% of Labor	2.59	$ 130.81		$ 171.65	$ 338.47
				Labor Subtotal	**$ 6,138.59**
				Labor Subtotal w/ 15% OH&P	**$ 7,221.87**

Material Costs

See material breakdown attached		$ 2,825.42
Safety Consumables and Safety Monitoring @ .5% of Labor Subtotal		$ 30.69
	Total	$ 2,856.11
	Sales Tax 9.5%	$ 271.33
	Material Subtotal	**$ 3,127.44**
	Material Subtotal w/ 15% OH&P	**$ 3,679.35**

Subcontractors

Backhoe		$ 3,000.00
	Subcontract Subtotal	**$ 3,000.00**
	Subcontract Subtotal w/ OH & P 15%	**$ 3,529.41**

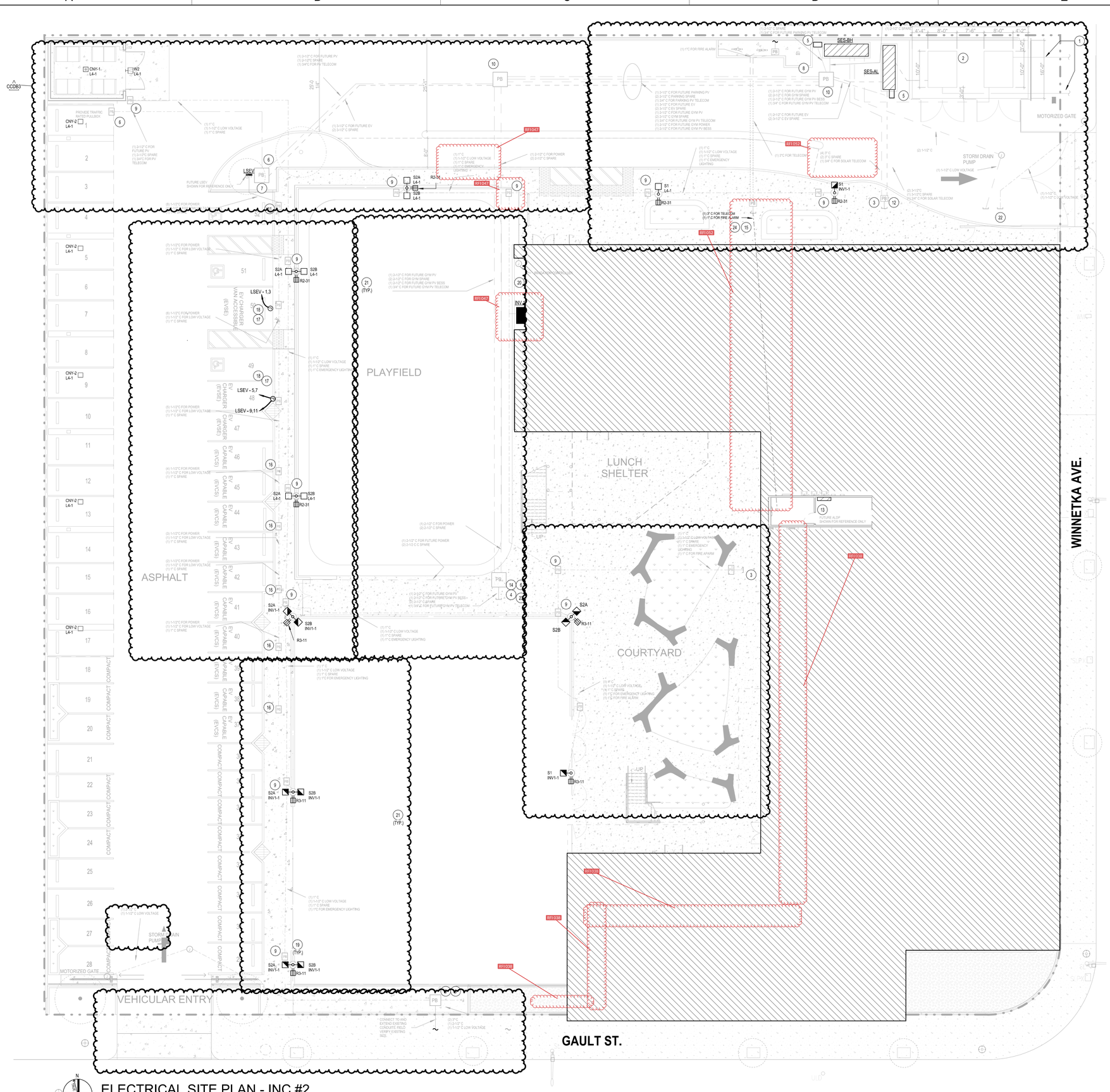
Total Change Order Due **$ 14,430.63**

JOB 8170 10997: DEL AMO - MAGNOLIA ...
ESTIMATE 1 4007:
DATA SET 11 CommTSC/EST/NECA 07/14 M...

PRINTED 6/5/2026 8:19:23 AM
MATERIAL Primary
LABOR Primary

NOTES

Item				Material	Labor
Size	Item Desc	Qty	UOM	Mat Ext	Lbr Ext
Section : Section 001: ES1.1B - NORTHEAST SUMP PUMP					
	2" GRC THREADLESS CONN	2.00	EACH	203.07	0.5400
	1" C CONDUIT BODY	1.00	EACH	10.13	0.6000
	1 1/2" GRC THREADLESS CONN	2.00	EACH	112.80	0.5400
	DURA BLOCK DB10	1.00	EACH	76.84	0.0750
	12X12X6 NEMA 3 PULL BOX	1.00	EACH	211.82	2.2500
	FOUR HOLE L BRACKET	1.00	EACH	9.78	0.0750
	3/4" EMT TO FLEX COUPLING	2.00	EACH	24.72	0.1800
	1 1/2" 22-1/2 DEGREE EMT SEGMENT	2.00	EACH	66.27	0.3900
	FOUR HOLE 45 BRACKET	2.00	EACH	33.42	0.1500
	1 1/2" EMT STRUT STRAP	13.00	EACH	43.29	0.5850
1 1/2"	PVC SCH 40	200.00	FEET	243.00	15.0000
2"	PVC SCH 40	100.00	FEET	481.50	10.5000
1 1/2"	GRC	10.00	FEET	120.60	1.0500
2"	GRC	10.00	FEET	151.35	1.2000
1 1/2"	EMT	70.00	FEET	347.55	6.3000
1 1/2"	PVC SCH 40 90 ELBOW	6.00	EACH	26.37	1.3500
2"	PVC SCH 40 90 ELBOW	1.00	EACH	6.66	0.3000
1 1/2"	EMT 90 ELBOW	5.00	EACH	89.33	1.1250
1 1/2"	PVC ADPT/FEMALE	2.00	EACH	2.22	0.4500
2"	PVC ADPT/FEMALE	1.00	EACH	1.68	0.2250
1 1/2"	EMT STL RT INS CONN	3.00	EACH	32.71	0.5400
1 1/2"	EMT STEEL SS CONN	4.00	EACH	10.14	0.6000
1 1/2"	EMT STEEL SS COUP	13.00	EACH	38.61	1.3650
1 1/2"	GRC COUPLING	3.00	EACH	32.31	0.0000
3/8.	HEX NUTS	15.00	EACH	1.35	0.0225
	CHANNEL 12GA 1-5/8"	40.00	FEET	427.20	6.0000
	CHANNEL 12GA 7/8"	40.00	FEET	696.00	8.4000
3/8.	STRUT SPRING NUT	15.00	EACH	26.55	1.3500
1 1/2"	LIQUIDTITE ANGLE CON	2.00	EACH	204.00	0.5400
Subtotals for Section : Section 001: ES1.1B - NORTHEAST SUMP PUMP				3,731.27	61.7025
Section : Section 002: CREDIT - ORIGINAL NORTH END DESIGN					
	2" GRC CONNECTOR	-1.00	EACH	-38.97	-0.0450
	1 1/2" GRC CONNECTOR	-2.00	EACH	-16.74	-0.0900
1 1/2"	PVC SCH 40	-60.00	FEET	-72.90	-4.5000
2"	PVC SCH 40	-60.00	FEET	-288.90	-6.3000
1 1/2"	GRC	-10.00	FEET	-120.60	-1.0500
2"	GRC	-10.00	FEET	-151.35	-1.2000
1 1/2"	PVC ADPT/FEMALE	-1.00	EACH	-1.11	-0.2250
2"	PVC ADPT/FEMALE	-1.00	EACH	-1.68	-0.2250
	CHANNEL 12GA 1-5/8"	-20.00	FEET	-213.60	-3.0000
Subtotals for Section : Section 002: CREDIT - ORIGINAL NORTH END DESIGN				-905.85	-16.6350
Grand Totals				2,825.42	45.0675



ELECTRICAL SITE PLAN - INC #2

SCALE: 3/32" = 1'-0"

- LOW VOLTAGE
- 208V
- 208V OR 277V + LOW VOLTAGE
- 480V (SOLAR)
- 480V (POWER)
- 4160V (UTILITY POWER)

GENERAL NOTES

A	THIS PROJECT IS A CONTINUATION OF INCREMENT #1. EXTEND CONDUITS INSTALLED IN INCR. #1 TO THE SOURCE, PANEL, DEVICE, ETC, FOR WHICH THEY ARE INTENDED.
B	PROVIDE CONDUCTORS IN CONDUIT AS INDICATED ON SINGLE LINE DIAGRAM, SHEET E5.1C.
C	PROVIDE LIGHT FIXTURES PER LUMINAIRE SCHEDULE SHOWN ON SHEET E7.1C.
D	THE CONDUITS SHOWN IN GRAY SCALE, WHETHER INDIVIDUALLY NOTED OR NOT, ARE EXISTING FROM INCREMENT #1 AND ARE SHOWN FOR REFERENCE ONLY.

SHEET NOTES - ES1.1B

Keynote Number	Keynote Description
1	PRIMARY FEEDER. COORDINATE REQUIREMENTS WITH UTILITY.
2	EXISTING UTILITY TRANSFORMERS, SHOWN FOR REFERENCE ONLY.
3	CONNECT EXISTING CONDUITS AND EXTEND TO PANELS AT ELECTRICAL ROOMS, MATCH NUMBER AND SIZE OF CONDUITS, SEE SHEET E5.1B FOR ADDITIONAL FEEDER INFORMATION.
4	~~EXISTING PULL POX FOR PV SYSTEM BESS. SEE "PV" SERIES SHEETS.~~
5	PROVIDE NEW RULE 21 DISCONNECT SWITCHES. SEE SHEET E5.1B FOR MORE INFORMATION.
6	EXISTING PULL POX FOR PV SYSTEM. SEE "PV" SERIES SHEETS.
7	EXISTING PULLBOX FOR PANEL LSEV.
8	EXISTING DATA/TELECOMMUNICATIONS PULLBOX.
9	EXISTING PULLBOXES FOR LIGHTING AND LOW VOLTAGE. EXTEND CONDUIT FROM HANDHOLE TO LIGHT FIXTURE AS REQUIRED. PROVIDE 2#10 + 1#12GND FOR LIGHTING CIRCUITS. PROVIDE A SEPERATE 120V CIRCUIT FOR CONVENIENCE RECETACLES IN THE POLES FOR ALL LIGHT FIXTURES. PROVIDE 2#10 + 1#12GND FOR CONVENIENCE RECEPTACLE CIRCUITS. ROUTE ALL CONDUCTORS FOR THE CONVENIENCE RECEPTACLE CIRCUITS IN THE SAME 1"C USED FOR LIGHTING, ALL WIRES TO HAVE THE SAME INSULATION RATING. SEE MODULAR BUILDING PLANS FOR EXACT CIRCUIT TO BE USED.
10	EXISTING PULLBOX FOR ALL LINE VOLTAGE AND LOW VOLTAGE CONDUIT.
11	EXISTING PULLBOX FOR EV CHARGERS AND EV CAPABLE SPACES.
12	EXTEND CONDUIT TO DISTRIBUTION BOARD ALDP, SEE SHEET E5.1B FOR FEEDER INFORMATION.
13	ALL FEEDERS AND BRANCH CIRCUITS ON LOAD SIDE OF DISTRIBUTION PANELS ARE BY SEPARATE CONTRACTOR.
14	EXISTING PULLBOX AND CONDUITS FOR FUTURE GYM.
15	PROVIDE 3" CONDUIT TO SERVICE PROVIDER MEET-ME POINT. COORDINATE EXACT LOCATION WITH SERVICE PROVIDER.
16	PROVIDE CONDUIT STUB-UPS AND PULLWIRE BACK TO PANEL FOR EV CAPABLE SPACES.
17	EV CHARGING STATION BASIS OF DESIGN: CHARGEPOINT CT4000-STANDARD PROGRAMMED OUTPUT: 7.2KW CORD LENGTH: 18 FT. PORT QUANTITY: 1 AT VAN ACCESSIBLE CHARGING STATION, 2 PORTS AT ALL OTHER EV CHARGER LOCATIONS. DATA: CELLULAR 4G LTE ENCLOSURE: BOLLARD - NEMA 3R CHARGING CONNECTION: SAE J1772
18	UTILIZE EXISTING PULLBOX FOR INSTALLATION OF NEW EV CHARGER. PROVIDE CONCRETE BASE PER MANUFACTURER'S RECOMMENDATION. ROUTE 2#8 + 1#10GRND FOR EV CHARGERS IN EXISTING CONDUITS BACK TO PANEL LSEV.
19	ALL FIXTURES (S1/S2B) SUPPLYING ILLUMINATION TO PLAYFIELD ARE TO BE CONTROLLED VIA RELAY. FOR FIXTURES SUPPLYING ILLUMINATION TO PUBLIC ACCESS WAYS AND AUTOMOTIVE HARDSCAPES SHALL BE CONTROLLED VIA ASTRONOMICAL TIMECLOCK.
20	PROVIDE (2) LIGHTING RELAYS TO CONTROL EACH PLAYFIELD SEPARATELY. LOCATE RELATES WITHIN A LOCKABLE NEMA 3R ENCLOSURE.
21	S2B-S1 FIXTURES ILLUMINATING THE PLAYFIELD ARE TO BE CONTROLLED SEPARATELY VIA RELAY. SEE NOTES 19 AND 20 FOR ADDITIONAL INFORMATION.
22	POWER AND CONTROL WIRING FOR MOTORIZED GATE TO BE ROUTED FROM ELECTRICAL ROOM. SEE MODULAR BUILDING PLANS FOR EXACT CIRCUIT TO BE USED.
23	EXISTING CONDUITS FOR FUTURE GYM, CAPPED IN PLACE.
24	PROVIDE 1" CONDUIT TO MDF ROOM FOR FIRE ALARM EQUIPMENT.

TABLE 5.106.5.3.1

TOTAL NUMBER OF ACTUAL PARKING SPACES	NUMBER OF REQUIRED EV CAPABLE SPACES	NUMBER OF EVCS (EV CAPABLE SPACES PROVIDED WITH EVSE)[2]
0–9	0	0
10–25	4	0
26–50	8	2
51–75	13	3
76–100	17	4
101–150	25	6
151–200	35	9
201 and over	20 percent of total[1]	25 percent of EV capable spaces[1]

1. Calculation for spaces shall be rounded up to the nearest whole number.
2. The number of required EVCS (EV capable spaces provided with EVSE) in column 3 count toward the total number of required EV capable spaces shown in column 2.

CCDB3

Electric Vehicle Capable Space, Charging Stations and Panel Calculations

Based on California Green Building Standards Code, Title 24, Part 11, 2022
(Chapter 5, Section 5.106.5.3)

Number of EV Capable Spaces and Charging Stations

1. Total number of Actual Parking Spaces: 57
2. Number of EV capable spaces shall be provided in accordance with Table 5.106.5.3.1, column 2: 13
3. Number of EV charging stations shall be provided in accordance with Table 5.106.5.3.1, column 3: 3

EV Panel Calculations

The EV panel is required to have a dedicated 40 amp minimum branch circuit and a minimum 30 amp load for each EV capable space (5.106.5.3.1)

Number of EV capable spaces:		13
Amps per charger:	32A	
VA at 208 volts, 1 phase:	6656VA	
Required VA for the given number of EV capable spaces:		86528VA
Required panel amps for given number of EV capable spaces at 208V, 3 phase:		240A

EV Calcs

DLR GROUP
© DLR Group

REGISTERED PROFESSIONAL ENGINEER — JOHN CHARLES HAMILTON — No. E 24477 — Exp. 2027-03-31 — ELECTRICAL — STATE OF CALIFORNIA

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SA 5
NEW 2-STORY MODULAR BUILDING & SITE WORK
7111 WINNETKA AVE, WINNETKA, CA 91306

DSA SUBMISSION
A# 03-124719
100% CD SET
10/11/2024
REVISIONS
CCDB3 07/25/2025

75-23204-10

ELECTRICAL SITE PLAN - INC#2

ES1.1B

Autodesk Docs://75-23204-00 Magnolia Science Academy/75-23204-00 Magnolia Science Academy_MSA EL_2022.rvt
7/25/2025 1:06:00 PM

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

June 15, 2026

Patrick Ontiveros
General Counsel & Director of Facilities
Magnolia Public Schools
250 E. 1st. Street, Suite 1500
Los Angeles, CA 90012

Via: Email

Re: Magnolia Science Academy 5 Project – Increment #2, Del Amo Construction
Prime Contract Change Order 025, Kana – RFI 45 Part 2

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding their subcontractor Kana's work related to RFI 45. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs. Part of this work was submitted as a PCCO 010 – Kana North Building RFIs. The water line extension was inadvertently included in the description when the cost associated with the water line extension was not present in the previous change order. This change order includes the water line extension.

Background
As Kana was beginning to excavate to perform their building connections, it was determined that the Points of Connection provided by both DLR and Silver Creek subcontractor KAR Construction did not reflect the as-built conditions of the modular building. These deficiencies resulted in RFI 45 and a charge for labor and equipment costs related to the excavations that failed to locate any Points of Connection. The charges are documented as follows:

- Labor and Equipment charges related to the inability to locate Points of Connection documented on DLR-provided Civil Drawings and as-built drawings provided by Silver Creek and KAR Construction
- Charge for labor, material, and equipment to extend the water line to a new location as the point of connection documented on DLR Civil Drawings was not provided. (RFI 45)

Scope of Work
The scope of work includes extension of water line from point of connection documented on DLR Civil drawings to a new location between backflow preventor and modular building

Analysis and Cost
The proposed cost of this Change Order is: **$8,677.63**

We have reviewed Del Amo's proposed Change Order and find it fair and reasonable.

Based upon the information above and attached, we recommend approving this Change Order as submitted.

Best regards,

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #025

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-124719 - Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

Prime Contract Change Order #025: CE #125- DAC - Kana RFI 45 Part 2

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	6/16/2026	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Design Development
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	2:Del Amo Construction Contract
		TOTAL AMOUNT:	$8,677.63

DESCRIPTION:
CE #125- DAC - Kana RFI 45 Part 2
Water Line extension per RFI 45

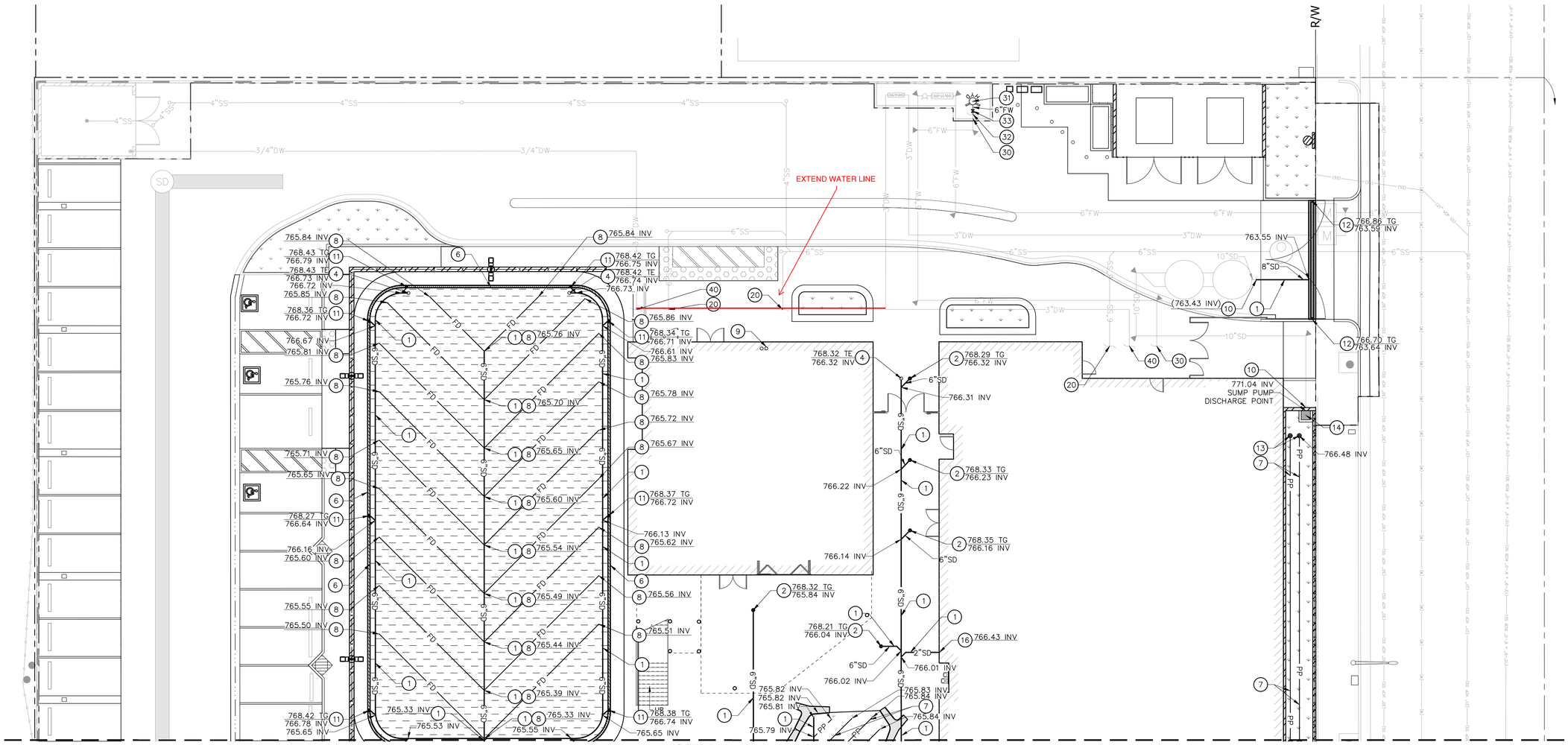
ATTACHMENTS:
PCO 15B - KANA - RFIs North building.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O Water Line Extension	CE 125-DAC Water Line Extension	$8,677.63
		Grand Total:	**$8,677.63**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$348,136.53
The contract sum prior to this Change Order was	$7,756,853.53
The contract sum would be changed by this Change Order in the amount of	$8,677.63
The new contract sum including this Change Order will be	$7,765,531.16
The contract time will not be changed by this Change Order.	

Ruben Markarian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**



SEE MATCHLINE ON SHEET C4.2

CONSTRUCTION NOTES:

STORM DRAIN:

1. INSTALL PVC SCHEDULE 40 STORM DRAIN LINE, SEE PLAN FOR SIZES. FOR TRENCH SECTION REFER TO DETAIL 4 ON SHEET C6.1.
2. INSTALL AREA DRAIN. REFER TO DETAIL 6 ON SHEET C6.1.
4. INSTALL STORMDRAIN CLEANOUT. REFER TO DETAIL 1 ON SHEET C6.1.
6. INSTALL SLOT DRAIN. REFER TO DETAIL 2 ON SHEET C6.1.
7. INSTALL PERFORATED PIPE.
8. INSTALL FRENCH DRAIN. REFER TO DETAIL 3 ON SHEET C6.1.
9. ROOF DRAIN PER ARCHITECTURAL SILVER CREEK DRAWINGS.
10. CONNECT TO STUB OUT PROVIDED IN INCREMENT 1.
11. INSTALL ACO SYSTEM 3000 CATCH BASIN PER MANUFACTURER SPECIFICATIONS.
12. INSTALL TRENCH DRAIN. REFER TO DETAIL 8 ON SHEET 6.1.
13. INSTALL OVERFLOW PIPE. REFER TO LID PLANTER BOX DETAIL ON SHEET C5.0.
14. ENERGY DISSIPATOR STRUCTURE PER DETAIL 1 ON SHEET C6.3.
16. INSTALL BALCONY DRAIN PER SILVER CREEK DRAWINGS.

SANITARY SEWER:

20. CONNECT TO EXISTING SANITARY SEWER LATERAL PROVIDED IN INCREMENT 1. REFER TO PLUMBING DRAWINGS FOR MORE INFORMATION.

FIRE WATER:

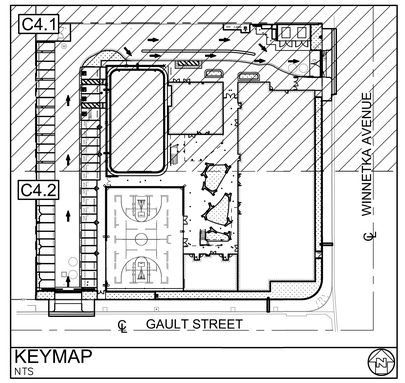
30. CONNECT TO EXISTING FIRE WATER LATERAL PROVIDED IN INCREMENT 1. REFER TO PLUMBING DRAWINGS FOR MORE INFORMATION.
31. INSTALL FIRE HYDRANT PER DETAIL 3 ON SHEET C6.2.
32. INSTALL 6" AWWA C900 PVC, PRESSURE CLASS 305(DR14) FIRE WATER LINE PER DETAIL 4 ON SHEET C6.1.
33. INSTALL GATE VALVE PER DETAIL 4 ON SHEET C6.2.

DOMESTIC WATER:

40. CONNECT TO EXISTING DOMESTIC WATER LATERAL PROVIDED IN INCREMENT 1. REFER TO PLUMBING DRAWINGS FOR MORE INFORMATION.

SHEET NOTES:

1. FOR GENERAL NOTES, LEGENDS AND ABBREVIATIONS, SEE SHEET C1.0.
2. SEE ARCHITECTURAL DRAWINGS FOR OTHER SITE RELATED DIMENSIONS NOT SHOWN ON THIS DRAWING.
3. IT SHALL BE THE RESPONSIBILITY OF THE CONTRACTOR TO VERIFY ALL SURFACE AND/OR UNDERGROUND UTILITIES IN CONFLICT WITH THE PROPOSED DEMOLITION AND DESIGN ITEMS. CONTRACTOR SHALL REPORT ANY DISCREPANCIES AND/OR CONSTRUCTION RELATED ISSUES TO THE OWNER OR DESIGN TEAM PRIOR TO THE COMMENCEMENT OF WORK.
4. CONTRACTOR TO VERIFY IN FIELD THE JOINING TO EXISTING ELEVATION AND THE CURRENT SITE CONDITION WITH THE DESIGN GRADES. CONTRACTOR SHALL REPORT ANY DISCREPANCIES TO THE OWNER OR DESIGN TEAM PRIOR TO THE COMMENCEMENT OF WORK.
5. HAND DIG ONLY AT LOCATIONS WHERE UNDERGROUND UTILITIES NEED TO BE PROTECTED IN PLACE.
6. REFER TO LANDSCAPE IRRIGATION PLAN L1.0 FOR SLEEVING LOCATIONS UNDER PAVING PRIOR TO CONSTRUCTION.



KEYMAP
NTS

ENLARGED SITE UTILITY PLAN

10 5 0 10 20

SCALE: 1"=10'

IDENTIFICATION STAMP
DIV. OF THE STATE ARCHITECT
APP: 03-124719 INC:
REVIEWED FOR
SS ☑ FLS ☑ ACS ☑
DATE: 07/14/2025

DLR GROUP
© DLR Group

REGISTERED PROFESSIONAL ENGINEER — CHRISTOPHER J. CARLSON — No. C36079 — Exp. 6/30/26 — CIVIL — STATE OF CALIFORNIA

VCA ENGINEERS, INC.
631 E. Foothill Blvd.
Arcadia, CA 91006
Ph. 626.795.0643
Fax. 323.739.0043

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SA5
NEW 2-STORY BUILDING & SITE WORK
7111 WINNETKA AVE, WINNETKA, CA 91306

DSA SUBMISSION
A# 03-124719
Issue Date: 10/11/2024
REVISIONS

75-23204-00

ENLARGED SITE UTILITY PLAN

C4.1

Prime - PCO #015B

Del Amo Construction, LLC
19191 S Vermont Ave, Suite 950
Torrance, California 90502
Phone: (310) 378-6203
Fax: (310) 378-4663

Project: 2025-089 - Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

PCO 15B - KANA - RFIs North building

TO:	MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION 250 EAST 1ST STREET, SUITE 1500 LOS ANGELES California, 90012	**FROM:**	Del Amo Construction LLC 19191 S. Vermont Ave #950 Torrance California, 90502
PCO NUMBER/REVISION:	015B / 0	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	6/1 /2026
STATUS:	Pending - In Review	**PRIME CONTRACT CHANGE ORDER:**	None
REFERENCE:		**CHANGE REASON:**	Allowance
FIELD CHANGE:	No	**SCHEDULE IMPACT*:**	
LOCATION:		*** If no value shown any schedule impact will be submitted as a seperate Prime - PCO.**	

DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #90021 - KANA - RFIs North building
COR 11
EWO 458 Dug out to exposed existing 3” domestic water coming south from 3” RP to installed a new 3”x 3/4” TEE for the new line that will connect into trash enclosure

COR 12
EWO 459 Day 2 Connect 3x3/4” TEE at existing domestic water and run 60 LF 3/4” pipe and connect into 3/4” line for trash enclosure

COR 13
EWO 460 Backfill associated with the connection at the existing domestic water line and of the 3/4" water line connecting to the existing 3/4" line serving the trash enclosure.

COR 14
EWO 462 RFI 07 Material for added 45's

ATTACHMENTS:

#	Cost Code	Description	Amount
1	33-1000-00 - Site Utilities (Wet)	Kana COR 11	$ 4,216.00
2	33-1000-00 - Site Utilities (Wet)	Kana COR 12	$ 2,012.00
3	33-1000-00 - Site Utilities (Wet)	Kana COR 13	$ 1,233.00
4	33-1000-00 - Site Utilities (Wet)	Kana COR 14	$ 700.00
		Subtotal:	$8,161.00
		Overhead: 1.50%	$ 122.42
		Fee: 2.50%	$ 207.09
		Insurance: 1.00%	$ 84.91
		GRT: 0.19%	$ 16.29
		Bonds: 1.00%	$ 85.92
		Grand Total:	**$8,677.63**

Prime - PCO #015B

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
250 EAST 1ST STREET, SUITE 1500
LOS ANGELES, California 90012

Del Amo Construction LLC
19191 S. Vermont Ave #950
Torrance, California 90502

SIGNATURE	DATE	SIGNATURE	DATE	SIGNATURE	DATE

KANA DEVELOPMENT GROUP

Change Order Request 11

License: 1085445
Kana Development Group, Inc.
12620 Magnolia Ave.
Riverside CA 92503

P2520 - Magnolia Science Academy #5 KPI

Date Submitted:
Requested By: JESSICA OSTRANDER

TO: KANA PIPELINE INC.
12620 Magnolia Ave.
Riverside, CA 92503

Project: P2520
Magnolia Science Academy #5 KPI
7111 Winnetka Avenue
Winnetka, CA 91306

Project will be delayed by: Days

Please issue a change order for the following work beyond the scope of Kana Development Group's contract for this project.

Order#	*Date*	*PC*	*EWO*	*Description*	*Requested Amount*
11	3/27/2026		458	EWO -- EWO 458 Dug out to exposed existing 3" domestic water coming south from 3" RP to installed a new 3"x 3/4" TEE for the new line that will connect into trash enclosure	4,216.00

Total **4,216.00**

Kana Development Group

Signed: _____

P2520 - Magnolia Science Academy #5 - [KPI - 2546] — P2520

Time & Material - NEW #8

Name	458
Status	Submitted
Assignee	Jose J Linares (JLI)

General Information

Kana Superintendent	Jose J Linares (JLI)
DATE OF WORK	03-25-2026
Description of Work	Dug out to exposed existing 3” domestic water coming south from 3” RP to installed a new 3”x 3/4” TEE for the new line that will connect into trash enclosure , we did found slurry encasement at the top of the 3” water line we will need to make some adjustments in order to do this connection. Reference KDG RFI # 2 / Del Amo RFI # 45
EWO #	458
Location	Existing 3” domestic water line

Labor

Employee Name	Employee #	LABOR CLASSES	Regular Time	Overtime	Double Time
Jose J Linares	2020	Superintendent	7.0 hrs.		
Juan C Tinoco	2036	Operator	9.0 hrs.		
Victor Rivera	1899	Pipelayer	7.0 hrs.		
Orlando Garcia	2054	Pipelayer	9.0 hrs.		

Equipment

Equipment	Hours	Quantity	Enter Unlisted Equipment
Excavator 8K	9.0 hrs.		
Truck - Crew	9.0 hrs.	1	

Material

Description	Quantity	Units of Measurement	PO #

Subcontractor

Company	Description of work to be performed

Attachments

Internal Approval

Kana Company Superintendent Signature

Signed by Jose J Linares - KDG
on March 25, 2026 02:53 PM from Jose J Linares's device

Customer Approval

Client Signature

Signed by Daniel Young
on March 25, 2026 02:59 PM from Jose J Linares's device

Customer Notes

A place for the customer to add any notes.

Customer Notes Or Notes for the Office

Signed by:
Ilya Veyets
1F161EFD5EE540C...
Ilya Veyets
3/27/2026 | 10:39 AM PDT

Kana Development Group

Extra Work Order # 458

Job Name:	Magnolia Science Academy	Kana Job #:	P2520
Location:	Winnetka	Date Work Performed:	3/25/2026
Gen Contractor:	Penta	TIME:	7:00 a.m.

Kana Development Group is hereby-authorized by _____ to perform the extra work as follows:

Dug out to exposed existing 3" domestic water coming south from 3" RP to installed a new 3"x 3/4" TEE for the new line that will connect into trash enclosure , we did found slurry encasement at the top of the 3" water line we will need to make some adjustments in order to do this connection. Reference KDG RFI # 2 / Del Amo RFI # 45

STA #/ LOCATION: **REASON:**

Labor

Employee Name/Position	Hourly Rate	Regular Time	Overtime Rate	Over Time	Overtime Premium	Premium Hours	Cost
Linares Jose	$103.83	7					$726.81
Tinoco Juan	$98.13	9					$883.17
Rivera Victor	$75.08	7					$525.56
Garcia Orlando	$75.08	9					$675.72
						Subtotal =	$2,811.26

Equipment

Description	Quantity	Time	Unit	Rate	Notes	Cost
8K Excavators	1	9		$37.00		$333.00
Crew Truck	1	9		$58.00		$522.00
					Subtotal =	$855.00

Material

Description	Quantity	Unit Price	Source PO#	Cost
			Subtotal =	

Subcontractors

Contractor	Description of work	Source PO#	Cost
		Subtotal =	

	Total Cost =	$ 3,666.26
15%	**Overhead & Profit =**	$ 549.94
	Earned Total =	$ 4,216.00
	OCIP Charge =	
	Bond Charge =	
	EWO Total =	**$ 4,216.00**

KANA DEVELOPMENT GROUP

Change Order Request 12

License: 1085445
Kana Development Group, Inc.
12620 Magnolia Ave.
Riverside CA 92503

P2520 - Magnolia Science Academy #5 KPI

Date Submitted: 4/17/2026
Requested By: JESSICA OSTRANDER

TO: KANA PIPELINE INC.
12620 Magnolia Ave.
Riverside, CA 92503

Project: P2520
Magnolia Science Academy #5 KPI
7111 Winnetka Avenue
Winnetka, CA 91306

Project will be delayed by: 1 Days

Please issue a change order for the following work beyond the scope of Kana Development Group's contract for this project.

Order#	*Date*	*PC*	*EWO*	*Description*	*Requested Amount*
12	3/27/2026		459	EWO - Day 2 -- EWO 459 Day 2 Connect 3x3/4" TEE at existing domestic water and run 60 LF 3/4" pipe and connect into 3/4" line for trash enclosure	2,012.00

Total **2,012.00**

Kana Development Group

Signed: _____

Kana Development Group

Extra Work Order # 459

Job Name: Magnolia Science Academy
Kana Job #: P2520
Location: Winnetka
Date Work Performed: 3/26/2026
Gen Contractor: Penta
TIME: 7:00 a.m.

Kana Development Group is hereby-authorized by _____ to perform the extra work as follows:

Connect 3x3/4" TEE at existing domestic water and run 60 LF 3/4" pipe and connect into 3/4" line for trash enclosure

STA #/ LOCATION: **REASON:**

Labor

Employee Name/Position	Hourly Rate	Regular Time	Overtime Rate	Over Time	Overtime Premium	Premium Hours	Cost
Linares Jose	$103.83	2					$207.66
Tinoco Juan	$98.13	4					$392.52
Rivera Victor	$75.08	4					$300.32
Garcia Orlando	$75.08	4					$300.32
						Subtotal =	$1,200.82

Equipment

Description	Quantity	Time	Unit	Rate	Notes	Cost
8K Excavators	1	4		$37.00		$148.00
Crew Truck	1	4		$58.00		$232.00
					Subtotal =	$380.00

Material

Description	Quantity	Unit Price	Source PO#	Cost
Invoice 1282079	1	$168.83		
			Subtotal =	$168.83

Subcontractors

Contractor	Description of work	Source PO#	Cost
		Subtotal =	

	Total Cost =	$	1,749.65
15%	**Overhead & Profit =**	$	262.45
	Earned Total =	$	2,012.00
	OCIP Charge =		
	Bond Charge =		
	EWO Total =	**$**	**2,012.00**

P2520 - Magnolia Science Academy #5 - [KPI - 2546] — P2520

Time & Material - NEW #9

Name	459
Status	Submitted
Assignee	Jose J Linares (JLI)

General Information

Kana Superintendent	Jose J Linares (JLI)
DATE OF WORK	03-26-2026
Description of Work	Connect 3x3/4” TEE at existing domestic water and run 60 LF 3/4” pipe and connect into 3/4” line for trash enclosure
EWO #	459
Location	3” domestic water north side of building

Labor

Employee Name	Employee #	LABOR CLASSES	Regular Time	Overtime	Double Time
Jose J Linares	2020	Superintendent	2.0 hrs.		
Juan C Tinoco	2036	Operator	4.0 hrs.		
Victor Rivera	1899	Pipelayer	4.0 hrs.		
Orlando Garcia	2054	Pipelayer	4.0 hrs.		

Equipment

Equipment	Hours	Quantity	Enter Unlisted Equipment
Excavator 8K	4.0 hrs.	1	
Truck - Crew	4.0 hrs.	1	

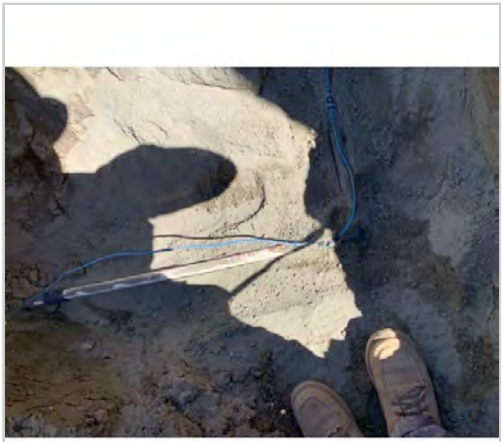
Material

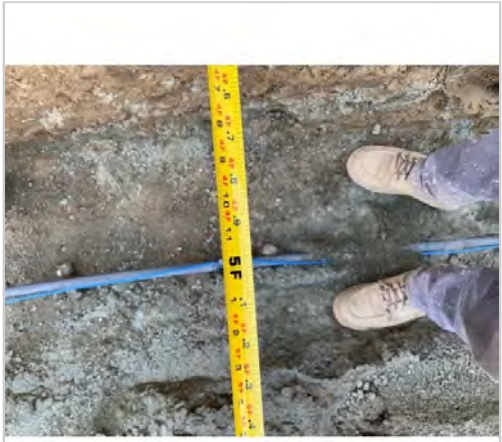
Description	Quantity	Units of Measurement	PO #
60 LF 3/4” sch 80 pipe	60.0	LF	
Sch 80 90 elbows	4.0		
3x3/4” sch 80 Tee	1.0		

Subcontractor

Company	Description of work to be performed

Attachments





Internal Approval

Kana Company Superintendent Signature

Signed by Jose J Linares - KDG
on March 26, 2026 02:32 PM from Jose J Linares's device

Customer Approval

Client Signature

Signed by Daniel Young
on March 26, 2026 02:33 PM from Jose J Linares's device

Customer Notes

A place for the customer to add any notes.

Customer Notes Or Notes for the
Office

KANA DEVELOPMENT GROUP

Change Order Request 13

License: 1085445
Kana Development Group, Inc.
12620 Magnolia Ave.
Riverside CA 92503

P2520 - Magnolia Science Academy #5 KPI

Date Submitted: 4/17/2026
Requested By: JESSICA OSTRANDER

TO: KANA PIPELINE INC.
12620 Magnolia Ave.
Riverside, CA 92503

Project: P2520
Magnolia Science Academy #5 KPI
7111 Winnetka Avenue
Winnetka, CA 91306

Project will be delayed by: 1 Days

Please issue a change order for the following work beyond the scope of Kana Development Group's contract for this project.

Order#	*Date*	*PC*	*EWO*	*Description*	*Requested Amount*
13	3/27/2026		460	EWO - Day 3 -- EWO 460 Backfill associated with the connection at the existing domestic water line and of the 3/4" water line connecting to the existing 3/4" line serving the trash enclosure.	1,233.00

Total **1,233.00**

Kana Development Group

Signed: _____

Kana Development Group

Extra Work Order # 460

Job Name:	Magnolia Science Academy	Kana Job #:	P2520
Location:	Winnetka	Date Work Performed:	3/27/2026
Gen Contractor:	Penta	TIME:	7:00 a.m.

Kana Development Group is hereby-authorized by _____ to perform the extra work as follows:

After inspection 3/4" line , we place sand on top of it , backfill , compact the trench

STA #/ LOCATION: **REASON:**

Labor

Employee Name/Position	Hourly Rate	Regular Time	Overtime Rate	Over Time	Overtime Premium	Premium Hours	Cost
Tinoco Juan	$98.13	3					$294.39
Garcia Orlando	$75.08	2					$150.16
						Subtotal =	$444.55

Equipment

Description	Quantity	Time	Unit	Rate	Notes	Cost
Skid steers bobcat 770	1	1		$70.00		$70.00
					Subtotal =	$70.00

Material

Description	Quantity	Unit Price	Source PO#	Cost
Invoice 1002979	1	$557.44		
			Subtotal =	$557.44

Subcontractors

Contractor	Description of work	Source PO#	Cost
		Subtotal =	

	Total Cost =	$	1,071.99
15%	**Overhead & Profit =**	$	160.80
	Earned Total =	$	1,233.00
	OCIP Charge =		
	Bond Charge =		
	EWO Total =	$	**1,233.00**

P2520 - Magnolia Science Academy #5 - [KPI - 2546] — P2520

Time & Material - NEW #10

Name	460
Status	Submitted
Assignee	Jose J Linares (JLI)

General Information

Kana Superintendent	Jose J Linares (JLI)
DATE OF WORK	03-27-2026
Description of Work	After inspection 3/4” line , we place sand on top of it , backfill , compact the trench
EWO #	460
Location	North side , 3/4” line for trash enclosure

Labor

Employee Name	Employee #	LABOR CLASSES	Regular Time	Overtime	Double Time
Juan Tinoco	2036	Operator	3.0 hrs.		
Orlando Garcia	2036	Pipelayer	2.0 hrs.		

Equipment

Equipment	Hours	Quantity	Enter Unlisted Equipment
Excavator 8K	3.0 hrs.	1	
Skid Steer Bobcat 770	2.0 hrs.	1	

Material

Description	Quantity	Units of Measurement	PO #
Fill sand	12.0	TON	

Subcontractor

Company	Description of work to be performed

Attachments

Internal Approval

Kana Company Superintendent Signature

Signed by Jose J Linares - KDG
on March 27, 2026 10:37 AM from Jose J Linares's device

Customer Approval

Client Signature

Signed by Daniel young
on March 27, 2026 10:43 AM from Jose J Linares's device

Customer Notes

A place for the customer to add any notes.

Customer Notes Or Notes for the
Office

Invoice #1002979

VER STEEG Trucking
www.verSteegtrucking.com
562-577-9060

PO BOX 368, 8ELLFLOWER, CA 90707
Tel: (562) 577-9060

Date: 03/31/2026
Invoice Number: 1002979
Account Number: KDG
Job #: 689-4
Job Description: KDG MAGNOLIA SCIENCE GROUP
To: KDG WINNETKA
7111 Winnetka Avenue
Los Angeles, CA

Bill To

Name: KDG KANA DEVELOPMENT GROUP
Address: 12620 MAGNOLIA AVE
RIVERSIDE, CA 92503
Email: invoices@kanadg.com
Phone: (909) 204-5970

Project Info

PO Number: 5130DC
Customer Job #: 2520
Total Loads: 1
Number of Orders: 1
Commodity: FILL SAND
Equipment: TR - TRANSFER
Terms: Net 30

Date	Order #	Ticket #	Truck #	Description Wt/Qty	Units	Rate	FS	Amount	Tax
03/25/2026	5906	168936	SANTOS	FILL SAND 12.00	Tons	$5.50	-	$66.00	Y
				Freight 25.00	Tons	$19.00	-	$475.00	-
			LTL/SPLIT FEE	1.00	Units	$10.00		$10.00	-
Memo:	*"1791"*								

Material Subtotal $66.00
Hauling Subtotal $475.00
Accessorial Charges Subtotal $10.00
Taxable Subtotal $66.00
Subtotal $551.00
LOS ANGELES Taxes $66.00 @ 9.750% $6.44
Total Taxes $6.44
Total Tons 12.00
Total Amount $557.44

Thank you for choosing Ver Steeg Trucking Inc. We appreciate your business.

APR 07 2026

Change Order Request 14

License: 1085445
Kana Development Group, Inc.
12620 Magnolia Ave.
Riverside CA 92503

P2520 - Magnolia Science Academy #5 KPI

Date Submitted: 4/17/2026
Requested By: JESSICA OSTRANDER

TO: KANA PIPELINE INC.
12620 Magnolia Ave.
Riverside, CA 92503

Project: P2520
Magnolia Science Academy #5 KPI
7111 Winnetka Avenue
Winnetka, CA 91306

Project will be delayed by: 1 Days

Please issue a change order for the following work beyond the scope of Kana Development Group's contract for this project.

Order#	*Date*	*PC*	*EWO*	*Description*	*Requested Amount*
14	4/15/2026		462	EWO -- EWO 462 RFI 07 Material for added 45's	236.00

Total **236.00**

Kana Development Group

Signed: _____

Kana Development Group

Extra Work Order # 462

Job Name:	Magnolia Science Academy	Kana Job #:	P2520
Location:	Winnetka	Date Work Performed:	3/30/2026
Gen Contractor:	Penta	TIME:	7:00 a.m.

Kana Development Group is hereby-authorized by _____ to perform the extra work as follows:

Material cost on fittings used to relocate a 6" pipe in conflict with utility box at east side of building

STA #/ LOCATION: **REASON:**

Labor

Employee Name/Position	Hourly Rate	Regular Time	Overtime Rate	Over Time	Overtime Premium	Premium Hours	Cost
						Subtotal =	

Equipment

Description	Quantity	Time	Unit	Rate	Notes	Cost
					Subtotal =	

Material

Description	Quantity	Unit Price	Source PO#	Cost
6 PVC 45 ELL SC 40	4	$51.27		
			Subtotal =	$205.08

Subcontractors

Contractor	Description of work	Source PO#	Cost
		Subtotal =	

	Total Cost =	$	205.08
15%	**Overhead & Profit =**	$	30.76
	Earned Total =	$	236.00
	OCIP Charge =		
	Bond Charge =		
	EWO Total =	**$**	**236.00**

WESTERN WATER WORKS
SUPPLY COMPANY
5831 PINE AV CHINO HILLS, CA - 91709
PHONE: (909)597-7000 | FAX: (909)597-7050

INVOICE

INVOICE #
1282099-00
PO #
5126DC P2520

QUOTE #	PO DATE	INVOICE DT	PAGE #
102645	03/24/26	03/26/26	1 of 1

MAR 26 2026

CUST #: 100969

BILL TO
KANA DEVELOPMENT GROUP
12620 MAGNOLIA AV
RIVERSIDE, CA 93065

SHIP TO
KDG "MAGNOLIA SCIENCE ACADEMY"
7111 WINNETKA AVE
WINNETKA, CA 91306

INSTRUCTIONS	SHIP POINT	VIA	SHIPPED	TERMS
	SANTA FE SPRINGS	OUR TRUCK	03/25/26	NET 30 DAYS

CONTACT	Jose Linares
MOBILE PHONE	(951)441-4913

LN	PRODUCT DESCRIPTION	QTY ORDERED	QTY BACKORDER	QTY SHIPPED	UNIT	PRICE	NET AMOUNT
1	SCH40P-06 6 SCH40 CELL CORE DWV IPS PVC PERF PIPE BE	160	0	160	FT	5.68	908.80
3	417-060 6 PVC 45 ELL SOC SCH40	8	0	8	EA	51.27	410.16

2 Lines Total Qty Shipped Total 168

Total	1318.96
Taxes	128.60
Invoice Total	1447.56

Cash Discount 0.00 If Paid By 03/26/26

SMOOTH RUNNING JOBS

P2520 - Magnolia Science Academy #5 - [KPI - 2546] — P2520

Time & Material - NEW #11

Name	462
Status	Submitted
Assignee	Jose J Linares (JLI)

General Information

Kana Superintendent	Jose J Linares (JLI)
DATE OF WORK	03-30-2026
Description of Work	Material cost on fittings used to relocate a 6” pipe in conflict with utility box at east side of building
EWO #	462
Location	East side of building 6” sd line

Labor

Employee Name	Employee #	LABOR CLASSES	Regular Time	Overtime	Double Time

Equipment

Equipment	Hours	Quantity	Enter Unlisted Equipment

Material

Description	Quantity	Units of Measurement	PO #
45 elbows sch 40	4.0		

Subcontractor

Company	Description of work to be performed

Attachments

Internal Approval

Kana Company Superintendent Signature

Signed by Jose J Linares - KDG
on March 31, 2026 09:52 PM from Jose J Linares's device

Signed by:
Ilya Veyets
1F161EFD5EE540C...
Ilya Veyets

4/3/2026 | 11:55 AM

Customer Approval

Client Signature

Signed by Daniel Young
on April 03, 2026 09:53 AM from Jose J Linares's device

Customer Notes

A place for the customer to add any notes.

Customer Notes Or Notes for the
Office

Exhibit B

Pro-Craft Construction Change Orders & Gateway Analysis

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

June 15, 2026

Patrick Ontiveros
General Counsel & Director of Facilities
Magnolia Public Schools
250 E. 1st. Street, Suite 1500
Los Angeles, CA 90012

Via: Email

Re: Magnolia Science Academy 5 Project – Increment #2, Pro-Craft Construction (Solar)
Prime Contract Change Order 002, Solar Plan Revision

Dear Mr. Ontiveros,

Our team is in receipt of Pro-Craft's proposed Change Order regarding the revision of the solar drawings. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
Increment 1 CCDA modified the located of the trash enclosure such that it was shifted south and east 3 feet to avoid conflict with the existing and unforeseen CMU wall footing. This required parts of the western parking area to be redesigned to accommodate the shift. The solar design team was required to adjust their drawings to accommodate this shift which included plotting new locations for the solar array and equipment.

Scope of Work
Revise solar plans to accommodate the trash enclosure and western parking lot shift.

Analysis and Cost
The proposed cost of the Change Order is: **$6,336.96**

We have reviewed Pro-Craft's proposed Change Order and find it fair and reasonable.

Based upon the information above and attached, we recommend approving this Change Order as submitted.

Best regards,

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #002

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-124719 - Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

Prime Contract Change Order #002: CE #102 - PCC - Solar Plan Revisions

TO:	**Magnolia Public Schools**	**FROM:**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
DATE CREATED:	6/15/2026	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Design Development
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	3:Pro-Craft Construction PV Contract
		TOTAL AMOUNT:	$6,336.96

DESCRIPTION:
CE #102 - PCC - Solar Plan Revisions
Revisions to solar plan per Increment 1 CCDA (accommodating trash enclosure shift)

ATTACHMENTS:
25183. - COR #0002 Redesign and engineer of Solar drawings.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	PCCPV-2.O Solar Redesign	Solar Redesign	$6,336.96
		Grand Total:	**$6,336.96**

The original (Contract Sum)	$889,000.00
Net change by previously authorized Change Orders	$2,519.34
The contract sum prior to this Change Order was	$891,519.34
The contract sum would be changed by this Change Order in the amount of	$6,336.96
The new contract sum including this Change Order will be	$897,856.30
The contract time will not be changed by this Change Order.	

Ruben Markarian (DLR Group)	**Magnolia Public Schools**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Proposed Change Order

25183. - Magnolia Science Academy 5 Inc. 2 Solar System and Carports
DATE: 5/21/2026
PCO#: 0002
www.procraftci.com

To:	James Villanueva Gateway Science & Engineering 300 North Lake Ave, 12th Floor Pasadena, CA. 91101	**From:**	Joey Gladish Pro-Craft Construction, Inc. 500 Iowa Street Redlands, CA 92373
Phone:	626-696-1600	**Phone:**	909-790-5222
Email:	jvillanueva@gateway-sci-eng.com	**Email:**	jgladish@procraftci.com

Description of Change: Redesign and engineer of Solar drawings

Redesign and engineer of Solar drawings

Exclusions: Contract exclusions apply.

Proposed Change Order Amount	**$6,336.96**

Standard Terms and Conditions of the Subcontract apply, including all exclusions. Additional Time required, does not include contract extension.

This change proposal is based on the usual cost elements such as labor, materials, and markup and does not include any amount for impacts such as interference, disruptions, rescheduling, and change in the sequence of work, delays and /or associate acceleration. We expressly reserve the right to submit our request for any of these items should we be faced with performing work under any of these conditions.

This cost proposal supersedes all previously submitted cost proposals relating to this same work. The work of other trades, which may be required to complete this change order, is not a part of this change proposal.

This cost proposal is valid until **06/21/2026** and void thereafter. All work affected by either the acceptance or rejection of the enclosed change order quotation is on hold pending notification.

CHANGE ORDER REQUEST

PRO-CRAFT

TO: Gateway/Magnolia
ATTN: Ilya Veyts
DATE: 5/21/2026
CO# 2
RELATED DOC: Solar redign and engineering

LABOR	Hours	Rate	Total
General Foreman			$0.00
Foreman	-	$114.98	$0.00
Plumber	-	$108.50	$0.00
Operator	-	$113.90	$0.00
Pipelayer	-	$88.58	$0.00
Laborer	-	$93.09	$0.00
Superintendent	-	$126.16	$0.00
Procurement & Delivery			$0.00
Asbuilts			$0.00
Clean Up			$0.00
Equipment Delivery			$0.00
LABOR SUBTOTALS			$0.00

MATERIAL			
Description	QTY	Unit Price	Total
Material (See Detail)	-	$ -	$0.00
	-	$ -	$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
Sub Total			$0.00
Sales Tax		9.50%	$0.00
MATERIAL SUBTOTALS			$0.00

EQUIPMENT	Unit	Rate	Total
General Foreman Truck	-	$58.50	$0.00
Foreman Truck- Plumbing	-	$58.50	$0.00
Foreman Truck- Site Utility	-	$65.00	$0.00
excavator	-	$135.52	$0.00
loader	-	$169.46	$0.00
backhoe	-	$73.88	$0.00
skid steer	-	$45.00	$0.00
			$0.00
EQUIPMENT SUBTOTAL			$0.00

SUBCONTRACTOR	Total
Stellar Solar	$5,888.00
	$0.00
	$0.00
SUBCONTRACTOR SUBTOTAL	$5,888.00

COMMENTS		OH&P	Summary	Total
			LABOR SUBTOTAL	$0.00
			MATERIAL SUBTOTAL	$0.00
			EQUIPMENT SUBTOTAL	$0.00
			SUBCONTRACTOR SUBTOTAL	$5,888.00
			COST SUBTOTAL	$5,888.00
		10%	LABOR OH&P	$0.00
		10%	MATERIAL OH&P	$0.00
		10%	EQUIP OH&P	$0.00
		5%	SUB OH&P	$294.40
			COST W/MARKUP SUBTOTAL	$6,182.40
		2.5%	**Bonds & Ins.**	$154.56
Additional Days to Contract	0	$ 616.44	**Daily OH Rate**	$0.00
Contract Extension:	NO		**QUOTED PRICE**	$6,336.96

PRO-CRAFT CONSTRUCTION INC.
HQ:500 Iowa St. Redlands, CA 92373 • 444 S Brand Blvd. Ste 202 San Fernando, CA 91340
WWW.PROCRAFTCI.COM • O: (909) 790-5222 • F: (909) 797-2812
License # CA 467234

Stellar Solar
electrify your life

Change Order

DATE: 5.21.26

Contractor:
265 Via Del Monte
Oceanside, CA 92058
Phone 760-603-8500 Fax 760-603-8964
Contractor's License # 749095 (C-10)

Client:
Pro-Craft Construction Inc
500 Iowa Street
Redlands, CA 92373

Project:
#25183
Magnolia Science Academy 5 Inc. 2
Solar System and Carports
7111 Winnetka Ave
Winnetka, CA 91306

DESCRIPTION	AMOUNT
Revise planset for corrections to array placement on site, plotting new locations for the equipment and array	5,120.00
Supervision, Overhead and Profit 15%	768.00
Total Change in Cost	**$5,888.00**

Agreed and Approved:

x_____
Kent Harle, President
Stellar Solar

Date: _____

x_____

Date: _____

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

June 15, 2026

Patrick Ontiveros
General Counsel & Director of Facilities
Magnolia Public Schools
250 E. 1st. Street, Suite 1500
Los Angeles, CA 90012

Via: Email

Re: Magnolia Science Academy 5 Project – Increment #1, Pro-Craft Construction
Prime Contract Change Order 024, Extend Water and Fire Lines to New LADWP Meter Locations

Dear Mr. Ontiveros,

Our team is in receipt of Pro-Craft's proposed Change Order regarding the extension of water and fire lines to the relocated water and fire water meters. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
LADWP Water Division visited the site in early 2026 to verify the location of the water meters for future installation. It was determined that the location of the water meters proposed on DLR's construction plans did not meet LADWP standards as the meters were located on a slope in the Winnetka driveway. LADWP relocated the meters along Winnetka. This relocation required the extension of the water lines into the right-of-way from the MSA 5 property line including trenching, slurry, and backfill.

Scope of Work
The scope of work includes all material and labor to extend the water and fire lines to the new meter locations. The attached construction plans show the original meter placement and the new meter placement that requires the line extensions.

Analysis and Cost
The proposed cost of the Change Order is: **$122,654.68**

We have reviewed Pro-Craft's proposed Change Order and find it fair and reasonable.

Based upon the information above and attached, we recommend approving this Change Order as submitted.

Best regards,

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #024

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-123228 - Magnolia Science Academy 5 - Inc 1
7111 Winnetka Ave,
Winnetka, California 91306

Prime Contract Change Order #024: CE #024 - Extend Water and Fire Lines

TO:	**Magnolia Public Schools**	**FROM:**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
DATE CREATED:	6/15/2026	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Design Development
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	1:Pro-Craft Construction Contract
		TOTAL AMOUNT:	$122,654.68

DESCRIPTION:
CE #024 - Extend Water and Fire Lines
Extend water lines to new LADWP meters

ATTACHMENTS:
24262. - COR #0045 Costs for additional materallabor to connect to LADWP.pdf

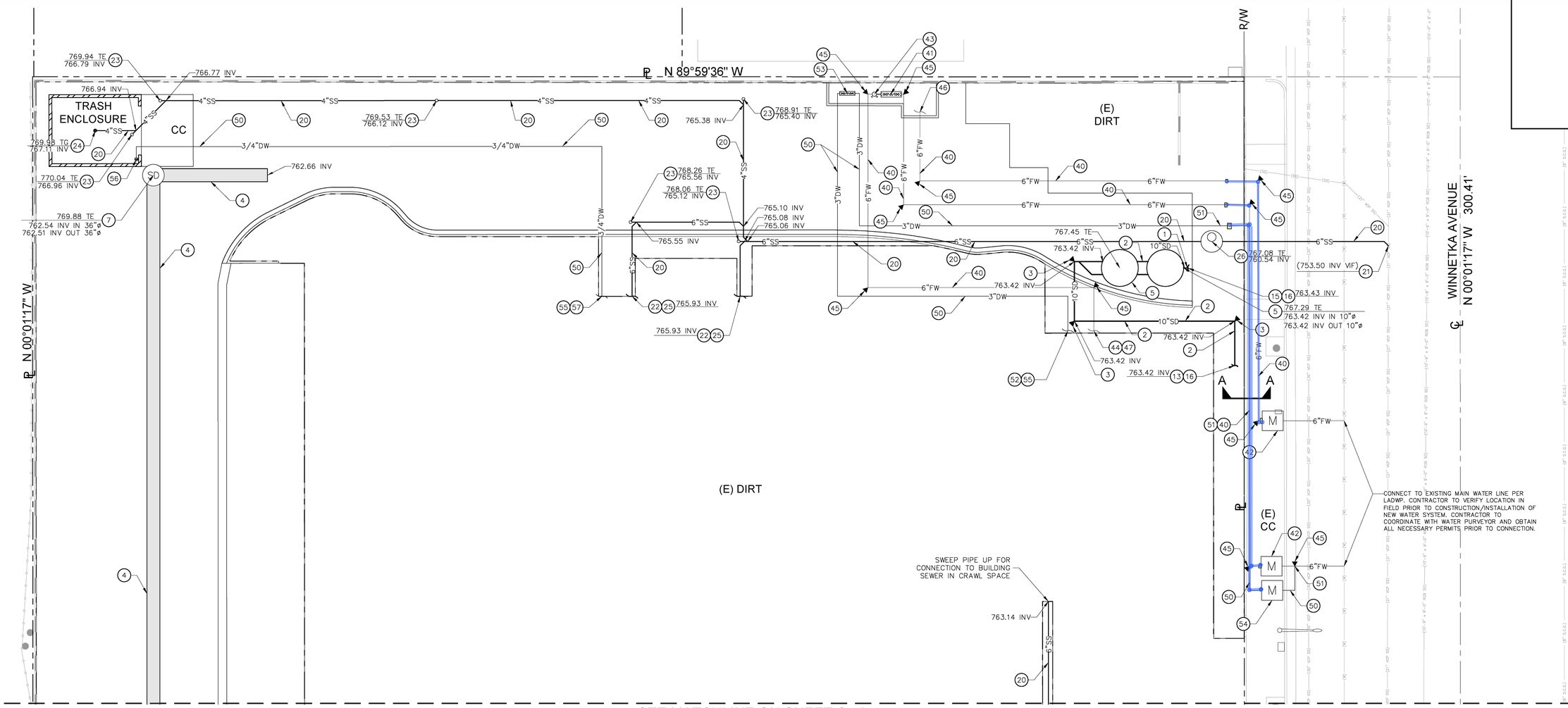
CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1		CE #024 Extend Water Lines	$122,654.68
		Grand Total:	**$122,654.68**

The original (Contract Sum)	$3,960,000.00
Net change by previously authorized Change Orders	$1,228,932.81
The contract sum prior to this Change Order was	$5,188,932.81
The contract sum would be changed by this Change Order in the amount of	$122,654.68
The new contract sum including this Change Order will be	$5,311,587.49

The contract time will not be changed by this Change Order.

Ruben Markarian (DLR Group)	**Magnolia Public Schools**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**



SEE MATCHLINE ON SHEET C4.2

CONSTRUCTION NOTES:

STORM DRAIN:

1. INSTALL PVC SCHEDULE 40 STORM DRAIN LINE, SEE PLAN FOR SIZES. REFER TO DETAIL 4 ON SHEET C5.1.
2. INSTALL AWWA C900 PVC, PRESSURE CLASS 305(DR14) LINE PER DETAIL 4 ON SHEET C5.1. REFER TO PLAN FOR SIZES.
3. INSTALL CONCRETE THRUST BLOCK AND TIES FOR PRESSURIZED STORM WATER LINE. REFER TO DETAIL 1 ON SHEET C5.1.
4. INSTALL ADS N-12 WT, 36" PIPE. REFER TO DETAIL 3 ON SHEET C5.2. MINIMUM COVER FOR ADS N-12 WT PIPE IS 12".
5. INSTALL DUPLEX PUMP LIFT STATION PER DETAIL 1 ON SHEET C5.3.
7. INSTALL STORM DRAIN MANHOLE. REFER TO DETAIL 1 ON SHEET C5.2.
13. PROVIDE A 10" STUB OUT FOR FUTURE CONNECTION TO THE PLANTER BOXES.
15. PROVIDE A 10" STUB OUT FOR FUTURE CONNECTION TO PROPOSED TRENCH DRAIN.
16. CAP AND PLUG POINT OF CONNECTION TO PREVENT CLOGGING.

SANITARY SEWER:

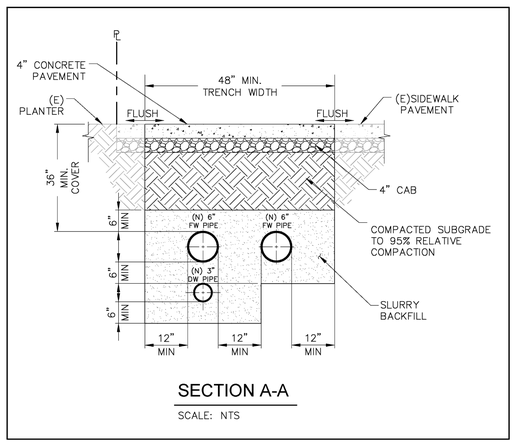
20. INSTALL PVC SCHEDULE 40 DWV SANITARY SEWER LINE PER DETAIL 4 ON SHEET C5.1. SEE PLAN FOR SIZES.
21. CONNECT TO EXISTING MAIN SANITARY SEWER LINE. VERIFY SIZE IN FIELD AND PROVIDE REDUCING FITTINGS AND COUPLINGS AS NEEDED. CONTRACTOR TO VERIFY LOCATION IN FIELD PRIOR TO CONSTRUCTION/INSTALLATION OF SANITARY SEWER SYSTEM. CONTRACTOR TO OBTAIN ALL NECESSARY PERMITS PRIOR TO CONNECTION.
22. PROVIDE A 6" STUB OUT FOR FUTURE CONNECTION TO PROPOSED BUILDING.
23. INSTALL SEWER CLEANOUT. REFER TO DETAIL 4 ON SHEET C5.2.
24. INSTALL AREA DRAIN. REFER TO DETAIL 7 ON SHEET C5.0.
25. CAP AND PLUG POINT OF CONNECTION TO PREVENT CLOGGING.
26. INSTALL SEWER MANHOLE PER DETAIL SPPWC 200-4.

FIRE WATER:

40. INSTALL 6" AWWA C900 PVC, PRESSURE CLASS 305(DR14) FIRE WATER LINE PER DETAIL 4 ON SHEET C5.1.
41. INSTALL DOUBLE CHECK DETECTOR ASSEMBLY. REFER TO DETAIL 2 AND 5 ON SHEET C5.1.
42. INSTALL 6" WATER METER. COORDINATE WITH WATER PURVEYOR.
43. INSTALL FIRE DEPARTMENT CONNECTION. REFER TO DETAIL 5 ON SHEET C5.1.
44. PROVIDE 6" STUB OUT FOR FUTURE CONNECTION TO PROPOSED BUILDING.
45. INSTALL NEW CONCRETE THRUST BLOCK. REFER TO DETAIL 1 ON SHEET C5.1.
46. PROVIDE 6" STUB OUT FOR FUTURE CONNECTION TO PROPOSED FIRE HYDRANT.
47. CAP AND PLUG POINT OF CONNECTION TO PREVENT CLOGGING.

DOMESTIC WATER:

50. INSTALL NEW AWWA C900 PVC DOMESTIC WATER LINE PER DETAIL 4 ON SHEET C5.1.
51. CONNECT 3" DOMESTIC WATER LINE TO SERVICE LATERAL PER LADWP. COORDINATE WITH WATER PURVEYOR.
52. PROVIDE A 3" STUB OUT FOR FUTURE CONNECTION TO PROPOSED BUILDING.
53. INSTALL REDUCED PRESSURE PRINCIPLE ASSEMBLY. REFER TO DETAIL 3 ON SHEET C5.1.
54. INSTALL 3" WATER METER. COORDINATE WITH WATER PURVEYOR.
55. CAP AND PLUG POINT OF CONNECTION TO PREVENT CLOGGING.
56. INSTALL ACORN NO.8121-CP "BENT NOSE WITH FLANGE" HOSE BIBB, WALL MOUNTED, CHROME-PLATED POLISHED, WITH INTEGRAL VACUUM BREAKER, LOOSE KEY OPERATION.
57. PROVIDE A 3/4" STUB OUT FOR FUTURE CONNECTION TO PROPOSED BUILDING.

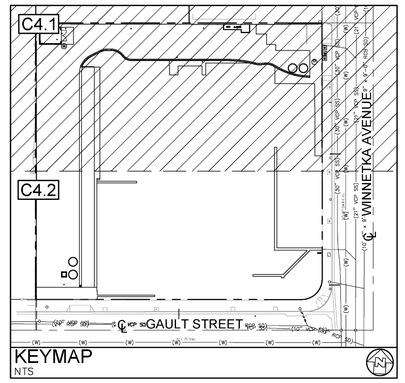


SECTION A-A

SCALE: NTS

SHEET NOTES:

1. FOR GENERAL NOTES, LEGENDS AND ABBREVIATIONS, SEE SHEET C1.0.
2. HAND DIG ONLY AT LOCATIONS WHERE UNDERGROUND UTILITIES NEED TO BE PROTECTED IN PLACE.
3. SEE ARCHITECTURAL DRAWINGS FOR OTHER SITE RELATED DIMENSIONS NOT SHOWN ON THIS DRAWING.
4. IT SHALL BE THE RESPONSIBILITY OF THE CONTRACTOR TO VERIFY ALL SURFACE AND/OR UNDERGROUND UTILITIES IN CONFLICT WITH THE PROPOSED DEMOLITION AND DESIGN ITEMS. CONTRACTOR SHALL REPORT ANY DISCREPANCIES AND/OR CONSTRUCTION RELATED ISSUES TO THE OWNER OR DESIGN TEAM PRIOR TO THE COMMENCEMENT OF WORK.
5. CONTRACTOR TO VERIFY IN FIELD THE JOINING TO EXISTING ELEVATION AND THE CURRENT SITE CONDITION WITH THE DESIGN GRADES. CONTRACTOR SHALL REPORT ANY DISCREPANCIES TO THE OWNER OR DESIGN TEAM PRIOR TO THE COMMENCEMENT OF WORK.
6. CONTRACTOR TO REFER TO SPECIFICATIONS FOR THE REQUIRED COVER OF THE PROPOSED WATER LINES. CONTRACTOR SHALL REFER TO INCREMENT 2 GRADING PLAN FOR FINISH SURFACE ELEVATION.
7. EXISTING GAS LINE AND METER SHALL BE REMOVED IN ITS ENTIRETY. CONTRACTOR SHALL COORDINATE WITH SOUTHERN CALIFORNIA GAS COMPANY PRIOR TO REMOVAL.



ENLARGED SITE UTILITY PLAN

10 5 0 10 20

SCALE: 1"=10'

DLR GROUP
© DLR Group

REGISTERED PROFESSIONAL ENGINEER — CHRISTOPHER C. KOSAN — No. C36079 — Exp. 8/30/26 — CIVIL — STATE OF CALIFORNIA

VCA ENGINEERS, INC.
401 E Pueblo Blvd
Anaheim, CA 92804
Ph: 323.739.0845

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SCIENCE ACADEMY 5 - INCREMENT 1
ROUGH GRADING AND UTILITIES
7111 WINNETKA AVE, WINNETKA, CA 91306

DSA SUBMISSION
A# 03-123228
Issue Date: 5/23/2023
REVISIONS

REVISION 1	6/1/2024
CCD01	3/7/2025
CCDA-2	10/14/2025

75-23204-00

ENLARGED SITE UTILITY PLAN

C4.1

Proposed Change Order

24262. - Magnolia Science Academy 5
DATE: 4/29/2026
PCO#: 0045
www.procraftci.com

To:	James Villanueva Gateway Science & Engineering 300 North Lake Ave, 12th Floor Pasadena, CA. 91101	**From:**	Joey Gladish Pro-Craft Construction, Inc. 500 Iowa Street Redlands, CA 92373
Phone:	626-696-1600	**Phone:**	909-790-5222
Email:	jvillanueva@gateway-sci-eng.com	**Email:**	jgladish@procraftci.com

Description of Change: Costs for additional materal/labor to connect to LADWP

Costs for additional materal/labor to connect to LADWP utilites

Exclusions: Contract exclusions apply.
-base
-concrete patch back
-temp fence
permits
-off hour work
-meters/vauts
-bypasses

Proposed Change Order Amount **$122,654.68**

Standard Terms and Conditions of the Subcontract apply, including all exclusions. Additional Time required, does not include contract extension.

This change proposal is based on the usual cost elements such as labor, materials, and markup and does not include any amount for impacts such as interference, disruptions, rescheduling, and change in the sequence of work, delays and /or associate acceleration. We expressly reserve the right to submit our request for any of these items should we be faced with performing work under any of these conditions.

This cost proposal supersedes all previously submitted cost proposals relating to this same work. The work of other trades, which may be required to complete this change order, is not a part of this change proposal.

This cost proposal is valid until **05/22/2026** and void thereafter. All work affected by either the acceptance or rejection of the enclosed change order quotation is on hold pending notification.

CHANGE ORDER REQUEST

PRO-CRAFT

TO: Gateway/Magnolia
ATTN: Ilya Veyts
DATE: 4/29/2026
CO# 45
RELATED DOC: Updated offsite water plans

LABOR	Hours	Rate	Total
General Foreman			$0.00
Foreman-	150.00	$114.98	$17,247.00
Plumber-	200.00	$108.50	$21,700.00
Operator	48.00	$113.90	$5,467.20
Pipelayer	-	$88.58	$0.00
Laborer	-	$93.09	$0.00
Superintendent	-	$126.16	$0.00
Procurement & Delivery			$0.00
Asbuilts			$0.00
Clean Up			$0.00
Equipment Delivery			$0.00
LABOR SUBTOTALS			$44,414.20

MATERIAL				
Description	QTY	Unit Price		Total
Material (See Detail)	1.00	$	38,348.80	$38,348.80
shoring	1.00	$	3,500.00	$3,500.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
Sub Total				$41,848.80
Sales Tax			9.50%	$3,975.64
MATERIAL SUBTOTALS				$45,824.44

EQUIPMENT	Unit	Rate	Total
General Foreman Truck	-	$58.50	$0.00
Foreman Truck- Plumbing	-	$58.50	$0.00
Foreman Truck- Site Utility-	150.00	$65.00	$9,750.00
excavator	-	$135.52	$0.00
loader	-	$169.46	$0.00
dump truck	48.00	$84.44	$4,053.12
skid steer	48.00	$45.00	$2,160.00
mini ex	48.00	$53.81	$2,582.88
EQUIPMENT SUBTOTAL			$18,546.00

SUBCONTRACTOR	Total
	$0.00
	$0.00
	$0.00
SUBCONTRACTOR SUBTOTAL	$0.00

COMMENTS		OH&P	Summary	Total
			LABOR SUBTOTAL	$44,414.20
			MATERIAL SUBTOTAL	$45,824.44
			EQUIPMENT SUBTOTAL	$18,546.00
			SUBCONTRACTOR SUBTOTAL	$0.00
			COST SUBTOTAL	$108,784.64
		10%	LABOR OH&P	$4,441.42
		10%	MATERIAL OH&P	$4,582.44
		10%	EQUIP OH&P	$1,854.60
		10%	SUB OH&P	$0.00
			COST W/MARKUP SUBTOTAL	$119,663.10
		2.5%	**Bonds & Ins.**	$2,991.58
Additional Days to Contract	0	$ 616.44	**Daily OH Rate**	$0.00
Contract Extension:	NO		**QUOTED PRICE**	$122,654.68

PRO-CRAFT CONSTRUCTION INC.
HQ:500 Iowa St. Redlands, CA 92373 • 444 S Brand Blvd. Ste 202 San Fernando, CA 91340
WWW.PROCRAFTCI.COM • O: (909) 790-5222 • F: (909) 797-2812
License # CA 467234

Detail

Company: Pro-Craft Construction, Inc.
JobName: 24262-45
Run Date: 4/29/2026 9:09
Sort Key: By Area/System ☐ Subtotals

Area/System	Qty	Size	Description	Net Total	Job Total
offsite/DW-FW	149	6	AWWA C-900 PVC Water Main Pipe	$ 5,528.91	19.3
offsite/DW-FW	92	3	Sch 80 PVC PE Pipe	$ 2,147.86	9.2
offsite/DW-FW	8	6	Ductile Iron C153 MJ 90 Ell	$ 2,992.00	19.2
offsite/DW-FW	1	6	Ductile Iron C153 MJ 45 Ell	$ 308.00	2.4
offsite/DW-FW	6	3	Ductile Iron C110 Flg 90 Ell	$ 651.17	7.5
offsite/DW-FW	4	3	PVC Sch 80 Coupling	$ 183.90	1.6
offsite/DW-FW	8	3	PVC Solvent Weld Joints	$ 3.20	0.0
offsite/DW-FW	5	6	AWWA C-900 Push Joint	$ -	0.0
offsite/DW-FW	18	6	Stargrip 3000 Joint Restraint	$ 2,366.10	0.0
offsite/DW-FW	6	3	Flange Acc Pack w Gasket-Nuts-Bolts	$ 52.67	0.0
offsite/DW-FW	1	3	441 DI Omni Cast Coupling	$ 325.00	0.9
offsite/DW-FW	2	6	441 DI Omni Cast Coupling	$ 1,050.00	2.4
offsite/DW-FW	6	<None>	POCSWR SEWER POC	$ 3,000.00	24.0
offsite/DW-FW	240	<None>	SAND Sand Per LF	$ 1,560.00	12.0
offsite/DW-FW	90	<None>	SLURRY slurry	$ 18,000.00	45.0
offsite/DW-FW	240	<None>	TT Tracer Tape Per LF	$ 48.00	0.5
offsite/DW-FW	240	<None>	TW Tracer Wire Per LF	$ 132.00	0.5
offsite/DW-FW	2400	<None>	XXEXBF Estimating ONLY Excavation& Backfill per Cubic Foot	$ -	24.0
offsite/DW-FW	2400	<None>	XXEXBFO Estimating ONLY Oiler Excavate & Backfill per Cubic Foot	$ -	24.0
				$ 38,348.80	**192.4**

GATEWAY SCIENCE AND ENGINEERING, INC.

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

June 15, 2026

Patrick Ontiveros
General Counsel & Director of Facilities
Magnolia Public Schools
250 E. 1st. Street, Suite 1500
Los Angeles, CA 90012

Via: Email

Re: Magnolia Science Academy 5 Project – Increment #1, Pro-Craft Construction
Prime Contract Change Order 025, Mechanical Pad Modifications

Dear Mr. Ontiveros,

Our team is in receipt of Pro-Craft's proposed Change Order regarding the modification of the mechanical pad. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
It was determined that one of the backflow preventer connections extends beyond the edge of the mechanical pad which could create a potential hazard. GSE requested DLR extend the pad design by approximately 12 inches to eliminate this hazard and ensure no mechanical elements extend beyond the pad.

Scope of Work
The scope of work includes all material and labor to extend the mechanical pad by approximately 12 inches. Attached documentation shows the initial pad layout and the complete modified pad which negates any hazard.

Analysis and Cost
The proposed cost of the Change Order is: **$3,109.00**

We have reviewed Pro-Craft's proposed Change Order and find it fair and reasonable.

Based upon the information above and attached, we recommend approving this Change Order as submitted.

Best regards,

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #025

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-123228 - Magnolia Science Academy 5 - Inc 1
7111 Winnetka Ave,
Winnetka, California 91306

Prime Contract Change Order #025: CE #025 - Mechanical Pad Modifications

TO:	**Magnolia Public Schools**	**FROM:**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
DATE CREATED:	6/15/2026	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Client Request
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	1:Pro-Craft Construction Contract
		TOTAL AMOUNT:	$3,109.00

DESCRIPTION:
CE #025 - Mechanical Pad Modifications
Extend mechanical pad

ATTACHMENTS:
24262. - COR #0046 RFI#73-costs to change mechanical pad.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1		Mechanical Pad Extension	$3,109.00
		Grand Total:	**$3,109.00**

The original (Contract Sum)	$3,960,000.00
Net change by previously authorized Change Orders	$1,228,932.81
The contract sum prior to this Change Order was	$5,188,932.81
The contract sum would be changed by this Change Order in the amount of	$3,109.00
The new contract sum including this Change Order will be	$5,192,041.81
The contract time will not be changed by this Change Order.	

Ruben Markarian (DLR Group)

SIGNATURE **DATE**

Magnolia Public Schools

SIGNATURE **DATE**

Pro-Craft Construction
500 Iowa Street
Redlands, California

SIGNATURE **DATE**

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
P: +16266961600

Project: 03-123228 Magnolia Science Academy 5 - Inc 1
7111 Winnetka Ave,
Winnetka, California 91306

RFI #73: [MSA5][INC 1] Mechanical Pad

Revision	0	**Status**	Open
To	Ellen Emmerson (DLR Group) Isaac Farias (DLR Group) Narek Torosian (DLR Group)	**From**	James Villanueva (Gateway Science and Engineering, Inc.)
Date Initiated	May 6, 2026	**Due Date**	May 11, 2026
Location		**Project Stage**	
Cost Impact		**Schedule Impact**	
Spec Section		**Cost Code**	
Drawing Number		**Reference**	
Linked Drawings			
Received From	Hailey Ward (Pro-Craft Construction)		
Copies To	Chris Dakin (Pro-Craft Construction), Ellen Emmerson (DLR Group), Isaac Farias (DLR Group), Joey Gladish (Pro-Craft Construction), Narek Torosian (DLR Group), Ilya Veyts (Gateway Science and Engineering, Inc.), James Villanueva (Gateway Science and Engineering, Inc.), Nandor Vodnak , Hailey Ward (Pro-Craft Construction)		

Activity

Question

Question from James Villanueva Gateway Science and Engineering, Inc. *on Wednesday, May 6, 2026 at 12:39 PM PDT*

Please see attached RFI from Increment 1 concrete contractor regarding mechanical pad.

Attachments
RFI #IBCC007 - Mechanical Pad New Dimensions.pdf

Awaiting an Official Response

Modify the concrete pad to be a rectangular shape 8'x26'.
see mark-up on page 6.
(this will provide concrete surface to stand in front of FDC)

DLRG, jose arche
5-20-26

Inland Building Construction Companies Inc
323 South Sierra Way
San Bernardino, California 92408
P: 9098846276

Project: 25-011 Magnolia Science Academy
7111 Winnetka Ave
Winnetka, California 91306

RFI #IBCC007: Mechanical Pad New Dimensions

Revision	0	**Status**	Open
To	Andrea Arroyo (Inland Building Construction Companies Inc)	**From**	Andrea Arroyo (Inland Building Construction Companies Inc) 323 S Sierra way San Bernardino, California 92408
Date Initiated	Apr 29, 2026	**Due Date**	May 4, 2026
Location		**Project Stage**	
Cost Impact		**Schedule Impact**	
Spec Section		**Cost Code**	
Drawing Number		**Reference**	
Linked Drawings			
Received From			
Copies To			

Activity

Question

Question from Andrea Arroyo Inland Building Construction Companies Inc *on Wednesday, Apr 29, 2026 at 12:44 PM PDT*

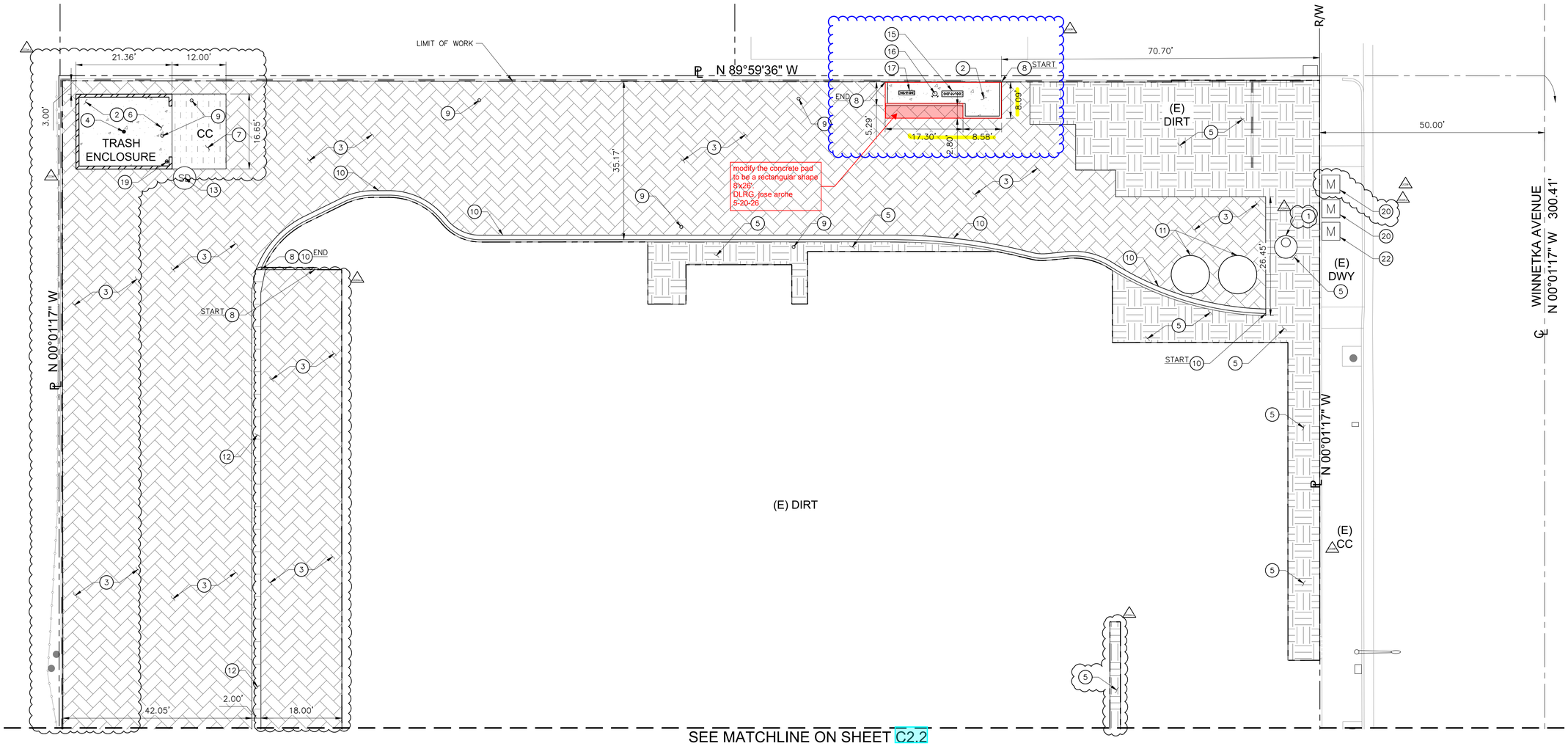
Regarding the mechanical pad current set of plans it shows the back of curb from the CMU wall at approximately 4'-9". Based on the attached pictures of the current location of the backflow location this will conflict with our curb. As the current backflow valve is at 4'-10".

Please confirm this is acceptable or provide new dimensions of the mechanical pad and curb location.

Please confirm it is acceptable to pour the pad and curbs as a monolithical pour.

Attachments
C2.1_ ENLARGED SITE CONTROL PLAN Rev.3 markup (1).pdf, Magnolia Mechanical Pad.pdf

Awaiting an Official Response



CONSTRUCTION NOTES:

1. INSTALL SEWER MANHOLE PER UTILITY PLAN.
2. CONSTRUCT 4" THICK CONCRETE PAVEMENT OVER 4" THICK OF BASE MATERIAL, PER DETAIL 1 ON SHEET C5.0.
3. 6" THICK OF BASE MATERIAL PER DETAIL 2 ON SHEET C5.0.
4. INSTALL AREA DRAIN PER UTILITY PLAN.
5. DIRT.
6. NEW TRASH ENCLOSURE PER ARCHITECTURAL DRAWINGS.
7. CONSTRUCT 5" THICK CONCRETE PAVEMENT OVER 4" THICK OF BASE MATERIAL, PER DETAIL 1 ON SHEET C5.0.
8. CONSTRUCT CONCRETE CURB PER DETAIL 4 ON SHEET C5.0.
9. INSTALL CLEANOUT PER UTILITY PLAN.
10. CONSTRUCT CONCRETE CURB AND GUTTER PER DETAIL 6 ON SHEET C5.0.
11. INSTALL DUPLEX PUMP LIFT STATION PER UTILITY PLAN.
12. 12" OF 90% COMPACTED SUBGRADE.
13. INSTALL STORM DRAIN MANHOLE PER UTILITY PLAN.
15. INSTALL DOUBLE CHECK DETECTOR ASSEMBLY PER UTILITY PLAN.
16. INSTALL FIRE DEPARTMENT CONNECTION PER UTILITY PLAN.
17. INSTALL REDUCED PRESSURE PRINCIPLE ASSEMBLY PER UTILITY PLAN.
19. INSTALL HOSE BIBB PER UTILITY PLAN.
20. FIRE WATER METER PER LADWP.
21. IRRIGATION WATER METER PER LADWP.
22. INSTALL DOMESTIC WATER METER PER UTILITY PLAN.

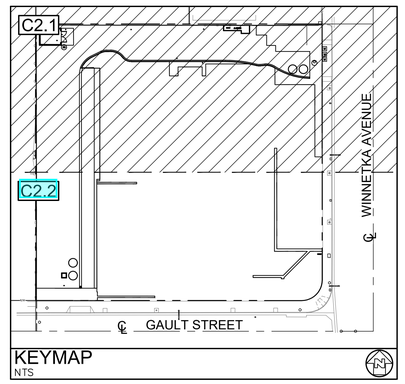
LEGENDS:

- 4" THICK CONCRETE PAVEMENT OVER 4" BASE PER DETAIL 1 ON SHEET C5.0.
- 5" THICK CONCRETE PAVEMENT OVER 4" BASE PER DETAIL 1 ON SHEET C5.0.
- 6" BASE PER DETAIL 2 ON SHEET C5.0.
- 12" OF 90% COMPACTED SUBGRADE.
- DIRT
- WALL
- LIMIT OF WORK
- MATCHLINE

SHEET NOTES:

1. FOR GENERAL NOTES, LEGENDS AND ABBREVIATIONS, SEE SHEET C1.0.
2. REFER TO ARCHITECTURAL DRAWINGS FOR OTHER SITE DIMENSIONS AND IMPROVEMENTS NOT SHOWN ON THIS DRAWING.

THIS APPROVAL IS FOR ITEMS WITHIN THE CLOUDED AREAS **ONLY.** FOR OTHER INFORMATION NOT CONTAINED WITHIN THE CLOUDED AREAS, REFER TO ORIGINAL DSA APPROVED PLANS AND OTHER PREVIOUSLY APPROVED POST APPROVAL DOCUMENTS AND CCDB1. DO NOT USE THESE PLANS AS SUBSTITUTE FOR THE ORIGINAL DSA APPROVED PLANS OR OTHER DSA APPROVAL DOCUMENTS.



KEYMAP
NTS

ENLARGED SITE CONTROL PLAN

10 5 0 10 20

SCALE: 1"=10'

DLRGROUP
© DLR Group

REGISTERED PROFESSIONAL ENGINEER — CHRISTOPHER J. CARLSON — No. C36079 — Exp. 6/30/26 — CIVIL — STATE OF CALIFORNIA

VCA ENGINEERS, INC.
631 S Palatine Blvd
Palatine, IL 60074
Fax: 323.739.0845

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SCIENCE ACADEMY 5 - INCREMENT 1
ROUGH GRADING AND UTILITIES
7111 WINNETKA AVE, WINNETKA, CA 91306

DSA SUBMISSION
A# 03-123228
Issue Date: 5/23/2023
REVISIONS

REVISION 1	6/1/2024
CCDB1	3/7/2025
CCDA-2	10/14/2025

75-23204-00

ENLARGED SITE CONTROL PLAN

C2.1

Proposed Change Order

24262. - Magnolia Science Academy 5
DATE: 5/21/2026
PCO#: 0046
www.procraftci.com

To:	James Villanueva Gateway Science & Engineering 300 North Lake Ave, 12th Floor Pasadena, CA. 91101	**From:**	Joey Gladish Pro-Craft Construction, Inc. 500 Iowa Street Redlands, CA 92373
Phone:	626-696-1600	**Phone:**	909-790-5222
Email:	jvillanueva@gateway-sci-eng.com	**Email:**	jgladish@procraftci.com

Description of Change: RFI#73-costs to change mechanical pad

RFI#73-costs to change mechanical pad

Exclusions: Contract exclusions apply.

Proposed Change Order Amount **$3,109.00**

Standard Terms and Conditions of the Subcontract apply, including all exclusions. Additional Time required, does not include contract extension.

This change proposal is based on the usual cost elements such as labor, materials, and markup and does not include any amount for impacts such as interference, disruptions, rescheduling, and change in the sequence of work, delays and /or associate acceleration. We expressly reserve the right to submit our request for any of these items should we be faced with performing work under any of these conditions.

This cost proposal supersedes all previously submitted cost proposals relating to this same work. The work of other trades, which may be required to complete this change order, is not a part of this change proposal.

This cost proposal is valid until **06/21/2026** and void thereafter. All work affected by either the acceptance or rejection of the enclosed change order quotation is on hold pending notification.

CHANGE ORDER REQUEST

PRO-CRAFT

TO: Gateway/Magnolia
ATTN: Ilya Veyts
DATE: 5/21/2026
CO# 46
RELATED DOC: RFI# 73

LABOR	Hours	Rate	Total
General Foreman			$0.00
Foreman	-	$114.98	$0.00
Plumber	-	$108.50	$0.00
Operator	-	$113.90	$0.00
Pipelayer	-	$88.58	$0.00
Laborer	-	$93.09	$0.00
Superintendent	-	$126.16	$0.00
Procurement & Delivery			$0.00
Asbuilts			$0.00
Clean Up			$0.00
Equipment Delivery			$0.00
LABOR SUBTOTALS			$0.00

MATERIAL Description	QTY	Unit Price	Total
Material (See Detail)	-	$ -	$0.00
	-	$ -	$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
Sub Total			$0.00
Sales Tax		9.50%	$0.00
MATERIAL SUBTOTALS			$0.00

EQUIPMENT	Unit	Rate	Total
General Foreman Truck	-	$58.50	$0.00
Foreman Truck- Plumbing	-	$58.50	$0.00
Foreman Truck- Site Utility	-	$65.00	$0.00
excavator	-	$135.52	$0.00
loader	-	$169.46	$0.00
backhoe	-	$73.88	$0.00
skid steer	-	$45.00	$0.00
			$0.00
EQUIPMENT SUBTOTAL			$0.00

SUBCONTRACTOR	Total
Inland Builders	$2,888.73
	$0.00
	$0.00
SUBCONTRACTOR SUBTOTAL	$2,888.73

COMMENTS		OH&P	Summary	Total
			LABOR SUBTOTAL	$0.00
			MATERIAL SUBTOTAL	$0.00
			EQUIPMENT SUBTOTAL	$0.00
			SUBCONTRACTOR SUBTOTAL	$2,888.73
			COST SUBTOTAL	$2,888.73
		10%	LABOR OH&P	$0.00
		10%	MATERIAL OH&P	$0.00
		10%	EQUIP OH&P	$0.00
		5%	SUB OH&P	$144.44
			COST W/MARKUP SUBTOTAL	$3,033.17
		2.5%	**Bonds & Ins.**	$75.83
Additional Days to Contract	0	$ 616.44	**Daily OH Rate**	$0.00
Contract Extension:	NO		**QUOTED PRICE**	$3,109.00

PRO-CRAFT CONSTRUCTION INC.
HQ:500 Iowa St. Redlands, CA 92373 • 444 S Brand Blvd. Ste 202 San Fernando, CA 91340
WWW.PROCRAFTCI.COM • O: (909) 790-5222 • F: (909) 797-2812
License # CA 467234

IBCC
Inland Building Construction Companies, Inc.

Job Information:

Magnolia Science Academy - 25-011
7111 Winnetka Ave
Winnetka, CA 91306
Client: Pro Craft Construction Inc

Proposed Change Order

PCO Number: 03
PCO Date: May 21, 2026
PCO Valid for 30 Days

Attention: Pro Craft Construction Inc

From: Tim Feinauer, tfeinauer@ibccinc.com

Description of Work
Response To RFI #073 Increased size of the Mechanical pad by 48 sq.ft. Cost is for the additional Concrete material needed and associated fees for a min. concrete pour. To include costs for Re-mobilization of crew.

Self-Perform Work

Description	Cost	Markup %	Markup	Price
Additional Concrete Material Per RFI #073	$1,197.00	10.00%	$ 119.70	$1,316.70
Re-mobilize of Crew	$1,429.12	10.00%	$ 142.91	$1,572.03

Subcontract Work

Vendor	Cost	Markup %	Markup	Price

Summary	
Total Cost	$2,626.12
Total Markup	$262.61
Subtotal	$2,888.73
Additional Days	0.00

323 South Sierra Way
San Bernardino, CA 92408
909-884-6276
www.ibccinc.com

Powered by ExpertOnTrack

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

June 15, 2026

Patrick Ontiveros
General Counsel & Director of Facilities
Magnolia Public Schools
250 E. 1st. Street, Suite 1500
Los Angeles, CA 90012

Via: Email

Re: Magnolia Science Academy 5 Project – Increment #1, Pro-Craft Construction
Prime Contract Change Order 026, Trash Enclosure Gate Repairs/Modifications

Dear Mr. Ontiveros,

Our team is in receipt of Pro-Craft's proposed Change Order regarding the repair and modification of the trash enclosure. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
Upon completion of the trash enclosure, the contractor reported that the support posts for the gate appeared to be creating pulling and deflection of the posts (see attached documentation). GSE and the Inspector of Record determined the trash enclosure was constructed per plan therefore the contractor was not at fault for this issue. An RFI was created by the contractor and responded to by DLR. The RFI response directed the installation of bent plates to the trash enclosure to mitigate the weight of the gate.

Scope of Work
The scope of work includes all material and labor to install a bent plate at each post.

Analysis and Cost
The proposed cost of the Change Order is: **$3,341.98**

We have reviewed Pro-Craft's proposed Change Order and find it fair and reasonable.

Based upon the information above and attached, we recommend approving this Change Order as submitted.

Best regards,

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #026

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-123228 - Magnolia Science Academy 5 - Inc 1
7111 Winnetka Ave,
Winnetka, California 91306

Prime Contract Change Order #026: CE #026 - Trash Enclosure Modifications

TO:	**Magnolia Public Schools**	**FROM:**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
DATE CREATED:	6/15/2026	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Design Development
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	1:Pro-Craft Construction Contract
		TOTAL AMOUNT:	$3,341.98

DESCRIPTION:
CE #026 - Trash Enclosure Modifications
Modifications to trash enclosure gate and posts

ATTACHMENTS:
24262. - COR #0047 RFI# 74-repairs to Trash enclosure gate.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1		CE #026 - Trash Enclosure Modifications	$3,341.98
		Grand Total:	**$3,341.98**

The original (Contract Sum)	$3,960,000.00
Net change by previously authorized Change Orders	$1,228,932.81
The contract sum prior to this Change Order was	$5,188,932.81
The contract sum would be changed by this Change Order in the amount of	$3,341.98
The new contract sum including this Change Order will be	$5,192,274.79
The contract time will not be changed by this Change Order.	

Ruben Markarian (DLR Group)	**Magnolia Public Schools**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
P: +16266961600

Project: 03-123228 Magnolia Science Academy 5 - Inc 1
7111 Winnetka Ave,
Winnetka, California 91306

RFI #74: [MSA5][INC 1] Trash Enclosure Gate Posts

Revision	0	**Status**	Open
To	Ellen Emmerson (DLR Group) Ruben Markarian (DLR Group)	**From**	James Villanueva (Gateway Science and Engineering, Inc.)
Date Initiated	May 18, 2026	**Due Date**	May 25, 2026
Location		**Project Stage**	
Cost Impact		**Schedule Impact**	Yes (Unknown)
Spec Section		**Cost Code**	
Drawing Number		**Reference**	
Linked Drawings			
Received From	Hailey Ward (Pro-Craft Construction)		
Copies To	Chris Dakin (Pro-Craft Construction), Rusty DeFalco (Inland Building Construction Company), Ellen Emmerson (DLR Group), Isaac Farias (DLR Group), Tim Feinauer (Inland Building Construction Company), Joey Gladish (Pro-Craft Construction), Amy Kwan (Gateway Science and Engineering, Inc.), Ruben Markarian (DLR Group), Ilya Veyts (Gateway Science and Engineering, Inc.), James Villanueva (Gateway Science and Engineering, Inc.) , Nandor Vodnak , Hailey Ward (Pro-Craft Construction), Shane Ward (Inland Building Construction Company)		

Activity

Question

Question from James Villanueva Gateway Science and Engineering, Inc. *on Monday, May 18, 2026 at 10:53 AM PDT*
Please see attached RFI from Increment 1 subcontractor regarding trash enclosure gates.

Attachments
RFI# IBCC 008 - Trash Enclosure Gate Posts Deflection After Gate Installation.pdf

Awaiting an Official Response

Provide angle plate at top of gate connected to the CMU wall on both sides.
see mark up detail on page 5 (New Detail - DLRG).

DLRG, jose 5-21-26

Inland Building Construction Companies Inc
323 South Sierra Way
San Bernardino, California 92408
P: 9098846276

Project: 25-011 Magnolia Science Academy
7111 Winnetka Ave
Winnetka, California 91306

RFI #IBCC008: Trash Enclosure Gate Posts Deflection After Gate installation

Revision	0	**Status**	Open
To	Andrea Arroyo (Inland Building Construction Companies Inc) John DeFalco (Inland Building Construction Companies Inc) Shane Ward (Inland Building Construction Companies Inc) Zulema Betancourt (Inland Building Construction Companies Inc)	**From**	Timothy Feinauer (Inland Building Construction Companies Inc) 323 S Sierra way San Bernardino, California 92408
Date Initiated	May 13, 2026	**Due Date**	May 18, 2026
Location		**Project Stage**	
Cost Impact	Yes (Unknown)	**Schedule Impact**	Yes (Unknown)
Spec Section		**Cost Code**	
Drawing Number		**Reference**	
Linked Drawings			
Received From			
Copies To			

Activity

Question

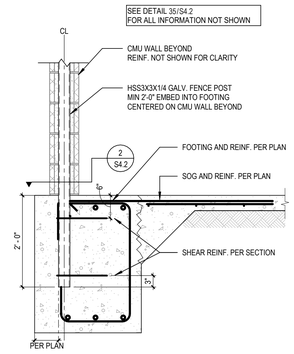
Question from Timothy Feinauer Inland Building Construction Companies Inc *on Wednesday, May 13, 2026 at 01:15 PM PDT*

At Magnolia, the trash enclosure gate posts and leaves were fabricated and installed per Details AE/AS2.2 and 1/S4.2, and sub 055000.1 detail 2/TG111. However after the leaves were installed on the posts, the posts could not withstand the weight of the gates causing pulling and deflection of the posts.

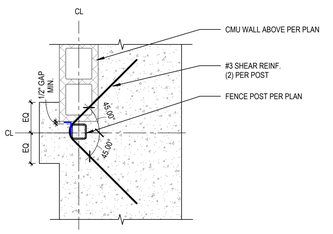
See attached and advise how to proceed.

Attachments
RFI Trash Enclosure Gate Posts Deflection After Gate Installation.pdf

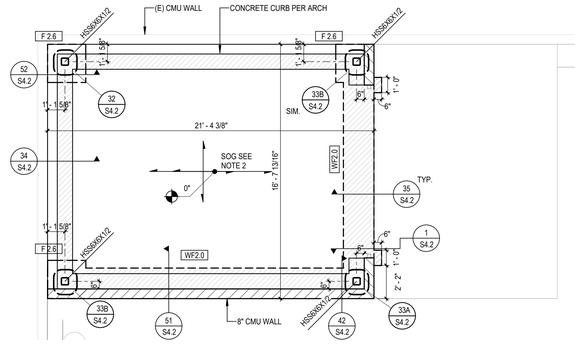
Awaiting an Official Response



1 S4.2 FENCE POST EMBED. DETAIL
SCALE: 3/4" = 1'-0"

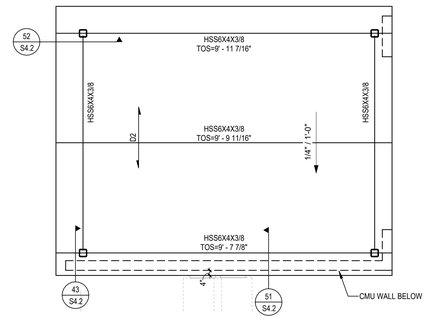


2 S4.2 FENCE POST SHEAR REINF. DETAIL
SCALE: 1" = 1'-0"



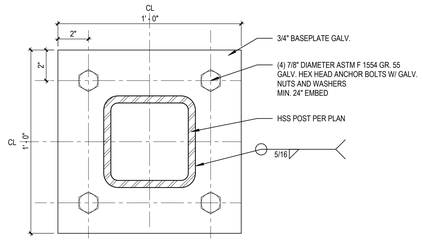
FOUNDATION PLAN NOTES

1. TOP OF SLAB ELEVATIONS ARE BASED ON A FLOOR DATUM OF 0'-0", TYPICAL UON ON PLAN AS INDICATED BY ELEVATION TARGET SYMBOL (±X'-XX")
2. FOUNDATION IS A MAT SLAB WITH THICKENED EDGE. UN-THICKENED SLAB ON GRADE IS 4" THICK AND REINFORCED WITH #4 @ 16" O.C. EA WAY PLACED AT MID SLAB DEPTH UNO ON PLAN. SLAB ON GRADE SHALL BE PLACED OVER A VAPOR BARRIER OR EQUIVALENT AND IN ACCORDANCE WITH GEOTECHNICAL REPORT SPECIFIED ON GENERAL NOTES. SEE S3/S4.2 TYPICAL SLAB ON GRADE DETAIL FOR MORE INFORMATION.
3. TOP OF MAT SLAB ELEVATION = 0'-0", TYP. UON.

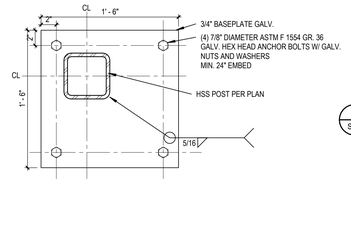


ROOF FRAMING PLAN NOTES

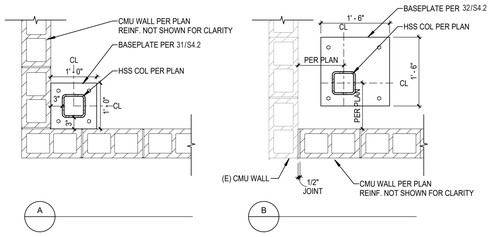
1. TOP OF STEEL ELEVATIONS ARE BASED ON A FLOOR DATUM OF 0'-0", TYPICAL UON ON PLAN AS INDICATED BY ELEVATION TARGET SYMBOL (+X'-XX")
2. REFERENCE DECK SCHEDULE PER 2 / S0.2 FOR DECK TYPE D"X" AND SPAN ←→ SHOWN ON THIS OVERALL PLAN.
3. WHERE BEAM T/STL ELEVATION IS NOT SPECIFIED, T/STL IS TO BE SLOPED FROM (9' - 5 7/16") TO (9' - 1 7/8")
4. ALL EXTERIOR STEEL FRAMING TO BE GALVANIZED.



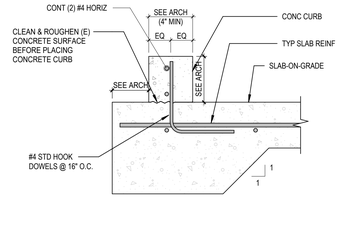
31 S4.2 COLUMN BASEPLATE
SCALE: 3" = 1'-0"



32 S4.2 OFFSET COLUMN BASEPLATE
SCALE: 1 1/2" = 1'-0"

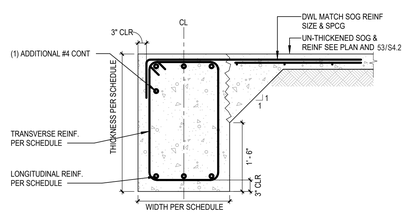


33 S4.2 ENLARGED HSS COLUMN WITH BASEPLATE DETAIL
SCALE: 3/4" = 1'-0"

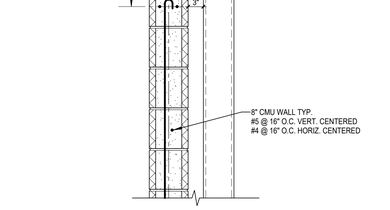


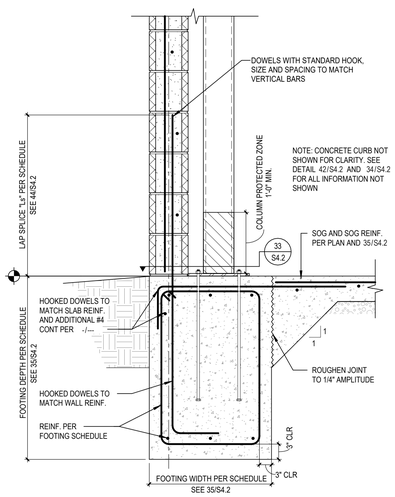
34 S4.2 TYP CURB ON SLAB-ON-GRADE DETAIL
NO SCALE

WALL/COLUMN FOOTING SCHEDULE				
MARK	WIDTH	THICKNESS	LONGITUDINAL REINFORCEMENT	TRANSVERSE REINFORCEMENT
WF2.0	2' - 0"	3' - 0 "	(3) #6 CONT T&B	#5 CLOSED TIES @ 8" O.C. T&B
F2.6	2' - 6"	3' - 0 "	(3) #6 CONT T&B	#5 CLOSED TIES @ 8" O.C. T&B

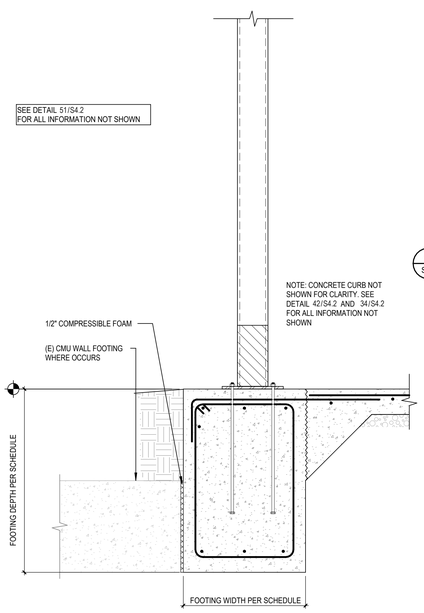


35 S4.2 TYPICAL MAT SLAB THICKENED EDGE
SCALE: 3/4" = 1'-0"



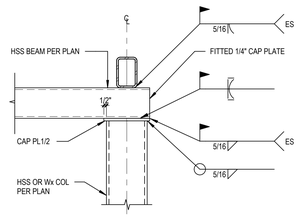


51 S4.2 TYPICAL TRASH ENCLOSURE WALL SECTION
SCALE: 1" = 1'-0"



42 S4.2 TYP CURB ON SLAB-ON-GRADE AROUND COLUMN
NO SCALE

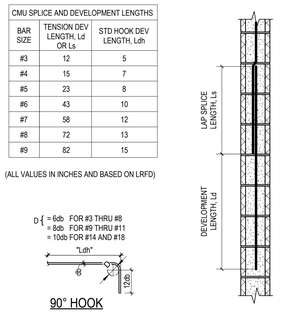
52 S4.2 TYPICAL TRASH ENCLOSURE WALL SECTION
SCALE: 1" = 1'-0"



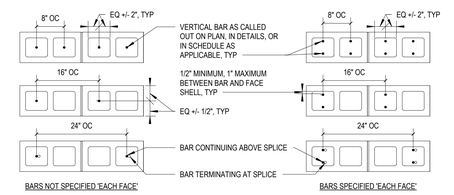
43 S4.2 TYPICAL HSS BEAM/COL/BEAM CONN.
SCALE: 1" = 1'-0"

CMU SPLICE AND DEVELOPMENT LENGTHS		
BAR SIZE	TENSION DEV LENGTH, Ld OR Ls	STD HOOK DEV LENGTH, Ldh
#3	12	5
#4	15	7
#5	23	8
#6	43	10
#7	58	12
#8	72	13
#9	82	15

(ALL VALUES IN INCHES AND BASED ON LRFD)

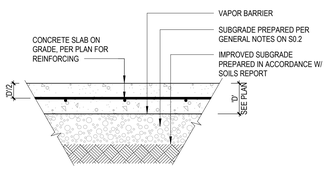


44 S4.2 CMU DEVELOPMENT & SPLICE LENGTH SCHEDULE
SCALE: 3/4" = 1'-0"

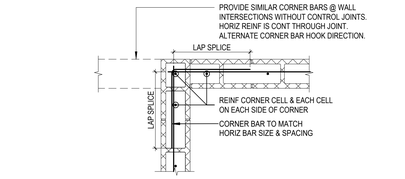


NOTES:
1. REINFORCEMENT MUST BE PLACED USING BAR POSITIONS THAT LOCATE THE BAR AS SPECIFIED ABOVE AND THAT PREVENT MOVEMENT DURING CONSTRUCTION.
2. ALL BAR SPLICES SHALL BE A CONTACT LAP SPLICE WITH BARS ALIGNED PARALLEL TO THE WALL AS ILLUSTRATED ABOVE.
3. NOTIFY ENGINEER PRIOR TO PLACING ANY REINFORCEMENT THAT FALLS OUTSIDE OF THE TOLERANCES SHOWN IN THIS DETAIL.

54 S4.2 TYPICAL CMU VERTICAL BAR PLACEMENT
SCALE: 3/4" = 1'-0"



53 S4.2 TYPICAL UN-THICKENED SLAB ON GRADE
NO SCALE



NOTES:
1. EMBEDDED PIPES/CONDUITS/SLEEVES SHALL NOT BE PLACED PARALLEL TO REINFORCING IN REINFORCED CELLS.
2. EMBEDDED PIPES/CONDUITS/SLEEVES SHALL BE CENTERED IN THE WALL.
3. EMBEDDED PIPES/CONDUITS/SLEEVES SHALL HAVE A CONTINUOUS BOND BREAK WITH MASONRY AND GROUT.
4. EMBEDDED PIPES/CONDUITS/SLEEVES SHALL NOT EXCEED 1 1/8" OUTSIDE DIAMETER.
5. EMBEDDED PIPES/CONDUITS/SLEEVES SHALL NOT EXCEED 2% OF THE NET CROSS SECTION AREA.
6. EMBEDDED PIPES/CONDUITS/SLEEVES MUST BE SPACED NO CLOSER THAN 3 DIAMETERS ON CENTER. MINIMUM SPACING SHALL BE DETERMINED USING THE LARGEST DIAMETER OF THE EMBEDED ELEMENTS.
7. ALUMINUM ELEMENTS SHALL NOT BE EMBEDDED IN MASONRY.
8. NOTIFY ENGINEER PRIOR TO PLACING ANY CONDUIT/PIPE/SLEEVE THAT FALLS OUTSIDE OF THE TOLERANCES SHOWN IN THIS DETAIL.

45 S4.2 TYPICAL NON-STRUCTURAL ELEMENT EMBEDMENT
SCALE: 3/4" = 1'-0"

SINGLE LAYER OF REINFORCING SHOWN. WHERE REINFORCING IS CALLED FOR EACH FACE, PROVIDE REINFORCING SHOWN ON EACH FACE OF WALL.

NOTES:
1. CORNER REINFORCEMENT SHOWN IN THIS DETAIL IS TYPICAL AT ALL CORNERS UNLESS NOTED OTHERWISE ON PLAN.
2. REINFORCING IS TO MATCH SIZE OF WALL REINFORCING CALLED OUT ON PLAN, SECTION, ELEVATION OR THE TYPICAL CMU WALL REINFORCING SCHEDULE AS APPLICABLE.
3. 'CELL' IS DEFINED AS 8" LENGTH OF WALL.
4. CORNER REINFORCING IS TO BE FULL HEIGHT OF WALL.

55 S4.2 TYPICAL CMU WALL CORNER REINFORCEMENT
SCALE: 3/4" = 1'-0"

DLR GROUP
© DLR Group

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SCIENCE ACADEMY 5-INCREMENT 1
ROUGH GRADING AND UTILITIES
7111 WINNETKA AVE, WINNETKA, CA 91306

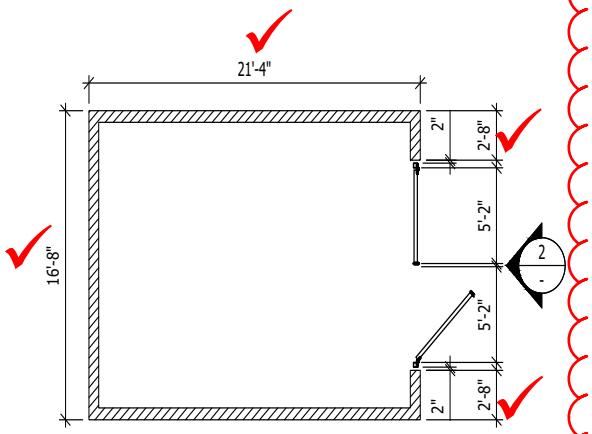
DSA SUBMISSION
A# 03-123228
Issue Date: 5/31/2024
REVISIONS
1 08/01/2024

75-23204-00

TRASH ENCLOSURE

S4.2

Autodesk Docs://75-23204-00 Magnolia Science Academy/Archive_75-23204-00 Magnolia Science Academy_ST_2022.rvt
6/20/2025 11:57:23 AM



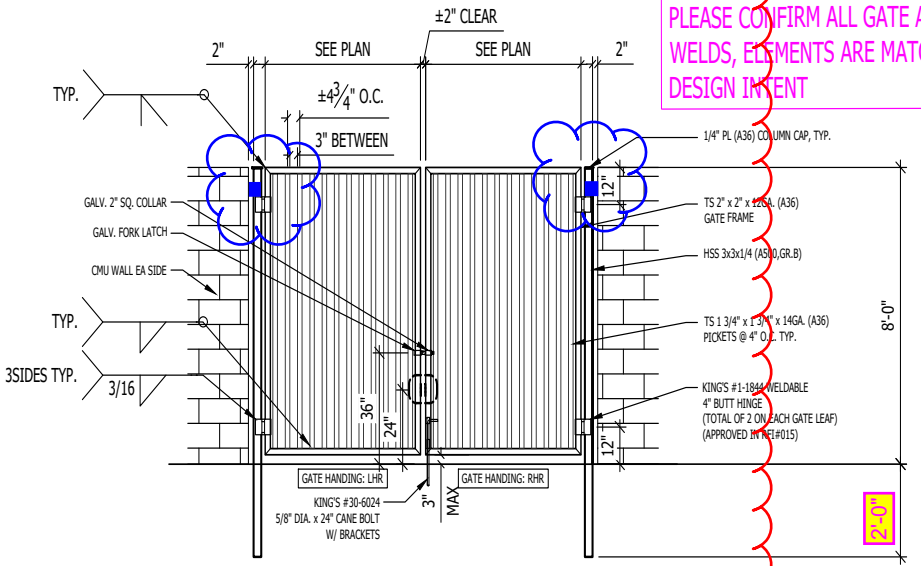
TRASH ENCLOSURE GATE PLAN

SCALE: 1/4"=1'-0"

REF: 5E/AS2.2

3

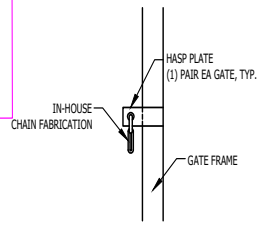
NOTE TO REVIEWER:
PLEASE CONFIRM ALL GATE ASSEMBLY, WELDS, ELEMENTS ARE MATCH WITH DESIGN INTENT



TRASH ENCLOSURE GATE ELEVATION

SCALE: 1/4"=1'-0"
REF: 4E/AS2.2
FINISH: HOT-DIPPED GALVANIZED

2



HASP PLATE

REF: RFI#015
@ GATE FRAME

1

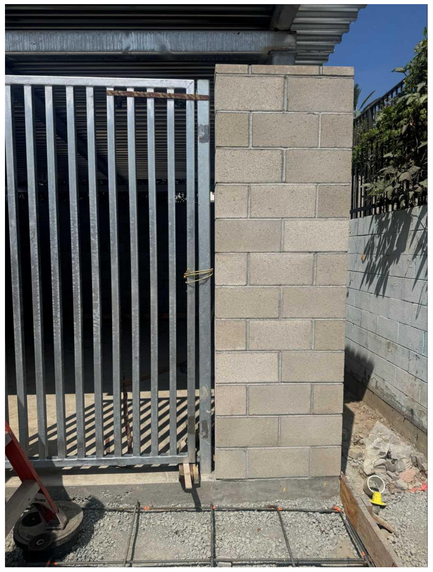
A1	FOR APPROVAL	05/30/2025
NO.	REVISIONS	DATE

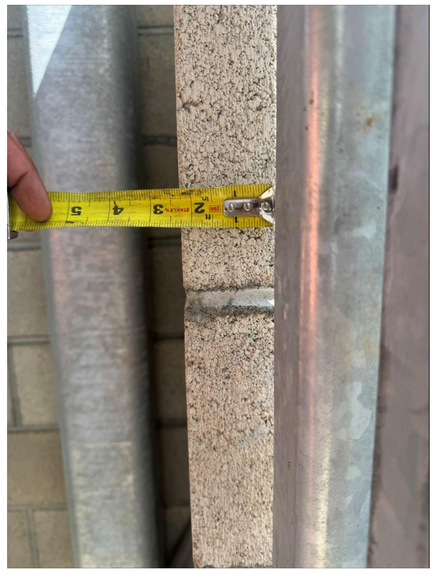
ITEM	METAL FABRICATION
FOR	MAGNOLIA SCIENCE ACADEMY
LOCATION	7111 WINNETKA AVE, WINNETKA, CA 91306
CONTRACTOR	IBCC

DRAWN ALI M.	DATE 05/30/2025
TRASH ENCLOSURE ARE	GATE ENLARGED PLAN ELEVATION AND DETAILS
JOB NO. 25018 - MAGNOLIA	DRWG NO. TG111

Troy's Ornamental Iron Craft
8150 Electric Avenue
Stanton, CA 90680
P: (949) 587-9604
F: (949) 587-9648

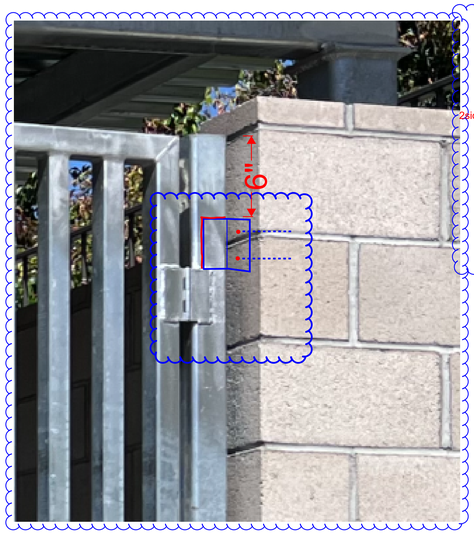
Powered by BoardOnTrack

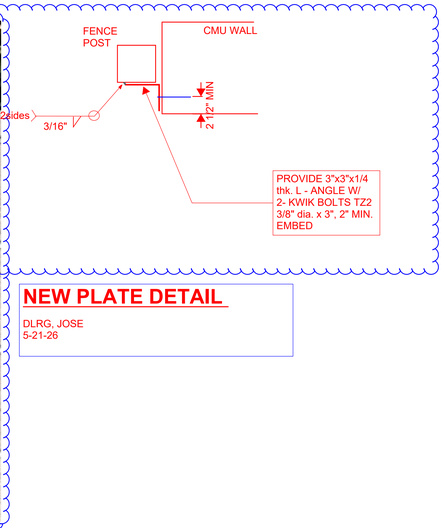




HOT DIP GALV. SLEEVE W/ DRAINAGE HOLE FOR DROP PIN

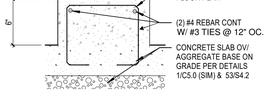
GRAVEL FOR DRAINAGE





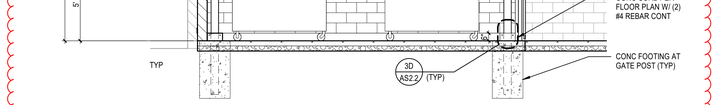
NEW PLATE DETAIL

DLRG, JOSE
5-21-26

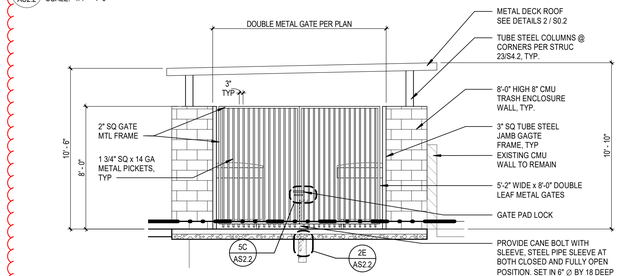


3D AS2.2 CONCRETE CURB
SCALE: 1 1/2" = 1'-0"

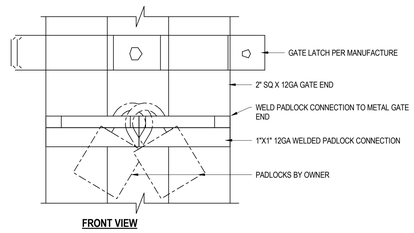
2E AS2.2 DROP PIN @ TRASH ENCLOSURE
SCALE: 1/2" = 1'-0"



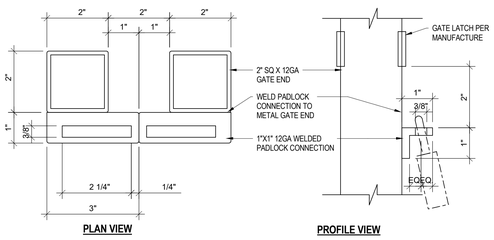
3E AS2.2 SECTION - TRASH ENCLOSURE



4E AS2.2 ELEVATION WEST - TRASH ENCLOSURE
SCALE: 1/4" = 1'-0"



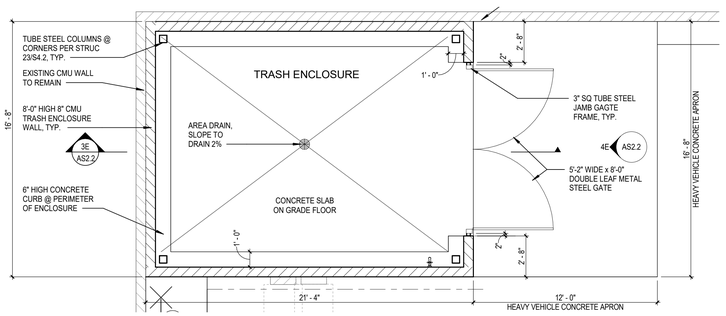
FRONT VIEW



PLAN VIEW

PROFILE VIEW

5C AS2.2 GATE PADLOCK CONNECTION @ TRASH ENCLOSURE
SCALE: 6" = 1'-0"



5E AS2.2 ENLARGED TRASH ENCLOSURE PLAN
SCALE: 1/4" = 1'-0"

APPROVED
DIV. OF THE STATE ARCHITECT
APP: 03-123228 INC: 1
REVIEWED FOR
SS ☑ FLS ☑ ACS ☑
DATE: 09/25/2024

DLRGROUP
© DLR Group

LICENSED ARCHITECT
MARK R. STANKEVICH
C-29304
06/30/2025
Renewal Date
STATE OF CALIFORNIA

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SCIENCE ACADEMY 5 - INCREMENT 1
NEW 2-STORY BUILDING & SITE WORK
7111 WINNETKA AVE, WINNETKA, CA 91306

DSA SUBMISSION
A# 03-123228
Issue Date: 5/23/2023
REVISIONS
REVISION 1 6/1/2024

75-22204-00

ENLARGED PLAN - TRASH ENCLOSURE

AS2.2

Autodesk Docs://75-22204-00 Magnolia Science Academy/Archive_75-22204-00 Magnolia Science Academy_AR_2022.rvt
8/6/2024 5:37:45 PM

Proposed Change Order

24262. - Magnolia Science Academy 5
DATE: 5/29/2026
PCO#: 0047
www.procraftci.com

To:	James Villanueva Gateway Science & Engineering 300 North Lake Ave, 12th Floor Pasadena, CA. 91101	**From:**	Joey Gladish Pro-Craft Construction, Inc. 500 Iowa Street Redlands, CA 92373
Phone:	626-696-1600	**Phone:**	909-790-5222
Email:	jvillanueva@gateway-sci-eng.com	**Email:**	jgladish@procraftci.com

Description of Change: RFI# 74-repairs to Trash enclosure gate

RFI# 74-repairs to Trash enclosure gate

Exclusions: Contract exclusions apply.

Proposed Change Order Amount **$3,341.98**

Standard Terms and Conditions of the Subcontract apply, including all exclusions. Additional Time required, does not include contract extension.

This change proposal is based on the usual cost elements such as labor, materials, and markup and does not include any amount for impacts such as interference, disruptions, rescheduling, and change in the sequence of work, delays and /or associate acceleration. We expressly reserve the right to submit our request for any of these items should we be faced with performing work under any of these conditions.

This cost proposal supersedes all previously submitted cost proposals relating to this same work. The work of other trades, which may be required to complete this change order, is not a part of this change proposal.

This cost proposal is valid until **06/26/2026** and void thereafter. All work affected by either the acceptance or rejection of the enclosed change order quotation is on hold pending notification.

CHANGE ORDER REQUEST

PRO-CRAFT

TO: Gateway/Magnolia
ATTN: Ilya Veyts
DATE: 5/29/2026
CO# 47
RELATED DOC: RFI# 74

LABOR	Hours	Rate	Total
General Foreman			$0.00
Foreman	-	$114.98	$0.00
Plumber	-	$108.50	$0.00
Operator	-	$113.90	$0.00
Pipelayer	-	$88.58	$0.00
Laborer	-	$93.09	$0.00
Superintendent	-	$126.16	$0.00
Procurement & Delivery			$0.00
Asbuilts			$0.00
Clean Up			$0.00
Equipment Delivery			$0.00
LABOR SUBTOTALS			$0.00

MATERIAL				
Description	QTY	Unit Price		Total
Material (See Detail)	-	$	-	$0.00
	-	$	-	$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
Sub Total				$0.00
Sales Tax		9.50%		$0.00
MATERIAL SUBTOTALS				$0.00

EQUIPMENT	Unit	Rate	Total
General Foreman Truck	-	$58.50	$0.00
Foreman Truck- Plumbing	-	$58.50	$0.00
Foreman Truck- Site Utility	-	$65.00	$0.00
excavator	-	$135.52	$0.00
loader	-	$169.46	$0.00
backhoe	-	$73.88	$0.00
skid steer	-	$45.00	$0.00
			$0.00
EQUIPMENT SUBTOTAL			$0.00

SUBCONTRACTOR	Total
Inland Builders	$3,105.21
	$0.00
	$0.00
SUBCONTRACTOR SUBTOTAL	$3,105.21

COMMENTS		OH&P	Summary	Total
			LABOR SUBTOTAL	$0.00
			MATERIAL SUBTOTAL	$0.00
			EQUIPMENT SUBTOTAL	$0.00
			SUBCONTRACTOR SUBTOTAL	$3,105.21
			COST SUBTOTAL	$3,105.21
		10%	LABOR OH&P	$0.00
		10%	MATERIAL OH&P	$0.00
		10%	EQUIP OH&P	$0.00
		5%	SUB OH&P	$155.26
			COST W/MARKUP SUBTOTAL	$3,260.47
		2.5%	**Bonds & Ins.**	$81.51
Additional Days to Contract	0	$ 616.44	**Daily OH Rate**	$0.00
Contract Extension:	NO		**QUOTED PRICE**	$3,341.98

PRO-CRAFT CONSTRUCTION INC.
HQ:500 Iowa St. Redlands, CA 92373 • 444 S Brand Blvd. Ste 202 San Fernando, CA 91340
WWW.PROCRAFTCI.COM • O: (909) 790-5222 • F: (909) 797-2812
License # CA 467234

IBCC
Inland Building Construction Companies, Inc.

Job Information:

Magnolia Science Academy - 25-011
7111 Winnetka Ave
Winnetka, CA 91306
Client: Pro Craft Construction Inc

Proposed Change Order

PCO Number: 04
PCO Date: May 28, 2026
PCO Valid for 30 Days

Attention: Pro Craft Construction Inc

From: Tim Feinauer, tfeinauer@ibccinc.com

Description of Work
Repairs Per RFI #074 Provide angle plate at top of gate connected to the CMU wall on both sides to consist of: - 3" x 3" x 1/4" thick L - angle with (2) KWIK Bolts TZ2 3/8" dia. x 3" with a 2" min embed at each side of gate per response back per RFI #074.

Self-Perform Work

Description	Cost	Markup %	Markup	Price
Remoblize Crew Onsite	$1,033.00	10.00%	$ 103.30	$1,136.30

Subcontract Work

Vendor	Cost	Markup %	Markup	Price
Troys Ornamental Iron Craft Inc	$1,789.92	10.00%	$ 178.99	$1,968.91

Summary	
Total Cost	$2,822.92
Total Markup	$282.29
Subtotal	$3,105.21
Additional Days	0.00

323 South Sierra Way
San Bernardino, CA 92408
909-884-6276
www.ibccinc.com

Powered by BoardOnTrack

Troy's Ornamental Iron Craft

8150 Electric Avenue
Stanton, Ca, 9080
Phone: (949) 587-9604
Fax: (949) 587-9648

IBCC

Magnolia Science Academy Date: 5/28/2026

Change Order #1 - RFC 74

Provide & Install Angle Plate At Top of the Gate

1) Material		$535.35
2) Manpower		$463.82
3) Equipment		$628.03
	Total	**$1,627.20**
	10% Profit and Overhead	$162.72
	Total	**$1,789.92**

Troy's Ornamental Iron Craft

8150 Electric Avenue
Stanton, Ca, 9080
Phone: (949) 587-9604
Fax: (949) 587-9648

IBCC

Magnolia Science Academy Date: 5/28/2026

Change Order #1 - RFC 74

Material & Manpower Breakdown

Material			
1) Angle 3x3x1/4"	6"		$20.00
2) Hilti KBTZ SS 3/8"x3-3/4"	4 ea		$60.00
		Sub Total	$80.00
Manpower (Fabrication)			
1) Layout, Cut, drill holes and clean up			4 hrs
		Total Hours	4 hrs
		4 hrs x $103.07	$412.28
		Sub Total	$492.28
		(%8.75) Tax	$43.07
		Total	**$535.35**

Manpower (Installation)			
1) Layout ,fit up	2 locations		1/2 hr
2) Dill Wall, install anchors	2 locations		1 hr
3) Field Weld	2 locations		2 hrs
4) spray & clean up			1 hr
		Total Hours	4.5 hrs
		4.5 hrs x $103.07	$463.82

Equipment			
1) Welding Machine	1 day		$577.50
		Sub Total	$577.50
		(%8.75) Tax	$50.53
		Total	**$628.03**

CHANGES IN THE WORK - LABOR RATE SHEET
REQUEST FOR RATE HIGHER THAN BURDENED PREVAILING WAGE RATE

NOTE: The contractor is required to complete one form for each craft/trade/classification for which they request a rate higher than the FSD published burdened Prevailing Wage Rate and attach the supporting documents.

PERFORMING CONTRACTOR Troy's Ornamnetal Iron Craft DATE _____

PROJECT _____ CONTRACT #. _____

PRIME CONTRACTOR _____ Project Name _____

LOCAL UNION ☐ YES ☑ NO #. _____ PHONE ( ) _____ P.S.A. Y

CRAFT / TRADE **Ironworker** CLASSIFICATION **JM** O.C.I.P. Y

EFFECTIVE DATE: 9/23/2025

				STRAIGHT TIME Daily	OVERTIME Daily or Saturday	OVERTIME Sunday/Holiday
(A) BASIC HOURLY RATE				$50.70	$76.05	$101.40
FRINGES (EMPLOYER PAYMENTS)						
Health & Welfare		$12.30	/Hr	$12.20	$12.20	$12.20
Pension		$9.32	/Hr	$9.32	$9.32	$9.32
Vacation / Holiday	Incl in Base Rate	$6.35	/Hr	$6.35	$6.35	$6.35
Training		$0.72	/Hr	$0.72	$0.72	$0.72
Other Payments		$7.07	/Hr	$7.07	$7.07	$7.07
Other (specify):		$0.00	/Hr	$0.00	$0.00	$0.00
(B) Total Fringes				$35.66	$35.66	$35.66
(C) TOTAL PREVAILING WAGE (A+B)				$86.36	$111.71	$137.06
(D) PAYROLL TAXES & WORKERS' COMPENSATION						
F.I.C.A./Medicare	6 %					
F.U.T.A.	0.60 %					
S.U.T.A.	6.20 %					
E.T.T.	0.10 %					
Other (specify) SDI	6.20 %					
Sub Total	**19.10** %					
Adder						
Workers' Comp.	14.35 %					
Gen Liability	4.74 %					
(E) Total	**38.19%** x (A)			$16.71	$25.07	$33.42
TOTAL - HOURLY LABOR RATE (C+E)				$103.07	$136.77	$170.48

Rev. 12/01/04

KWIK BOLT TZ2 WEDGE ANCHOR SS304

STUD ANCHOR KB-TZ2 3/8x3 3/4 SS304 #2210244

Ultimate-performance wedge anchor for cracked concrete and seismic (304 stainless steel)

- Material, corrosion: Stainless Steel, 304, Stainless steel, A2
- Head configuration: Externally threaded
- Approvals / Test reports: ICC-ES report (concrete), ICC-ES report (masonry), LABC, Nuclear (NQA-1)

MORE INFORMATION >

Customers also searched for **wedge anchors**, **concrete wedge anchors**, **304 stainless steel wedge anchors**, **KB-TZ2** or **KBTZ2**.

Choose options

START OVER

Anchor size - D

1/4 in | **3/8 in** | 1/2 in | 5/8 in | 3/4 in | 1 in

Anchor length - L

2-1/8 in | 2-1/2 in | 3 in | 3-1/4 in | 3-1/2 in | **3-3/4 in** | 4-1/4 in | 4-1/2 in | 4-3/4 in

5 in | 5-1/2 in | 6 in | 6-1/4 in | 6-1/2 in | 7 in | 8 in | 8-1/2 in | 9 in | 10 in | 12 in

Pack size

1 pc | 5 pc | 10 pc | 15 pc | 20 pc | **50 pc** | 100 pc

Product options

STUD ANCHOR KB-TZ2 3/8x3 3/4 SS304
#2210244
- 1x KB-TZ2 SS304 3/8"x3 3/4" Stud anchor

Quantity

1 Box

Total pieces

50

$527.72

Discounted net

$527.72 / 1 Box

GATEWAY SCIENCE AND ENGINEERING, INC.

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

June 15, 2026

Patrick Ontiveros
General Counsel & Director of Facilities
Magnolia Public Schools
250 E. 1st. Street, Suite 1500
Los Angeles, CA 90012

Via: Email

Re: Magnolia Science Academy 5 Project – Increment #1, Pro-Craft Construction
Prime Contract Change Order 027, Over Excavation and Fine Grade

Dear Mr. Ontiveros,

Our team is in receipt of Pro-Craft's proposed Change Order regarding additional over excavation and fine grade at the northern part of the modular building. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
DLR submitted Increment 1 CCDA requesting 3 foot shift of trash enclosure due to unforeseen existing CMU wall footings. Additional changes included minor grading and utility relocations as well as electrical revisions related to conduit and pull box locations. After review, DSA requested further modification to the over excavation to accommodate the footings for the modular building stairs and lunch shelter. Despite knowing the existence of the modular building stair footings and lunch shelter footings, DLR did not include these footings in the Increment 1 drawings. It appears that based on the timeline of DSA review, that DSA attempted to correct a previous "miss" in the drawings by incorporating this requirement months after plan approval.

This change order incorporates the cost to perform the over excavation and the areas shown in the attached documentation. In addition, fine grading is required at the north end of the modular building due to Del Amo Construction not including this work within their scope of work for Increment 2. Due to time and cost constraints, it was determined that it was more efficient to have the work performed by the Increment 1 team while they are on site performing the over excavation.

Scope of Work
The scope of work includes all equipment and labor to perform the over excavation in the courtyard and detailed in the attached documentation. In addition, the scope of work includes all equipment and labor to perform the fine grade on the northern portion of the building as shown on the attached documentation.

Analysis and Cost
The proposed cost of the Change Order is: **$56,315.37**

We have reviewed Pro-Craft's proposed Change Order and find it fair and reasonable.

Based upon the information above and attached, we recommend approving this Change Order as submitted.

Best regards,

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #027

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-123228 - Magnolia Science Academy 5 - Inc 1
7111 Winnetka Ave,
Winnetka, California 91306

Prime Contract Change Order #027: CE #027 - Courtyard Over Ex and Fine Grade

TO:	**Magnolia Public Schools**	**FROM:**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
DATE CREATED:	6/15/2026	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Design Development
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	1:Pro-Craft Construction Contract
		TOTAL AMOUNT:	$56,351.37

DESCRIPTION:
CE #027 - Courtyard Over Ex and Fine Grade
Over excavation of courtyard and fine grading north of modular building

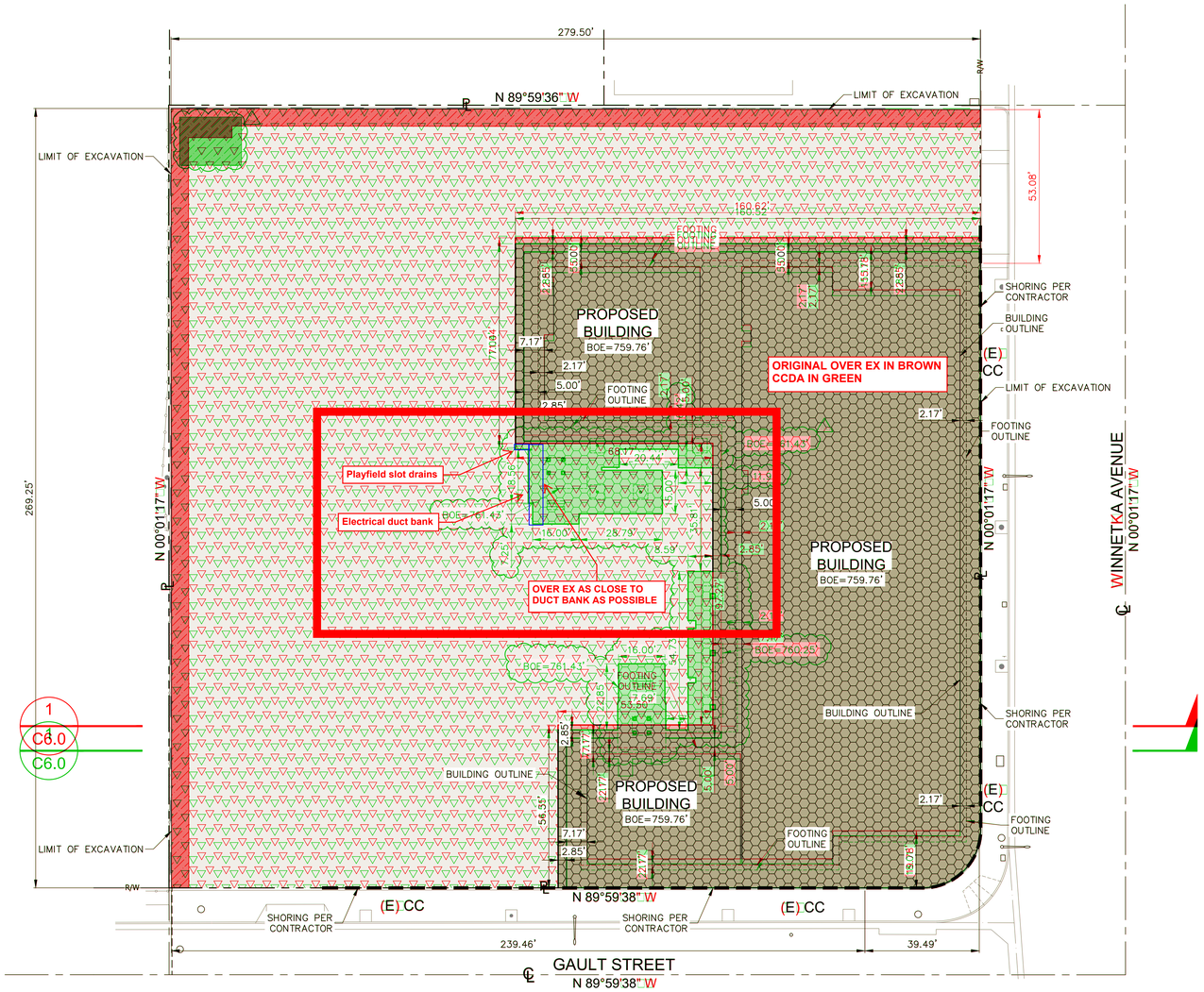
ATTACHMENTS:
24262. - COR #0048 Costs for courtyard overex and fine grade.pdf

CHANGE ORDER LINE ITEMS:

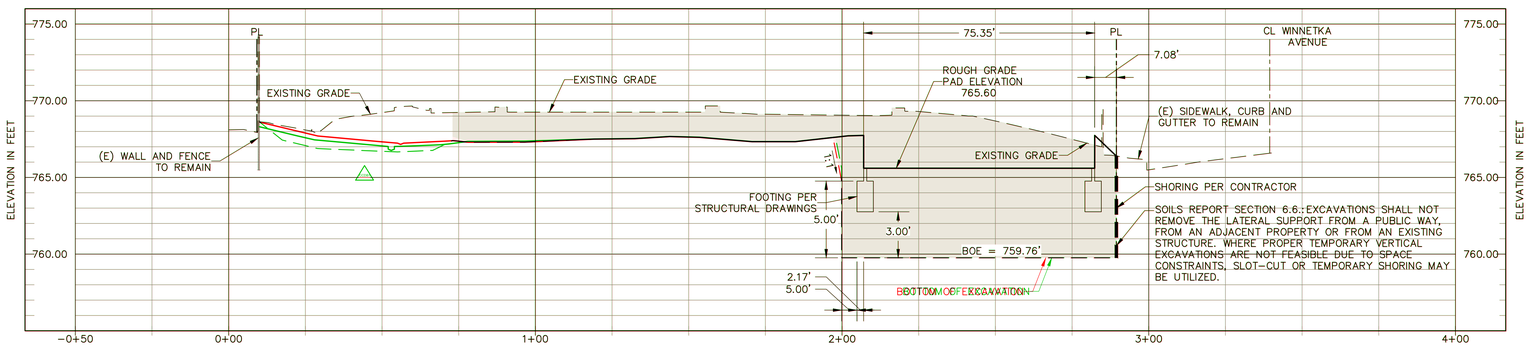
#	Budget Code	Description	Amount
1		CE #027 Over Ex and FIne Grade	$56,351.37
		Grand Total:	**$56,351.37**

The original (Contract Sum)	$3,960,000.00
Net change by previously authorized Change Orders	$1,228,932.81
The contract sum prior to this Change Order was	$5,188,932.81
The contract sum would be changed by this Change Order in the amount of	$56,351.37
The new contract sum including this Change Order will be	$5,245,284.18
The contract time will not be changed by this Change Order.	

Ruben Markarian (DLR Group)	**Magnolia Public Schools**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**



1
C6.0
C6.0



OVER-EXCAVATION SECTION 1 C6.0
SCALE HOR 1"=20' VER 1"=4'

OVER-EXCAVATION LEGEND AND NOTES:

REFERENCE: GEOTECHNICAL INVESTIGATION REPORT
PROJECT NO. 22-0305 DATED MARCH 30, 2023
BY LK GEOTECHNICAL ENGINEERING INC.

SECTION 6.5.1 FOR THE PROPOSED BUILDING, OVER-EXCAVATE AT LEAST 5-FEET BELOW THE EXISTING GRADE, OR 3-FEET BELOW THE PROPOSED FOUNDATION BOTTOM, WHICHEVER IS DEEPER, AND THEN PLACE WITH COMPACTED FILL.THE LATERAL EXTENT OF THE OVER-EXCAVATION SHOULD BE AT LEAST 5-FEET BEYOND THE EDGE OF FOOTING (WHERE SPACE PERMITS) OR EQUIDISTANT TO THE THICKNESS OF FILL BELOW FOOTING, WHICHEVER IS GREATER.

SECTION 6.5.1 FOR PAVEMENT AND HARDSCAPE, SCARIFY 6 INCHES BELOW THE SUBGRADE, OR TO THE DEPTH OF UNDOCUMENTED FILL, WHICHEVER IS DEEPER, AND THEN RECOMPACT TO 90% RELATIVE COMPACTION.

SECTION 6.5.1 FOR ANY ANCILLARY STRUCTURES, (I.E. PROPERTY LINE FENCE WALLS, CANOPIES, TRASH ENCLOSURE, ETC.), FOOTING MAY BE SUPPORTED ON NATIVE SOIL OR NEW COMPACTED FILL. FOR FOOTING SUPPORTED BY COMPACTED FILL, SCARIFY AT LEAST 6 INCHES BELOW THE FOOTING BOTTOM, OR THE DEPTH OF DISTURBED SOIL/UNDOCUMENTED FILL, WHICHEVER IS DEEPER. THE LATERAL EXTENT OF THE SCARIFICATION/OVER-EXCAVATION SHOULD BE EQUIDISTANT TO THE THICKNESS OF FILL BELOW FOOTING (WHERE SPACE PERMITS).

THIS APPROVAL IS FOR ITEMS WITHIN THE CLOUDED AREAS **ONLY**. FOR OTHER INFORMATION NOT CONTAINED WITHIN THE CLOUDED AREAS, REFER TO ORIGINAL DSA APPROVED PLANS AND OTHER PREVIOUSLY APPROVED POST APPROVAL DOCUMENTS AND CCDB1. DO NOT USE THESE PLANS AS SUBSTITUTE FOR THE ORIGINAL DSA APPROVED PLANS OR OTHER DSA APPROVAL DOCUMENTS.

OVER-EXCAVATION PLAN AND SECTION

20 10 0 20 40
SCALE: 1"=20'

APPROVED
DIV. OF THE STATE ARCHITECT
APP: 03-123228 INC:
REVIEWED FOR
SS ☑ FLS ☐ ACS ☐
DATE: 01/09/2026

DLR GROUP
© DLR Group

REGISTERED PROFESSIONAL ENGINEER — JOSEPH O. C. — No. C36079 — Exp. 6/30/26 — CIVIL — STATE OF CALIFORNIA

VCA ENGINEERS, INC.
400 Exchange, Suite 210
Irvine, CA 92602
Tel. 949.553.1770
Fax. 949.553.8076

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SCIENCE ACADEMY 5 - INCREMENT 1
ROUGH GRADING AND UTILITIES
7111 WINNETKA AVE, WINNETKA, CA 91306

DSA SUBMISSION
A# 03-123228
Issue Date: 5/23/2023
REVISIONS
REVISION 1 6/1/2024
CCDB1 3/7/2025
CCDA-2 10/14/2025

75-23204-00
OVER-EXCAVATION PLAN AND SECTION

C6.0

1 CP2.1 FIRE ACCESS SITE PLAN
SCALE: 1/16" = 1'-0"

IDENTIFICATION STAMP
DIV. OF THE STATE ARCHITECT
APP: 03-124719 INC:
REVIEWED FOR
SS ☑ FLS ☑ ACS ☑
DATE: 07/14/2025

DSA **810**

FIRE & LIFE SAFETY SITE CONDITIONS SUBMITTAL

Division of the State Architect (DSA) documents referenced within this publication are available on the DSA Forms or DSA Publications webpages.

To facilitate the Division of the State Architect's (DSA) fire and life safety plan review of project site conditions, DSA requires the design professional to provide the following information at time of project submittal for projects consisting of construction of a new campus, construction of new building(s), additions to existing buildings, and for site alternate design means for fire department emergency vehicle access, and fire suppression water supply.

Information associated with compliance items 1 through 3 below is to be provided for all project types indicated above. Information associated with items 4 through 7 is to be completed when an alternate means is utilized. Acknowledgement by the school district and signature from the Local Fire Authority (LFA) is only required when an alternate design means is being requested.

The Project Information and Fire & Life Safety Information sections are to be completed for all projects and imaged onto the fire access site plan. When an alternate design/means is proposed, all sections on pages 1 and 2 are to be completed and imaged on the fire access site plan.

For additional information refer to the instructions at the end of this form and DSA Policy *PL 09-01: Fire Flow for Buildings*.

PROJECT INFORMATION	
School District/Owner:	
Project Name/School:	
Project Address:	

FIRE & LIFE SAFETY INFORMATION				
1.	Has a fire hydrant flow test been performed within the past 12 months? *(If yes, provide a copy of the test data.)*	Yes ☐		No ☐
2.	Was the fire hydrant water flow test performed as part of this LFA review?	Yes ☐		No ☐
3.	Is the project located within a designated fire hazard severity zone (FHSZ) as established by Cal-Fire? *(If yes, indicate FHSZ classification below.)*	Yes ☐		No ☐
	Refer to the following website for FHSZ locations: http://egis.fire.ca.gov/FHSZ/	Moderate ☐	High ☐	Very High ☐
	Wildland Interface Area (WIFA) *(If any designations are checked, project design must meet the requirements of CBC Chapter 7A.)*			WIFA ☐

CONDITION MEANS AND METHODS RESOLUTION		ALTERNATE ACCEPTED			
		Yes	No	N/A	N/R
4.	Emergency vehicle access roadways do not meet CFC requirements.				
4a.	**Acceptable Alternate:** Emergency vehicle and personnel access as proposed by the project architect is acceptable for providing fire suppression and protection of life and property.				
5.	**Fire Hydrants:** Number and spacing does not meet CFC requirements.				
5a.	**Acceptable Alternate:** Number of fire hydrants and spacing as proposed by the project architect is acceptable for fire suppression and protection of life and property.				
6.	**Fire Hydrants:** Water flow and pressure are less than CFC minimum.				
6a.	**Acceptable Alternate:** The available flow and pressure is acceptable for providing fire suppression and protection of life and property.				
7.	Location of fire department connection(s) serving fire sprinkler systems or standpipe systems does not meet CFC requirements.				
7a.	**Acceptable Alternate:** The location of fire department connection serving the fire sprinkler system and/or standpipe system is acceptable for providing fire suppression and protection of life and property.				

School District Acceptance of Acceptable Design Alternates

By signing this form, the school district acknowledges and accepts the proposed design as an alternative to California Building Code (CBC) and California Fire Code (CFC) minimum requirements, as indicated by one or more of the conditions indicated at items 4a, 5a, 6a or 7a, for providing fire and life safety protection of life and property.

Accepted by: _____ Title: _____

Signature: ☒ _____ Date: _____

LOCAL FIRE AUTHORITY (LFA) INFORMATION	
LFA Agency Name:	
LFA Review Official:	
Title:	Work Phone:
Work Email:	

LFA Reviewer's Signature: ☒ _____ Date: _____

DLR GROUP
© DLR Group

LICENSED ARCHITECT
MARK R. STAMMES
C-29304
6.30.25
Renewal Date
STATE OF CALIFORNIA

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SA 5
NEW 2-STORY MODULAR BUILDING & SITE WORK
7111 WINNETKA AVE WINNETKA, CA 91306

DSA SUBMISSION
A# 03-124719
100% CD SET
06/13/2025
REVISIONS

75-23204-00

FIRE ACCESS PLAN

CP2.1

Autodesk Docs://75-23204-00 Magnolia Science Academy/75-23204-00 Magnolia Science Academy_MSA AR_2022.rvt
6/13/2025 7:48:20 PM

Proposed Change Order

24262. - Magnolia Science Academy 5
DATE: 6/08/2026
PCO#: 0048
www.procraftci.com

To:	James Villanueva Gateway Science & Engineering 300 North Lake Ave, 12th Floor Pasadena, CA. 91101	**From:**	Joey Gladish Pro-Craft Construction, Inc. 500 Iowa Street Redlands, CA 92373
Phone:	626-696-1600	**Phone:**	909-790-5222
Email:	jvillanueva@gateway-sci-eng.com	**Email:**	jgladish@procraftci.com

Description of Change: Costs for courtyard overex and fine grade

Costs for courtyard overex and fine grade for INc.#2 work per Gateways request and provided drawings to show whats needed.

Exclusions: Contract exclusions apply.
-

Proposed Change Order Amount **$56,351.37**

Standard Terms and Conditions of the Subcontract apply, including all exclusions. Additional Time required, does not include contract extension.

This change proposal is based on the usual cost elements such as labor, materials, and markup and does not include any amount for impacts such as interference, disruptions, rescheduling, and change in the sequence of work, delays and /or associate acceleration. We expressly reserve the right to submit our request for any of these items should we be faced with performing work under any of these conditions.

This cost proposal supersedes all previously submitted cost proposals relating to this same work. The work of other trades, which may be required to complete this change order, is not a part of this change proposal.

This cost proposal is valid until **07/03/2026** and void thereafter. All work affected by either the acceptance or rejection of the enclosed change order quotation is on hold pending notification.

CHANGE ORDER REQUEST

PRO-CRAFT

TO: Gateway/Magnolia
ATTN: Ilya Veyts
DATE: 6/8/2026
CO# 48
RELATED DOC: Gateway request

LABOR	Hours	Rate	Total
General Foreman			$0.00
Foreman	-	$114.98	$0.00
Plumber	-	$108.50	$0.00
Operator	-	$113.90	$0.00
Pipelayer	-	$88.58	$0.00
Laborer	-	$93.09	$0.00
Superintendent	-	$126.16	$0.00
Procurement & Delivery			$0.00
Asbuilts			$0.00
Clean Up			$0.00
Equipment Delivery			$0.00
LABOR SUBTOTALS			$0.00

MATERIAL			
Description	QTY	Unit Price	Total
Material (See Detail)	-	$ -	$0.00
	-	$ -	$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
Sub Total			$0.00
Sales Tax		9.50%	$0.00
MATERIAL SUBTOTALS			$0.00

EQUIPMENT	Unit	Rate	Total
General Foreman Truck	-	$58.50	$0.00
Foreman Truck- Plumbing	-	$58.50	$0.00
Foreman Truck- Site Utility	-	$65.00	$0.00
excavator	-	$135.52	$0.00
loader	-	$169.46	$0.00
backhoe	-	$73.88	$0.00
skid steer	-	$45.00	$0.00
			$0.00
EQUIPMENT SUBTOTAL			$0.00

SUBCONTRACTOR	Total
Hitchcock grading	$52,359.00
	$0.00
	$0.00
SUBCONTRACTOR SUBTOTAL	$52,359.00

COMMENTS		OH&P	Summary	Total
			LABOR SUBTOTAL	$0.00
			MATERIAL SUBTOTAL	$0.00
			EQUIPMENT SUBTOTAL	$0.00
			SUBCONTRACTOR SUBTOTAL	$52,359.00
			COST SUBTOTAL	$52,359.00
		10%	LABOR OH&P	$0.00
		10%	MATERIAL OH&P	$0.00
		10%	EQUIP OH&P	$0.00
		5%	SUB OH&P	$2,617.95
			COST W/MARKUP SUBTOTAL	$54,976.95
		2.5%	**Bonds & Ins.**	$1,374.42
Additional Days to Contract	0	$ 616.44	**Daily OH Rate**	$0.00
Contract Extension:	NO		**QUOTED PRICE**	$56,351.37

PRO-CRAFT CONSTRUCTION INC.
HQ:500 Iowa St. Redlands, CA 92373 • 444 S Brand Blvd. Ste 202 San Fernando, CA 91340
WWW.PROCRAFTCI.COM • O: (909) 790-5222 • F: (909) 797-2812
License # CA 467234

Hitchcock Construction INC.

Project Number#: 1274 COR 4

Bid Form

CA License # 1080210
DIR # 1000821711

Owner Information

Name	Pro-Craft Construction Inc.
Address	601 S Brand Blvd
City, State ZIP	San Fernando, CA
Phone	(909) 790-5222
Email	estimating@procraftci.com
Project	MSA - Additional Over Ex & Fine Grading

Contractor Information

Company	**H L Hitchcock Construction INC.**
Name	**Hunter Hitchcock**
Address	**10950 Arrow Rte. Unit 607**
City, State ZIP	**Rancho Cucamonga, CA 91729**
Phone	**(909) 518-5513**
Email	Hunter@HLHitchcock.com
Completion date	**7/31/2026**

Scope of Work

Payments shall be made in full within 30 days of invoice date.

Cost to provide additional over excavation as shown on revised drawings provided. Cost includes area of fine grading as requested. Cost is based on a single mobilization. Cost includes all materials, labor, and equipment as required to complete scope requested.

Exclusions

Scope of work is only limited to description above, no other work shall be included.
Water meter and cost of water.
A minimum of 15 working days scheduling notice is required.
No material testing or abatement.
Engineering, testing, inspections, permits and cost of same.
Survey for any and all items, survey shall be provided within 72 hours of request.
Not responsible for any damages to underground utilities.
SWPPPS, Implementation of SWPPPS, maintenance of SWPPPS, relocation or disposal of SWPPPS.
Installation, relocation or removal of temporary fencing.
Price based on normal weekday working hours.
All areas must be clear of all vehicles and objects prior to our arrival and accessible to our equipment and delivery trucks.
Any painting prep, touch up painting, painting
Any Waterproofing of any kind.
Relocation or adjusting of man holes, valve cans, valve boxes, electrical boxes.
Dewatering, removal of any water as required to complete scope of work.
Site cleaning, removal of trade debris to complete scope of work. Removal of debris shall be our own scope only.

Company Proposal

We, H L Hitchcock Construction, propose the above scope of work, to be complete by July 31, 2026 for the Total Amount of:

$52,359.00

Fifty Two Thousand Three Hundred Fifty Nine Dollars and No Cents

Hunter Hitchcock — **Submitted by (Owner)**

6/8/2026 — **Date**

Owner Acceptance

I, Pro-Craft Construction Inc., do accept the above scope of work, proposed to be completed by Completion Date for the amount of Total Amount.

Submitted by (owner or authorized representative)

Date

Exhibit C

Silver Creek Modular Change Orders & Gateway Analysis

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

June 15, 2026

Patrick Ontiveros
General Counsel & Director of Facilities
Magnolia Public Schools
250 E. 1st. Street, Suite 1500
Los Angeles, CA 90012

Via: Email

Re: Magnolia Science Academy 5 Project – Increment #2, Silver Creek Modular
Prime Contract Change Order 009, Over Excavation

Dear Mr. Ontiveros,

Our team is in receipt of Silver Creek's proposed Change Order regarding over excavation at modular building stairs footings. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
In order to avoid delays to the required over excavation, SCM was directed to proceed with over excavation only in areas where the stairs footings would be poured. Upon completion of the work and review with the DSA Field Engineer, it was determined that the entirety of the area was to be over excavated rather than portions. The portions of work that include over excavation of only the stair footings is covered by this Change Order.

Scope of Work
The scope of work includes partial over excavation of areas containing the modular building stairs footings.

Analysis and Cost
The proposed cost of the Change Order is: **$11,945.33**

We have reviewed Silver Creek's proposed Change Order and find it fair and reasonable.

Based upon the information above and attached, we recommend approving this Change Order as submitted.

Best regards,

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #009

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-124719 - Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

Prime Contract Change Order #009: CE #009 - SCM - Over Excavation

TO:	**Magnolia Public Schools**	**FROM:**	**Silver Creek Modular**
DATE CREATED:	6/15/2026	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Client Request
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	1:Silver Creek Modular Contract
		TOTAL AMOUNT:	$11,945.33

DESCRIPTION:
CE #009 - SCM - Over Excavation
Over excavation at stair footings

ATTACHMENTS:
PCO-11 - ADDED OVER X SCOPE.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	SCM-8-9.O SCM Over Ex.Other	SCM Over Ex	$11,945.33
		Grand Total:	**$11,945.33**

The original (Contract Sum)	$25,000,000.00
Net change by previously authorized Change Orders	($297,455.25)
The contract sum prior to this Change Order was	$24,702,544.75
The contract sum would be changed by this Change Order in the amount of	$11,945.33
The new contract sum including this Change Order will be	$24,714,490.08
The contract time will not be changed by this Change Order.	

Ryan Mcintosh (Silver Creek Modular)	**Magnolia Public Schools**	**Silver Creek Modular**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Silver Creek

PCO #011

Project: 11512 - MAGNOLIA SCIENCE ACADEMY
7111 Winnetka Ave
Los Angeles, California 91306

DRAFT

Client Contract Potential Change Order #011: CE #018 - OVER X & RECOMPACTION

TO:	MAGNOLIA PUBLIC SCHOOLS 250 East 1st Street Suite 1500 Los Angeles, California 90012	**FROM:**	SILVER CREEK MODULAR, LLC. 2830 BARRETT AVE PERRIS, California 92571
PCO NUMBER/REVISION:	011 / 0	**CONTRACT:**	11512 - 11512- Magnolia Science Academy 5
REQUEST RECEIVED FROM:		**CREATED BY:**	KENNY MUHAW **(SILVER CREEK MODULAR, LLC.)**
STATUS:	Draft	**CREATED DATE:**	4/23/2026
REFERENCE:		**CLIENT CONTRACT CHANGE ORDER:**	#011 - CE #018 - OVER X & RECOMPACTION
FIELD CHANGE:	No		
LOCATION:		**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:		**PAID IN FULL:**	No
EXECUTED:	No	**SIGNED CHANGE ORDER RECEIVED DATE:**	
		TOTAL AMOUNT:	$11,945.33

POTENTIAL CHANGE ORDER TITLE: CE #018 - OVER X & RECOMPACTION

CHANGE REASON: Unforseen Site Conditions

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #018 - OVER X & RECOMPACTION
THIS CHANGE ORDER IS FOR THE ADDITIONAL SCOPE OF WORK THAT WAS MISSED DURING INCREMENT 1 OER-EX. THIS CHANGE ORDER INCLUDES SCM SUBCONTRACTOR TO PERFORM PRESCRIBED OVER EXCAVATION AND THEN RECOMPACTION PER RECOMMENDED INSTRUCTIONS BY SOILS ENGINEER FOR THE SCM STAIR SYSTEMS AND VERTICAL COLUMNS THAT SUPPORT THE STAIRS AND BALCONY.

ATTACHMENTS:

COR #007-R1 - Over-X at Building Stair Footing.pdf

#	Description	Amount
1	KAR - SUBCONTRACTOR - CHANGE ORDER	$11,117.20
2	PROJECT MANAGEMENT-ADDED	$140.00
3	GEN-SUBCONTRACTOR - MARK-UP 5%	$555.86
4	GENERAL CONTRACTOR - MARK-UP 10%	$14.00
5	BOND (NOT TO EXCEED 1%)	$118.27
	Grand Total:	**$11,945.33**

MAGNOLIA PUBLIC SCHOOLS
250 East 1st Street Suite 1500
Los Angeles, California 90012

SILVER CREEK MODULAR, LLC.
2830 BARRETT AVE
PERRIS, California 92571

SIGNATURE **DATE**

SIGNATURE **DATE**

SIGNATURE **DATE**

Silver Creek

PROPOSED OWNER CHANGE ORDER # 11

OWNER CHANGE ORDER [X] **IN-HOUSE CHANGE ORDER** [ ]

DATE: 4/23/2026
PROJECT NAME: Magnolia Science Academy
PROJECT OWNER: Magnolia School District

PER THE PROJECT ABOVE, SILVER CREEK MODULAR, LLC. PROPOSES TO FURNISH ALL LABOR AND MATERIAL AS DESCRIBED BELOW, FOR THE SUM OF:

$ 11,945.33

DESCRIPTION OF WORK: PCO-11 STAIR-COLUMN FOOTINGS - ADDED OVER X - RECOMPACT - THIS ADDED CHANGE IS DUE TO THE MISSED OVER EXCAVATION IN THE COURT YARD AREA. THIS CHANGE INCLUDES THE EXCAVATION OF SCM COLUMN AND STAIRWAY FOOTINGS WITH ALSO THE RECOMPACTION OF THOSE FOOTING AREAS ONLY.

TOTAL OF ALL SUBCONTRACTORS WORK:		$	11,117.20
GENERAL SUBCONTRACTOR MARK-UP:	5%	$	555.86
SUB-TOTAL:		$	11,673.06
TOTAL WORK BY GENERAL		$	140.00
GENERAL CONTRACTOR MARK-UP	10%	$	14.00
SUB-TOTAL:		$	154.00
TOTAL WORK TO BE COMLETED		$	11,827.06
SALES TAX (60% EXCLUSION)	9.50%	$	-
BONDS- NOT TO EXCEED:	1.00%	$	118.27
GRAND TOTAL:		$	11,945.33

THIS CHANGE ORDER REQUIRES A SCHEDULE INCREASE OF 15 **ADDITIONAL DAYS, WHICH ARE INCLUDED IN THIS PROPOSED CHANGE ORDER REQUEST.**
THE LONG LEAD TIME ITEMS:

SUBMITTED BY: Kenny Muhaw **DATE:** 4/23/2026
TITLE: Project Manager

APPROVED BY: _____ **DATE:** _____
TITLE: _____

Silver Creek

PROPOSED CHANGE ORDER BACK UP SHEET

LINE #	Phase Code	DESCRIPTION	Unit	QTY	UNIT COST	TOTAL	ADDT'L DAYS
		Production/Administration					
1	700000L	Carpenters (Production)	HRS	0	$ 72.50	$ -	
2	700000L	Electrician (Production)	HRS	0	$ 75.00	$ -	
3	700000L	Plumber (Production)	HRS	0	$ 67.50	$ -	
4	700000L	Welder (Production)	HRS	0	$ 90.00	$ -	
5	700000L	Labor (Production)	HRS	0	$ 40.00	$ -	
6			EA		$ -	$ -	
7	700000M		EA	0	$ -	$ -	
8	700000L	Production Supervisor	HRS	0	$ 45.00	$ -	
9	013100	Project Management	HRS	1	$ 140.00	$ 140.00	
10	710302	Engineering Fee	HRS	0	$ 231.00	$ -	
11		Labor Compliance/ Administration	HRS		$ 56.00	$ -	
12		Submittals	HRS		$ 49.00	$ -	
13		Equipment	DAY		$ 750.00	$ -	
		SUBTOTAL:				**$ 140.00**	
		On-Site Work					
12		Drivers	HRS		$ 88.80	$ -	
13		Labor	HRS		$ 106.15	$ -	
14		Material	EA		$ -	$ -	
15		Site Superintendent	HRS		$ 126.00	$ -	
16		Equipment	DAY		$ -	$ -	
17		Work Truck/Tools/Fuel	MILES		$ 2.25	$ -	
18		Semi Truck/Flatbeds	MILES		$ 4.00	$ -	
19		Permit & Fees	EA		$ 650.00	$ -	
		Subcontractor					
20	SITE CONCRE	KAR - COR-007-R1	LS	1	$ 11,117.20	**$ 11,117.20**	
21					$ -	$ -	
22					$ -	$ -	
23					$ -	$ -	
24					$ -	$ -	
25					$ -	$ -	
26					$ -	$ -	
		SUBTOTAL:				**$ 11,117.20**	

CONSTRUCTION INC.
Celebrating 35 Years of "Building Today For Tomorrow's Future"

REQUEST FOR CHANGE ORDER

Ref.# COR-007-R1
External/RCO#
GC Ref#
Date Apr 22, 2026
Job # 25060

To: Silver Creek Industries

Project: Magnolia Science Academy
7111 Winnetka Ave.
Winnetka, CA 91306

This Change Order Request is for the additional labor, equipment and materials required for Over-X & Recompact at Building Stair Footings

We reserve the right to correct any errors or deletions of scope as it relates to this change order.
This price is good if accepatance is received within 10 days of receipt.
We request an additional **(0)** days be added to the project schedule to complete this change in scope.

Labor	Quantity	UOM	Unit Total	Rate	Total
Carpenter Foreman - Regular Time	16.00	Hrs	16.00	132.36	$2,117.76
Laborer - Regular Time	32.00	Hrs	32.00	100.96	$3,230.72
				Total Labor	**$5,348.48**

Equipment	Quantity	UOM	Unit Price	Total
EQUIP- BACKHOE (INCLUDES KAR LABOR)	16.00	HR	207.00 HR	$3,312.00
COMPACTION WACKER	2.00	DAY	145.00 DAY	$290.00
EQUIP. DELIEVERY TRUCK (FREIGHT) FLATBED	8.00	HR	132.00 HR	$1,056.00
			Total Equipment	**$4,658.00**

Note: KAR has submitted the above cost associated with the contract change in scope timely and equitably. This change in contract will require a written change order or approval prior to the commencment of this additional scope of work. Failure to provide a written change order or authorization to proceed by an approved signor shall deem this change in scope void. Should any delay be incurred due to the failure of said written documentation KAR shall not be held responsible.

Labor Total:	**$5,348.48**	
Material Total:	**$0.00**	
Sub Trade Total:	**$0.00**	
Cleanup Total:	**$0.00**	
Equipment Total:	**$4,658.00**	
Misc. Total:	**$0.00**	
Sub Total:	**$10,006.48**	
Mark Up:	**$1,000.65**	10.00%
Sub Total:	**$11,007.13**	
Bonding:	**$110.07**	1.00%
Total:	**$11,117.20**	

AUTHORIZED BY:

ON BEHALF OF: Silver Creek Industries

PROJECT MANAGER: Rylie Kingsfield

NOTE:
DIMENSIONS WITH A ** SUFFIX INDICATE THAT THE DIMENSION SHOWN INCLUDES A 1/8" ALLOWANCE/GROWTH ON EACH SIDE OF A SHARED GRIDLINE TO ACCOMIDATE THE MODULE INSTALLATION TOLERANCE.

1 FOUNDATION PLAN
1/8" = 1'-0"

A STEPPED FOOTINGS
1/2" = 1'-0"

REINFORCING + ANCHOR PLATE NOTES

1. MATERIAL: ALL REINFORCING STEEL SHALL BE BILLET STEEL PER ASTM A-615 GRADE 60. EXCEPT WELDED REINFORCING SHALL BE ASTM A706 GRADE 60.
2. SPLICES: SEE 14/F-1.90
3. REINFORCING FABRICATION AND PLACEMENT: FABRICATION AND PLACING OF REINFORCING SHALL CONFORM TO THE "CODE OF STANDARD PRACTICE AND SPECIFICATIONS FOR PLACING REINFORCEMENT OF THE CONCRETE REINFORCING STEEL INSTITUTE".
4. MINIMUM COVERAGE: ALL REINFORCING SHALL HAVE THE FOLLOWING MINIMUM COVERAGE WITH CONCRETE:

LOCATION	AMOUNT
FORMED EARTH	2"
CONCRETE CAST AGAINST AND PERMANENTLY EXPOED EARTH	3"
WALL-EXPOSED FACE	
#5 OR SMALLER	2"
#6 OR LARGER	2"
WALL-UNEXPOSED FACE	3/4"

5. SEE 15/F-1.92 FOR TYPICAL BENDING REQUIREMENTS
6. SEE FOOTING DETAILS FOR REINFORCING BAR SIZES + QTY

CONCRETE NOTES

1. FURNISH AND INSTALL ALL CONCRETE WORK AS SHOWN ON THE DRAWINGS AND AS SPECIFIED.
2. EXCEPT AS MODIFIED BY THE REQUIREMENTS SPECIFIED HEREIN AND / OR THE DETAILS ON THE DRAWINGS, ALL WORK INCLUDED IN THIS SECTION SHALL CONFORM TO THE APPLICABLE PROVISIONS OF CODES AND STANDARDS.
   a) ALL WORK AND MATERIALS SHALL CONFORM TO TITLE 24, CALIFORNIA CODE OF REGULATIONS, AND CHAPTER 19A.
   b) AMERICAN CONCRETE INSTITUTE (ACI): BUILDING CODE REQUIREMENTS FOR REINFORCED CONCRETE, ACI318.
   c) AMERICAN SOCIETY FOR TESTING AND MATERIALS (ASTM): THE SPECIFICATIONS AND STANDARDS HEREINAFTER REFERENCED TO SHALL BE OF THE LATEST ADOPTED EDITION.
3. CONCRETE FOUNDATION TESTS AND INSPECTIONS SHALL BE THE RESPONSIBILITY OF THE ARCHITECT AND OR INSPECTOR.
4. DESIGN MIXES SHALL BE AS SPECIFIED IN TITLE 24. CONCRETE STRENGTH AT 28 DAYS SHALL BE AS FOLLOWS: NORMAL WEIGHT - 4,000 PSI (MIN), LIGHT WEIGHT - 3,000 PSI (MIN). ALL CONCRETE SHALL BE NORMAL WEIGHT EXCEPT LIGHT WEIGHT CONCRETE SHALL BE USED FOR FILL OVER METAL DECK
5. FORMS SHALL BE SUBSTANTIAL, PLUMB, LEVEL, SQUARE, TRUE TO LINE, WATER TIGHT AND ACCURATE TO THE DIMENSIONS REQUIRED.
6. THE ARCHITECT/ENGINEER SHALL APPROVE LOCATION OF:
   a) OPENINGS FOR MECHANICAL, PLUMBING, FIRE SPRINKLER AND ELECTRICAL: PROVIDE FOR OPENINGS IN THE CONCRETE WITH THE TRADE(S) INVOLVED AND INSTALL SLEEVES AS MAY BE REQUIRED. SLEEVES SHALL OCCUR IN THE VERTICAL RETAINING WALL / STEMWALL AND SHALL BE PLACED TO AVOID REINFORCING. SEE DETAIL 9/F-1.91.
7. VARIANCE IN CONCRETE SLAB SURFACE SHALL BE NO MORE THAN 1/16" IN 10 FEET
8. ALL CEMENT SHALL BE TYPE II/V PER ASTM C-150.
9. WATER / CEMENT RATIO = .50 MAX
10. AGGREGATE SHALL BE 3/4" TO 1 1/2" MAXIMUM SIZE BUT NOT MORE THAN 3/4 OF MINIMUM CLEAR BAR SPACING.
11. ANCHOR BOLTS, DOWELS, REINFORCING STEEL, AND EMBEDDED ITEMS ARE TO BE SECURELY TIED IN PLACE BEFORE CONCRETE IS POURED.
12. REFER TO ARCHITECTURAL, ELECTRICAL, AND MECHANICAL PLANS FOR SLEEVES, INSERTS CURBS, DEPRESSED AREAS, AND ETC.
13. CONCRETE MIX REQUIRED: CONTRACTOR SHALL SUBMIT CONCRETE MIX DESIGN FOR FOOTINGS TO PROFESSIONAL OF RECORD FOR APPROVAL PRIOR TO POURING CONCRETE.
14. SEE 6/F-1.90 FOR TYPICAL REINFORCEMENT AT CORNERS AND INTERSECTIONS.
15. SEE 9+21/F-1.91 FOR TYPICAL SLEEVING AT FOUNDATIONS.
16. PROVIDE SHOP DRAWINGS FOR REINFORCING AND ANCHOR PLATE LOCATIONS PRIOR TO CONSTRUCTING THE FOUNDATION.
17. PROVIDE CONCRETE ENCASEMENT AT BELOW GRADE STAIR/LANDING COLUMNS PER 23/F-1.91.
18. PROVIDE 2" CONCRETE RODENT SLURRY OVER ENTIRE CRAWLSPACE
19. A COLD JOINT MAY BE PROVIDED BETWEEN THE FOOTING AND THE VERTICAL FOUNDATION WALL/PIER. IF A COLD JOINT IS USED THE JOINT SHALL BE KEYED (2.54" MIN WIDE x 1.5" DEEP) AND ROUGHENED TO 1/4" AMPLITUDE. ALL VERTICAL REINFORCING WHICH CROSSES THE JOINT SHALL BE IN PLACE PRIOR TO THE PLACEMENT OF CONCRETE.

FOUNDATION NOTES

1. BUILDING PAD SHALL BE PREPARED AS INDICATED IN THE GEOTECHNICAL REPORT.
2. FINAL GRADING SHALL PROVIDE POSITIVE DRAINAGE AWAY FROM THE BUILDING.
3. GEOTECHNICAL REPORT
   LK GEOTEHCNICAL ENGINEERING, INC
   PROJECT 22-0305
   DATE: 3/30/23
4. ALLOWABLE BEARING PRESSURE = 2,000 PSF
5. PASSIVE PRESSURE = 300 PSF / FT OF DEPTH, COEFFICIENT OF FRICTION = 0.30.

CRAWL SPACE VENTILATION

BUILDING CRAWLSPACE UTILIZES CONTINUOUS MECHANICAL VENTILATION PER CBC 1202.4.3.
SEE MECHANICAL DRAWINGS FOR FAN LOCATIONS.

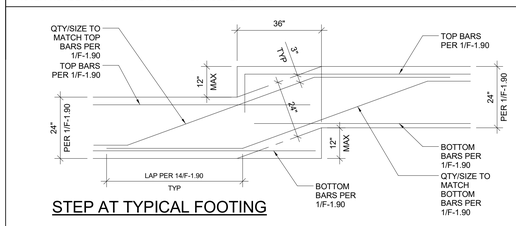
AREA 1 (MPR BUILDING)

2,737 SF / 50 = 55 CFM (MIN) OF MECHANICAL VENTILATION REQUIRED
100 CFM OF MECHANICAL VENTILATION PROVIDED

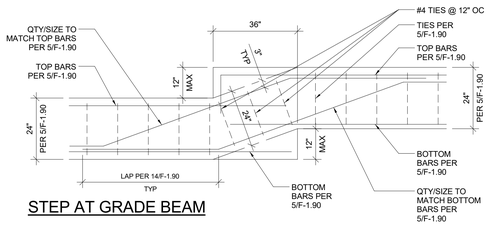
AREA 2 (REMAINDER OF BUILDING)

16,546 SF / 50 = 331 CFM (MIN) OF MECHANICAL VENTILATION REQUIRED
(2) 200 CFM OF FANS PROVIDED
400 CFM (TOTAL) OF MECHANICAL VENTILATION PROVIDED

NOTE: PROVIDE VAPOR BARRIER AT CRAWLSPACE PER 13/F-1.90



STEP AT TYPICAL FOOTING



STEP AT GRADE BEAM

IDENTIFICATION STAMP
DIV. OF THE STATE ARCHITECT
APP: 03-124719 INC:
REVIEWED FOR
SS ☑ FLS ☐ ACS ☐
DATE: 07/14/2025

PROJECT NAME:
MAGNOLIA SCIENCE ACADEMY #5

SHEET TITLE:
FOUNDATION PLAN

MODULAR MANUFACTURER PROFESSIONAL OF RECORD

JOHN R. STAMPS 2475 REGISTERED PROFESSIONAL ENGINEER

Silver Creek
2830 BARRETT AVE, PERRIS, CALIFORNIA 92571
PHONE: 951-943-5393, FAX: 951-943-2211

REVISIONS
1
2
3
4
5
6
7
8

SILVER CREEK MODULAR

PROJECT NO: 11512
DRAWN BY:
SCALE: AS NOTED
DATE: 10.11.2024

SHEET NUMBER
F-1.00

Exhibit D

MSA 5 - 7111 Winnetka
Progress Photos

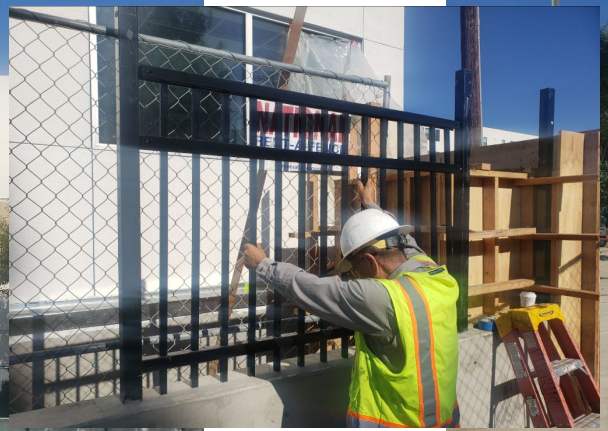
MAGNOLIA PUBLIC SCHOOLS

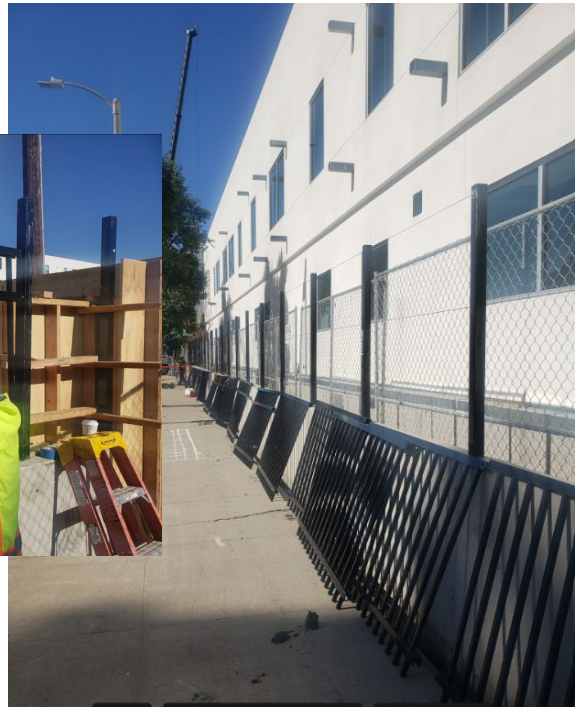
MSA 5 - 7111 Winnetka Progress Photos

June 09, 2026

Vic's Crane
SUNBELT RENTALS
OPENING FALL 2026
Vic's Crane Inc
818-970-7912

June 09, 2026





June 09, 2026

June 09, 2026

THANK YOU

Coversheet

Approval of Extension and Amendment of Lease for 18355 Roscoe

Section: VII. Action Items
Item: Q. Approval of Extension and Amendment of Lease for 18355 Roscoe
Purpose: Vote
Submitted by:
Related Material:
VII.Q - Approval of Lease Amendment and Rent Adjustment for Magnolia Science Academy-7, 18355 Roscoe Boulevard, Northridge, CA 91325 (Final).pdf

Agenda Item:	VII.Q - Action Item
Date:	June 17, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin Facilities Project Manager Katrina Jimenez, Assistant Project Manager
RE:	Approval of Lease Amendment and Rent Adjustment for Magnolia Science Academy-7, 18355 Roscoe Boulevard, Northridge, CA 91325

Action Proposed:

MPS staff recommends and moves that the Board approve the Amendment to Lease between Magnolia Educational & Research Foundation dba Magnolia Public Schools ("MPS") and The House LA, Inc. for the continued operation of Magnolia Science Academy-7 ("MSA-7") located at 18355 Roscoe Boulevard, Northridge, California 91325.

Staff further requests authorization for MPS administration to negotiate, finalize, and execute all documents necessary to implement the lease amendment in a form deemed appropriate and in the best interest of MPS.

Purpose:

The purpose of this action is to secure long-term site stability for Magnolia Science Academy-7 by extending the existing lease agreement and obtaining Board approval for the associated rent adjustment.

Background:

Magnolia Science Academy-7 has operated successfully at 18355 Roscoe Boulevard since 2012 under a lease agreement with The House LA, Inc. (formerly First Lutheran Church of Northridge). The campus serves students in the Northridge community and remains an important educational asset within the Magnolia Public Schools network. The current lease extension expires on July 31, 2027. Following discussions with the landlord, MPS negotiated an amendment that extends the lease for an additional three years through July 31, 2030 and includes two additional one-year renewal options.

The proposed amendment attached as Exhibit A extends the lease term for an additional three (3) years from August 1, 2027 through July 31, 2030, and provides two additional one-year extension options. The amendment also establishes the following monthly base rent schedule:

• August 1, 2027 – July 31, 2028: $41,250.00 per month
• August 1, 2028 – July 31, 2029: $42,487.50 per month
• August 1, 2029 – July 31, 2030: $43,762.13 per month

Under the current lease extension, the monthly rent is $23,485.92. The proposed amendment adjusts the rent to current market conditions and establishes a new rental schedule beginning August 1, 2027.
The amendment also includes:
• Two additional one-year renewal options with annual rent increases of 3%.
• Updated security deposit equal to one month of rent at the end of the initial extension term.
• Continued maintenance services at $800 per month.
• Clarification regarding trash collection cost sharing and property tax obligations.
• Expanded signage rights for the school.

Analysis & Impact:

Approval of the lease amendment will provide long-term occupancy certainty for MSA-7 and allow MPS to continue serving students at this established campus location without disruption.
While the amendment results in a significant increase in monthly rent, staff believes the extension is in the best interest of MPS for the following reasons:
• The campus is fully operational and strategically located within a community currently served by MSA-7.
• Relocating the school would require substantial capital investment, regulatory approvals, and operational disruptions.
• The amendment secures occupancy through July 2030, with the potential to remain through July 2032 if renewal options are exercised.
• The negotiated annual increases during the extension and option periods are limited to 3%, providing predictable future occupancy costs.
• Continued site stability supports enrollment retention, academic continuity, and long-term planning.
The lease extension eliminates the uncertainty associated with the approaching expiration date and provides MPS with the ability to continue operating MSA-7 at its current location for the foreseeable future.

Budget Implications:

The monthly rent for the 2025-26 school year was $26,433.61 per month. The monthly rent for the 2026-27 school year will be $27,226.62. Starting with the 2027-28 school year the lease amendment will increase occupancy costs beginning August 1, 2027 as follows:

Proposed Monthly Rent:
• 2027-2028: $41,250.00 per month
• 2028-2029: $42,487.50 per month
• 2029-2030: $43,762.13 per month

The amendment also requires an additional security deposit contribution of $20,276.21, increasing the total security deposit held by the landlord to $43,762.13.

These costs will be incorporated into MPS's future operating budgets for MSA-7 and are anticipated to be funded through the school's ongoing operational revenues.

Exhibits:

- Exhibit A – Amendment to Lease between The House LA, Inc. and Magnolia Educational & Research Foundation
- Exhibit B – Existing Lease Extension Terms

AMENDMENT TO LEASE

THIS AMENDMENT TO LEASE (this "Amendment") is made and entered into as of this 4th day of June __, 2026 (the "Effective Date"), by and between The House LA, Inc., a California nonprofit corporation, formerly known as First Lutheran Church of Northridge, a California nonprofit corporation and as LIFEhouse Church ("Lessor"), on the one hand, and Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation doing business as Magnolia Public Schools and also doing business as Magnolia Science Academy - 7 ("Lessee"), on the other. Lessor and Lessee are sometimes referred to individually as a "Party" and collectively as the "Parties".

RECITALS

A. Lessor and Lessee entered into that certain Standard Industrial/Commercial Single-Tenant Lease – Gross dated for reference purposes only December 1, 2011, including those certain Lease Provisions and Addendum to Lease attached thereto (collectively the "Original Lease"), as amended by that certain Lease Extension Terms dated June 20, 2017 (the "Lease Extension Terms") for certain premises having the following address: 18355 Roscoe Boulevard, Northridge, CA 91325, as further defined in the Lease (the "Premises"). The Lease and the Lease Extension Terms and this Amendment shall sometimes be collectively referred to as the "Lease").

B. Lessor and Lessee desire to amend the Lease to extend the Term, provide Lessee with additional options to extend the Term, and certain other changes all as further set forth herein.

NOW THEREFORE, for good and valuable consideration, the receipt of which is hereby acknowledged, and in consideration of the terms and conditions hereinafter set forth, the Parties hereby agree to amend the Lease, as follows:

AGREEMENT

1. Defined Terms. Except as otherwise provided, all capitalized words and phrases are defined herein in accordance with their meaning ascribed to them in the Lease.

2. Incorporation of Recitals. The Parties hereby incorporate into this Amendment each and every one of the Recitals contained in Paragraphs A through B above, inclusive, as though fully set forth herein.

3. Extension of Term. Lessor and Lessee hereby agree that the Lease is hereby extended as of the Effective Date for an additional period of three (3) years commencing on August 1, 2027, and expiring July 31, 2030 (the "Extended Term").

4. Monthly Base Rent. The Monthly Base Rent that shall be payable for the Extended Term shall be as follows:

August 1, 2027 – July 31, 2028	$41,250.00
August 1, 2028 – July 31, 2029	$42,487.50
August 1, 2029 – July 31, 2030	$43,762.13

5. Options to Extend Term.

(a) Lessor hereby grants to Lessee two (2) options to extend the Term of this Lease each for a period of one (1) year (ach an "Additional Option Term") on the same terms and conditions as the Extended

Term, provided however that the monthly Base Rent during each Additional Option Term shall increase by three percent (3.0%) over the monthly Base Rent in effect immediately prior to the Additional Option Term. Tenant must notify Landlord in writing of Tenant's intention to exercise each Additional Option Term at least eighteen (18) months prior to the expiration of either the Extended Term or the first Additional Option Term (the "Renewal Deadline"), or such right shall automatically expire.

(b) All of the terms and conditions of the Lease, except where specifically modified by this Amendment, shall apply during each Additional Option Term.

6. Security Deposit. Upon full execution of this Amendment, Lessee shall deposit with Lessor an additional Security Deposit in the amount of $20,276.21, which shall be held by Lessor pursuant to Paragraph 5 of the Original Lease along with the $23,485.92 currently being held by Lessor for the Premises (for a total Security Deposit of $43,762.13), as security for the performance by Lessee of Lessee's obligations under the Lease.

7. Signage. Lessee shall be allowed to place the maximum signage permitted by applicable laws and regulations on the exterior walls of the Premises and at the front entrance from Roscoe Boulevard and Reseda Boulevard, provided that such signage shall not exceed the size of the existing Landlord sign, which signage may include Lessee's school script and logo. All signs shall be installed and maintained in a first class and professional manner at Lessee's expense, and shall comply with all Applicable Requirements and are subject to Lessor's prior written consent, which consent shall not be unreasonably withheld, conditioned or delayed. All signage shall be consistent with the mission and values of Lessor, as well as consistent with the architecture of the Project and the overall aesthetic of the Project. Lessee shall obtain all necessary governmental approvals and permits before installing such signage. Lessor shall assist Lessee in obtaining any necessary governmental approvals or permits, including by executing necessary applications, but any associated costs shall be borne by Lessee, including any shared signage.

8. Trash Collection Costs. The "Trash Collection" provision set forth in the Lease Extension Terms is hereby deleted in its entirety and replaced with the following: "Commencing upon the full execution of this Amendment, Tenant shall pay for two-thirds (2/3) of the monthly cost for the trash collection service provider."

9. Maintenance Team Payments. In addition to Base Rent, Tenant shall continue to pay to Landlord the sum of Eight Hundred Dollars ($800.00) per month for the Maintenance Team duties which payments shall be part of the Rent.

10. Real Property Taxes. The Parties acknowledge that the Original Lease contains provisions regarding real property tax allocations and reimbursement obligations (See Paragraph 10 of the Original Lease and Paragraph 4 of the Addendum). For purposes of clarification and continuation of the existing lease framework, Lessee shall remain responsible for any increase in real property taxes, assessments, fees, or governmental charges attributable to Lessee's occupancy, use, operations, improvements, signage, additions, or any reduction in tax-exempt status attributable to Lessee's operations. For purposes of this Lease, the baseline property tax obligation shall be the amount of real property taxes assessed for the 2024–2025 tax year, excluding any reassessment, reduction in exemption, or additional taxes attributable to Lessee's occupancy, use, improvements, or operations. Any such increases shall be reimbursed by Lessee to Lessor within thirty (30) days of written notice and supporting documentation.

11. Brokerage. Each of Lessor and Lessee represents and warrants to the other that it has had no dealings with any broker, finder, or similar person in connection with the negotiation of this Amendment or the consummation of the transactions contemplated hereby other than Lessee's broker, Peak Facility Partners ("Lessee's Broker") and Lessor's broker, Coast Capital Consulting, Inc. ("Lessor's Broker"), and

Powered by BoardOnTrack

that, other than Lessee's Broker and Lessor's Broker, no broker, finder, or other person, firm, or entity is entitled to any commission or finder's fee in connection with such transactions by virtue of any dealings or actions of the representing and warranting party. Upon full execution of this Amendment, Landlord and Lessee shall compensate their respective broker pursuant to separate agreements.

12. Miscellaneous Provisions.

a. Ratification. Except as amended and/or modified by this Amendment, the Lease is hereby ratified and confirmed and all other terms of the Lease shall remain in full force and effect, unaltered and unchanged by this Amendment.

b. Conflicts. In the event of any inconsistency or conflict between the terms of the Lease and the terms of this Amendment, the terms of this Amendment shall prevail and control.

c. Counterparts. This Amendment may be signed in multiple counterparts, each of which shall be deemed an original but all of which together, shall constitute one and the same binding agreement.

d. Electronic Signatures. This Amendment may be executed through an "Electronic Signature", including without limitation an electronic signature procured through an online digital signature service, such as "DocuSign". Any execution of this Amendment by an electronic signature shall be valid, effective and binding upon the Party executing.

e. Entire Agreement. This Amendment reflects, supersedes and merges all the prior oral agreements and negotiations of the Parties regarding the subject matter of this Amendment. In the event that any term or provision of this Amendment shall become or be held to be illegal, null or void, or against public policy, for any reason, the remaining portions of this Amendment shall not be affected and shall remain in force and effect.

IN WITNESS WHEREOF, the Parties hereto have executed the Amendment as of the day and year above written.

LESSEE:	**LESSOR**:
MANOLIA EDUCATIONAL & RESEARCH FOUNDATION, a California nonprofit public benefit corporation	The House LA, Inc., a California a nonprofit corporation
By:_____	By: _____
Alfredo Rubalcava	Name: Wesley Dunn
CEO and Superintendent	Title: Senior Pastor and President

Powered by BoardOnTrack

Magnolia Science Academy 7
Lease Extension Terms
2017-2022

The following lease extension terms and conditions shall be incorporated as an exhibit to the executed lease between Lessor, First Lutheran Church of Northridge (LIFEhouse Church), and Lessee, Magnolia Science Academy 7, for premises located at 18355 Roscoe Blvd., Northridge, California, 91325.

Rent Schedule
In continuing the established rental increases of 3% per year in the lease, below is a schedule of the monthly lease amounts due by year, beginning August 1st of each year.

August 1, 2017: $20,866.93 / month
August 1, 2018: $21,492.94 / month
August 1, 2019: $22,137.73 / month
August 1, 2020: $22,801.86 / month
August 1, 2021: $23,485.92 / month

Security Deposit
The security deposit will need to be updated to the monthly lease amount of the fifth year of the lease extension, 2021, per the terms in the lease agreement. The original deposit was $20,259.16. This amount will be updated to $23,485.92. The difference of $3,226.76 shall be deposited with Lessor via a check.

Additional Costs
Trash Collection
MSA-7 has had a fixed rate of $634.02 per month for trash bin collection. Trash shall be $634.02/month until August 1, 2017. The amount will be adjusted according to the new contract with the trash collection service provider.

Recycling Bin
As of August 1, 2017 the cost of the city required recycling bin will be split 50/50. Based on the current rate, the school portion would be $50.50/month. The amount will be adjusted according to the new contract with the trash collection service provider.

Maintenance Personnel
The wage for maintenance personnel shall be $16 per hour. The school shall pay $11,232/year or $936/month.

Will continue in the second page.

Powered by BoardOnTrack

Air Conditioning

The A/C monthly reimbursement of $41.66 will remain the same through mid-2025 per our agreement when it will be paid in full. These costs will cover the replacement of defective units per the lease agreement terms.

Second A/C Monthly reimbursement of $69.65 will remain the same through May-2029 per our agreement when it will be paid in full. These costs will cover the replacement of defective units per the lease agreement terms.

Signed,

Dr. Caprice Young
President and CEO
Magnolia Public Schools

6/20/17
Date

Dana Hanson
Pastor
LIFEhouse Church

6-20-17
Date

SCHOOL BROKERAGE

BUSINESS AND REAL ESTATE
SERVICES FOR SCHOOLS

Addendum to Lease The following is an addendum to the lease dated December 1, 2011 between First Lutheran Church of Northridge ("Lessor") and Magnolia Science Academy - 7 ("Lessee") for the school premises located at: 18355 Roscoe Blvd. Northridge, CA 91325. The terms and conditions herein supersede the terms of the lease. In the event of conflict between the terms on the lease and those on this addendum, the terms of addendum will prevail.

LEASE TERMS:

1. January 1, 2012 through July 31, 2012, monthly rental rate shall be $14,000 per month.

   Annual base rent and rental increases shall be 3% annually beginning per the below five year schedule.

   August 1, 2012: $18,000/month
   August 1, 2013: $18,540/month
   August 1, 2014: $19,096.20/month
   August 1, 2015: $19,669.09/month
   August 1, 2016: $20,259.16/month

2. Lessee shall have a five year lease with two five year renewal options. As long as Lessee is not in breach of contract and has abided by all the terms stated in this lease, Lessee shall have the right to exercise the renewal option by sending a written request to Lessor six months prior to the end of the lease term.

3. Upon lease execution lessee shall deliver security deposit equal to last month's rent of $20,259.16 as well as first month rent of $14,000 for a total of $34,259.16.

PROPERTY TAX:

4. Lessee shall seek property tax exemption under nonprofit status.

MAINTENANCE/UTILITIES:

5. Beginning January 1, 2012, Lessee shall be responsible for all of its own utilities, including electrical, gas, trash, telephone, cable, internet, alarm system, etc. The school building and grounds has its own set of utility meters:
   - Water meters = #CAN 1058588361 and #CAN 1058580476
   - Electric = #CAN 10583141131
   - Gas = #10911207008
   - Trash- To be determined
6. Beginning January 1, 2012, Lessee shall be responsible for its own janitorial expenses and supplies. Additionally, beginning January 1, 2012, Lessee agrees to pay current "maintenance team" $10,000 per year –

Re

5.B.

paid monthly in exchange for 13.5 hours per week (between 8:00am and 12:00pm Monday - Friday) of maintenance/upkeep of school grounds.

Maintenance Team duties are:

- Light janitorial and light maintenance:
- Cleaning the driveways and parking lot in the mornings
- Making sure that the playgrounds are clean and clear of debris
- Light plumbing
- Light cleaning of inside and outside of school buildings
- Fixing small problems such as doing paint work, handiwork, etc.

7. Lessor shall be responsible for the structural maintenance of the property and buildings (roof, walls, playgrounds and parking surfaces. Lessee shall be responsible for routine maintenance of A/C, plumbing in Lessee's buildings and any repairs and damages caused to the property by one of its agents, students, parents, and staff.

SUBLET/ASSIGNEMENT

8. In addition to the language in the lease regarding subletting, the following shall be added: Lessor shall not unreasonably withhold approval of Lessee's sublessee if the sublessee meets and complies with the terms of this lease and contingent upon Lessor's approval of sublessee's finances.

TENANT IMPROVEMENTS:

9. Lessee shall be responsible for all tenant improvements, permits and upgrades necessary in order to obtain required approvals from all government agencies. Lessee shall be responsible for performing all tenant improvements according current codes.

CONDITION OF PREMISES:

10. Lessor shall deliver the Premises in its current "AS IS" Condition with all mechanical, plumbing, electrical systems in good working order.

SIGNAGE:

11. Lessor shall permit Lessee at Lessee's sole cost and expense, with Lessor's approval in regards to size, placement and content, to install signage facing Roscoe Blvd, in compliance with Los Angeles City and County regulations.

PARKING AND SHARED USE:

12. Shared use shall mean the following: Lessee has reasonable access and use of the property 24 hours a day, 7 days a week, with the exception of using the field, court, and playgrounds from 5:00pm on Friday thru 6:00am on Monday. If Lessee wishes to use property (field. court and playground) during those times, Lessee must obtain

DL

5.B.

prior written permission from Lessor. Lessee shall allow Lessor, for the Lessor's own purposes, per the following:

- Three weekday nights from 6:30pm – 9:00pm – Multipurpose Room, Two Classrooms, Restrooms, Courts and Field.
- Saturday mornings from 9:00am – 12:00pm – Two Classrooms.
- Sunday mornings from 8:00am – 1:00pm – Multipurpose Room, Two Classrooms and Restrooms.

Lessor shall clean classrooms, multipurpose room and restrooms, immediately after their use. Lessor shall be responsible for any lost, broken or damaged items resulting from the use of the multipurpose room, classrooms, restrooms, courts and field.

Lessor shall work with Lessee in regards to the above shared use, so as to enable Lessee's uses are met.

Lessee shall not deny Lessor access to the pre-school. Such access is through the sports courts and parking lot and Lessor shall have that unrestricted access 24/7.

13. Lessee shall have unrestricted use of the parking during regular school hours so as to conduct regular school business (drop off- pick up- staff parking). Use of the parking lot for " after school programs" during weekends and after school hours which could have an impact on the Church's use of the parking lot, shall be discussed by Lessee and Lessor prior to such events being held. Lessor shall not unreasonably withhold such approval.

FINANCIAL STATEMENTS:

14. Supply us with financial statements showing Magnolia's ability to maintain the school at the 279 CUP maximum enrollment.

15. Lessor shall be responsible for any physical alternations that need to be made to the property/parking as mandated by the CUP. Lessee shall be responsible for adhering to the conditions imposed by the CUP.

REPRESENTATION AND BROKERAGE FEES:

16. Katalina Klein –School Brokerage is the brokerage representing Lessor and shall be receiving a commission equal to 2% ($24,895.47) of the first term value of the lease paid in full upon execution of lease documents. Kismet Investment Properties Inc. is the brokerage representing the Lessee and shall receive a commission from the Lessor in the amount of 2% of the total value of the first term of the lease, payable in full upon execution of lease documents. [$1,244,773.40 (first term value) x 2% = $24,895.47]

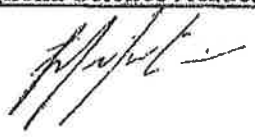
    In addition Kismet Investment Properties Inc. shall receive a commission from the Lessee in the amount of 0.5% of the total value of the first term of the lease upon execution of the lease.

First Lutheran Church, Northridge:

By:

Date: 12/21/11

Magnolia Science Academy -7:

By: 

Date: 12/20/2011

AIR COMMERCIAL REAL ESTATE ASSOCIATION
STANDARD INDUSTRIAL/COMMERCIAL SINGLE-TENANT LEASE -- GROSS
(DO NOT USE THIS FORM FOR MULTI-TENANT BUILDINGS)

1. **Basic Provisions ("Basic Provisions").**

1.1 **Parties:** This Lease ("Lease"), dated for reference purposes only December 1, 2011, is made by and between First Lutheran Church of Northridge ("Lessor") and Magnolia Science Academy -7 ("Lessee"), (collectively the "Parties," or individually a "Party").

1.2 **Premises:** That certain real property, including all improvements therein or to be provided by Lessor under the terms of this Lease, and commonly known as 18355 Roscoe Blvd, Northridge, located in the County of Los Angeles, State of california, and generally described as (describe briefly the nature of the property and, if applicable, the "Project", if the property is located within a Project) 2 -one story buildings comprised of classrooms, art rooms, assembly space, lounges, restrooms, playgrounds, and sports courts/field and parking for 279 students k-8. ("Premises"). (See also Paragraph 2)

1.3 **Term:** 5 years and 7 months ("Original Term") commencing January 1, 2012 ("Commencement Date") and ending July 31, 2017 ("Expiration Date"). (See also Paragraph 3)

1.4 **Early Possession:** If the Premises are available Lessee may have non-exclusive possession of the Premises commencing Upon lease execution and delivery of monies. ("Early Possession Date"). (See also Paragraphs 3.2 and 3.3)

1.5 **Base Rent:** $see add per month ("Base Rent"), payable on the see add parag 1 day of each month commencing see addendum parag 1. (See also Paragraph 4)

☑ If this box is checked, there are provisions in this Lease for the Base Rent to be adjusted. See Paragraph _____

1.6 **Base Rent and Other Monies Paid Upon Execution:**

(a) **Base Rent:** $14,000.00 for the period January 1- January 31, 2012.

(b) **Security Deposit:** $20,259.16 ("Security Deposit"). (See also Paragraph 5)

(c) **Association Fees:** $_____ for the period _____

(d) **Other:** $_____ for _____

(e) **Total Due Upon Execution of this Lease:** $34,259.16

1.7 **Agreed Use:** public charter school k-8th (See also Paragraph 6)

1.8 **Insuring Party:** Lessor is the "Insuring Party". The annual "Base Premium" is $_____ (See also Paragraph 8)

1.9 **Real Estate Brokers:** (See also Paragraph 15)

(a) **Representation:** The following real estate brokers (the "Brokers") and brokerage relationships exist in this transaction (check applicable boxes):

☑ katalina klein-School Brokerage represents Lessor exclusively ("Lessor's Broker");

☑ Kismet Investment Properties Inc. represents Lessee exclusively ("Lessee's Broker"); or

☐ _____ represents both Lessor and Lessee ("Dual Agency").

(b) **Payment to Brokers:** Upon execution and delivery of this Lease by both Parties, Lessor shall pay to the Brokers for the brokerage services rendered by the Brokers the fee agreed to in the attached separate written agreement or if no such agreement is attached, the sum of _____ or 2 each % of the total Base Rent payable for the Original Term, the sum of $24,895.47each or _____ of the total Base Rent payable during any period of time that the Lessee occupies the Premises subsequent to the Original Term, and/or the sum of _____ or _____ % of the purchase price in the event that the Lessee or anyone affiliated with Lessee acquires from Lessor any rights to the Premises.

1.10 **Guarantor.** The obligations of the Lessee under this Lease are to be guaranteed by _____ ("Guarantor"). (See also Paragraph 37)

1.11 **Attachments.** Attached hereto are the following, all of which constitute a part of this Lease:

☑ an Addendum consisting of Paragraphs 1 through 15;

☐ a plot plan depicting the Premises;

☐ a current set of the Rules and Regulations;

☐ a Work Letter;

☑ other (specify): Lease Provisions

INITIALS _____ INITIALS _____

©2001 - AIR COMMERCIAL REAL ESTATE ASSOCIATION

Powered by BoardOnTrack

2. **Premises.**

2.1 **Letting.** Lessor hereby leases to Lessee, and Lessee hereby leases from Lessor, the Premises, for the term, at the rental, and upon all of the terms, covenants and conditions set forth in this Lease. While the approximate square footage of the Premises may have been used in the marketing of the Premises for purposes of comparison, the Base Rent stated herein is NOT tied to square footage and is not subject to adjustment should the actual size be determined to be different. **Note: Lessee is advised to verify the actual size prior to executing this Lease.**

2.2 **Condition.** Lessor shall deliver the Premises to Lessee broom clean and free of debris on the Commencement Date or the Early Possession Date, whichever first occurs (**"Start Date"**), and, so long as the required service contracts described in Paragraph 7.1(b) below are obtained by Lessee and in effect within thirty days following the Start Date, warrants that the existing electrical, plumbing, fire sprinkler, lighting, heating, ventilating and air conditioning systems (**"HVAC"**), loading doors, sump pumps, if any, and all other such elements in the Premises, other than those constructed by Lessee, shall be in good operating condition on said date and that the surface and structural elements of the roof, bearing walls and foundation of any buildings on the Premises (the **"Building"**) shall be free of material defects, and that the Unit does not contain hazardous levels of any mold or fungi defined as toxic under applicable state or federal law. If a non-compliance with said warranty exists as of the Start Date, or if one of such systems or elements should malfunction or fail within the appropriate warranty period, Lessor shall, as Lessor's sole obligation with respect to such matter, except as otherwise provided in this Lease, promptly after receipt of written notice from Lessee setting forth with specificity the nature and extent of such non-compliance, malfunction or failure, rectify same at Lessor's expense. The warranty periods shall be as follows: (i) 6 months as to the HVAC systems, and (ii) 30 days as to the remaining systems and other elements of the Building. If Lessee does not give Lessor the required notice within the appropriate warranty period, correction of any such non-compliance, malfunction or failure shall be the obligation of Lessee at Lessee's sole cost and expense, except for the roof, foundations, and bearing walls which are handled as provided in paragraph 7.

2.3 **Compliance.** Lessor warrants that to the best of its knowledge the improvements on the Premises comply with the building codes, applicable laws, covenants or restrictions of record, regulations, and ordinances (**"Applicable Requirements"**) that were in effect at the time that each improvement, or portion thereof, was constructed. Said warranty does not apply to the use to which Lessee will put the Premises, modifications which may be required by the Americans with Disabilities Act or any similar laws as a result of Lessee's use (see Paragraph 50), or to any Alterations or Utility Installations (as defined in Paragraph 7.3(a)) made or to be made by Lessee. **NOTE: Lessee is responsible for determining whether or not the Applicable Requirements, and especially the zoning, are appropriate for Lessee's intended use, and acknowledges that past uses of the Premises may no longer be allowed.** If the Premises do not comply with said warranty, Lessor shall, except as otherwise provided, promptly after receipt of written notice from Lessee setting forth with specificity the nature and extent of such non-compliance, rectify the same at Lessor's expense. If Lessee does not give Lessor written notice of a non-compliance with this warranty within 6 months following the Start Date, correction of that non-compliance shall be the obligation of Lessee at Lessee's sole cost and expense. If the Applicable Requirements are hereafter changed so as to require during the term of this Lease the construction of an addition to or an alteration of the Premises and/or Building, the remediation of any Hazardous Substance, or the reinforcement or other physical modification of the Unit, Premises and/or Building (**"Capital Expenditure"**), Lessor and Lessee shall allocate the cost of such work as follows:

(a) Subject to Paragraph 2.3(c) below, if such Capital Expenditures are required as a result of the specific and unique use of the Premises by Lessee as compared with uses by tenants in general, Lessee shall be fully responsible for the cost thereof, provided, however that if such Capital Expenditure is required during the last 2 years of this Lease and the cost thereof exceeds 6 months' Base Rent, Lessee may instead terminate this Lease unless Lessor notifies Lessee, in writing, within 10 days after receipt of Lessee's termination notice that Lessor has elected to pay the difference between the actual cost thereof and an amount equal to 6 months' Base Rent. If Lessee elects termination, Lessee shall immediately cease the use of the Premises which requires such Capital Expenditure and deliver to Lessor written notice specifying a termination date at least 90 days thereafter. Such termination date shall, however, in no event be earlier than the last day that Lessee could legally utilize the Premises without commencing such Capital Expenditure.

(b) If such Capital Expenditure is not the result of the specific and unique use of the Premises by Lessee (such as, governmentally mandated seismic modifications), then Lessor shall pay for such Capital Expenditure and Lessee shall only be obligated to pay, each month during the remainder of the term of this Lease or any extension thereof, on the date that on which the Base Rent is due, an amount equal to 1/144th of the portion of such costs reasonably attributable to the Premises. Lessee shall pay interest on the balance but may prepay its obligation at any time. If, however, such Capital Expenditure is required during the last 2 years of this Lease or if Lessor reasonably determines that it is not economically feasible to pay its share thereof, Lessor shall have the option to terminate this Lease upon 90 days prior written notice to Lessee unless Lessee notifies Lessor, in writing, within 10 days after receipt of Lessor's termination notice that Lessee will pay for such Capital Expenditure. If Lessor does not elect to terminate, and fails to tender its share of any such Capital Expenditure, Lessee may advance such funds and deduct same, with interest, from Rent until Lessor's share of such costs have been fully paid. If Lessee is unable to finance Lessor's share, or if the balance of the Rent due and payable for the remainder of this Lease is not sufficient to fully reimburse Lessee on an offset basis, Lessee shall have the right to terminate this Lease upon 30 days written notice to Lessor.

(c) Notwithstanding the above, the provisions concerning Capital Expenditures are intended to apply only to non-voluntary, unexpected, and new Applicable Requirements. If the Capital Expenditures are instead triggered by Lessee as a result of an actual or proposed change in use, change in intensity of use, or modification to the Premises then, and in that event, Lessee shall either: (i) immediately cease such changed use or intensity of use and/or take such other steps as may be necessary to eliminate the requirement for such Capital Expenditure, or (ii) complete such Capital Expenditure at its own expense. Lessee shall not, however, have any right to terminate this Lease.

2.4 **Acknowledgements.** Lessee acknowledges that: (a) it has been given an opportunity to inspect and measure the Premises, (b) it has been advised by Lessor and/or Brokers to satisfy itself with respect to the size and condition of the Premises (including but not limited to the electrical, HVAC and fire sprinkler systems, security, environmental aspects, and compliance with Applicable Requirements and the Americans with Disabilities Act), and their suitability for Lessee's intended use, (c) Lessee has made such investigation as it deems necessary with reference to such matters and assumes all responsibility therefor as the same relate to its occupancy of the Premises, (d) it is not relying on any representation as to the size of the Premises made by Brokers or Lessor, (e) the square footage of the Premises was not material to Lessee's decision to lease the Premises and pay the Rent stated herein, and (f) neither Lessor, Lessor's agents, nor Brokers have made any oral or written representations or warranties with respect to said matters other than as set forth in this Lease. In addition, Lessor acknowledges that: (i) Brokers have made no representations, promises or warranties concerning Lessee's ability to honor the Lease or suitability to occupy the Premises, and (ii) it is Lessor's sole responsibility to investigate the financial capability and/or suitability of all proposed tenants.

2.5 **Lessee as Prior Owner/Occupant.** The warranties made by Lessor in Paragraph 2 shall be of no force or effect if immediately prior to the Start Date Lessee was the owner or occupant of the Premises. In such event, Lessee shall be responsible for any necessary corrective work.

3. **Term.**

3.1 **Term.** The Commencement Date, Expiration Date and Original Term of this Lease are as specified in Paragraph 1.3.

3.2 **Early Possession.** Any provision herein granting Lessee Early Possession of the Premises is subject to and conditioned upon the Premises being available for such possession prior to the Commencement Date. Any grant of Early Possession only conveys a non-exclusive right to occupy the Premises. If Lessee totally or partially occupies the Premises prior to the Commencement Date, the obligation to pay Base Rent shall be abated for the period of such Early Possession. All other terms of this Lease (including but not limited to the obligations to pay Real Property Taxes and insurance premiums and to maintain the Premises) shall be in effect during such period. Any such Early Possession shall not affect the Expiration Date.

3.3 **Delay In Possession.** Lessor agrees to use its best commercially reasonable efforts to deliver possession of the Premises to Lessee by the Commencement Date. If, despite said efforts, Lessor is unable to deliver possession by such date, Lessor shall not be subject to any liability therefor, nor shall such failure affect the validity of this Lease or change the Expiration Date. Lessee shall not, however, be obligated to pay Rent or perform its other obligations until Lessor delivers possession of the Premises and any period of rent abatement that Lessee would otherwise have enjoyed shall run from the date of delivery of possession and continue for a period equal to what Lessee would otherwise have enjoyed under the terms hereof, but minus any days of delay caused by the acts or omissions of Lessee. If possession is not delivered within 60 days after the Commencement Date, as the same may be extended under the terms of any Work Letter executed be Parties, Lessee may, at its option, by notice in writing within 10 days after the end of such 60 day period, cancel this Lease, in which event the Parties shall be discharged from all obligations hereunder. If such written notice is not received by Lessor within said 10 day period, Lessee's right to cancel shall terminate. If possession of the Premises is not delivered within 120 days after the Commencement Date, this Lease shall terminate unless other agreements are reached between Lessor and Lessee, in writing.

3.4 **Lessee Compliance.** Lessor shall not be required to deliver possession of the Premises to Lessee until Lessee complies with its obligation to provide evidence of insurance (Paragraph 8.5). Pending delivery of such evidence, Lessee shall be required to perform all of its obligations under this Lease from and after the Start Date, including the payment of Rent, notwithstanding Lessor's election to withhold possession pending receipt of such evidence of insurance. Further, if Lessee is required to perform any other conditions prior to or concurrent with the Start Date, the Start Date shall occur but Lessor may elect to withhold possession until such conditions are satisfied.

©2001 - AIR COMMERCIAL REAL ESTATE ASSOCIATION

Powered by BoardOnTrack

4. **Rent.**

4.1. **Rent Defined.** All monetary obligations of Lessee to Lessor under the terms of this Lease (except for the Security Deposit) are deemed to be rent ("Rent").

4.2 **Payment.** . Lessee shall cause payment of Rent to be received by Lessor in lawful money of the United States, without offset or deduction (except as specifically permitted in this Lease), on or before the day on which it is due. All monetary amounts shall be rounded to the nearest whole dollar. In the event that any invoice prepared by Lessor is inaccurate such inaccuracy shall not constitute a waiver and Lessee shall be obligated to pay the amount set forth in this Lease. Rent for any period during the term hereof which is for less than one full calendar month shall be prorated based upon the actual number of days of said month. Payment of Rent shall be made to Lessor at its address stated herein or to such other persons or place as Lessor may from time to time designate in writing. Acceptance of a payment which is less than the amount then due shall not be a waiver of Lessor's rights to the balance of such Rent, regardless of Lessor's endorsement of any check so stating. In the event that any check, draft, or other instrument of payment given by Lessee to Lessor is dishonored for any reason, Lessee agrees to pay to Lessor the sum of $25 in addition to any Late Charge and Lessor, at its option, may require all future payments to be made by Lessee to be by cashier's check. Payments will be applied first to accrued late charges and attorney's fees, second to accrued interest, then to Base Rent, Insurance and Real Property Taxes, and any remaining amount to any other outstanding charges or costs.

4.3 **Association Fees.** In addition to the Base Rent, Lessee shall pay to Lessor each month an amount equal to any owner's association or condominium fees levied or assessed against the Premises. Said monies shall be paid at the same time and in the same manner as the Base Rent.

5. **Security Deposit.** Lessee shall deposit with Lessor upon execution hereof the Security Deposit as security for Lessee's faithful performance of its obligations under this Lease. If Lessee fails to pay Rent, or otherwise Defaults under this Lease, Lessor may use, apply or retain all or any portion of said Security Deposit for the payment of any amount already due Lessor, for Rents which will be due in the future, and/ or to reimburse or compensate Lessor for any liability, expense, loss or damage which Lessor may suffer or incur by reason thereof. If Lessor uses or applies all or any portion of the Security Deposit, Lessee shall within 10 days after written request therefor deposit monies with Lessor sufficient to restore said Security Deposit to the full amount required by this Lease. If the Base Rent increases during the term of this Lease, Lessee shall, upon written request from Lessor, deposit additional monies with Lessor so that the total amount of the Security Deposit shall at all times bear the same proportion to the increased Base Rent as the initial Security Deposit bore to the initial Base Rent. Should the Agreed Use be amended to accommodate a materiel change in the business of Lessee or to accommodate a sublessee or assignee, Lessor shall have the right to increase the Security Deposit to the extent necessary, in Lessor's reasonable judgment, to account for any increased wear and tear that the Premises may suffer as a result thereof. If a change in control of Lessee occurs during this Lease and following such change the financial condition of Lessee is, in Lessor's reasonable judgment, significantly reduced, Lessee shall deposit such additional monies with Lessor as shall be sufficient to cause the Security Deposit to be at a commercially reasonable level based on such change in financial condition. Lessor shall not be required to keep the Security Deposit separate from its general accounts. Within 90 days after the expiration or termination of this Lease, Lessor shall return that portion of the Security Deposit not used or applied by Lessor. No part of the Security Deposit shall be considered to be held in trust, to bear interest or to be prepayment for any monies to be paid by Lessee under this Lease.

6. **Use.**

6.1 **Use.** Lessee shall use and occupy the Premises only for the Agreed Use, or any other legal use which is reasonably comparable thereto, and for no other purpose. Lessee shall not use or permit the use of the Premises in a manner that is unlawful, creates damage, waste or a nuisance, or that disturbs occupants of or causes damage to neighboring premises or properties. Other than guide, signal and seeing eye dogs, Lessee shall not keep or allow in the Premises any pets, animals, birds, fish, or reptiles. Lessor shall not unreasonably withhold or delay its consent to any written request for a modification of the Agreed Use, so long as the same will not impair the structural integrity of the improvements on the Premises or the mechanical or electrical systems therein, and/or is not significantly more burdensome to the Premises. If Lessor elects to withhold consent, Lessor shall within 7 days after such request give written notification of same, which notice shall include an explanation of Lessor's objections to the change in the Agreed Use.

6.2 **Hazardous Substances.**

(a) Reportable Uses Require Consent. The term **"Hazardous Substance"** as used in this Lease shall mean any product, substance, or waste whose presence, use, manufacture, disposal, transportation, or release, either by itself or in combination with other materials expected to be on the Premises, is either: (i) potentially injurious to the public health, safety or welfare, the environment or the Premises, (ii) regulated or monitored by any governmental authority, or (iii) a basis for potential liability of Lessor to any governmental agency or third party under any applicable statute or common law theory. Hazardous Substances shall include, but not be limited to, hydrocarbons, petroleum, gasoline, and/or crude oil or any products, by-products or fractions thereof. Lessee shall not engage in any activity in or on the Premises which constitutes a Reportable Use of Hazardous Substances without the express prior written consent of Lessor and timely compliance (at Lessee's expense) with all Applicable Requirements. **"Reportable Use"** shall mean (i) the installation or use of any above or below ground storage tank, (ii) the generation, possession, storage, use, transportation, or disposal of a Hazardous Substance that requires a permit from, or with respect to which a report, notice, registration or business plan is required to be filed with, any governmental authority, and/or (iii) the presence at the Premises of a Hazardous Substance with respect to which any Applicable Requirements requires that a notice be given to persons entering or occupying the Premises or neighboring properties. Notwithstanding the foregoing, Lessee may use any ordinary and customary materials reasonably required to be used in the normal course of the Agreed Use, ordinary office supplies (copier toner, liquid paper, glue, etc.) and common household cleaning materials, so long as such use is in compliance with all Applicable Requirements, is not a Reportable Use, and does not expose the Premises or neighboring property to any meaningful risk of contamination or damage or expose Lessor to any liability therefor. In addition, Lessor may condition its consent to any Reportable Use upon receiving such additional assurances as Lessor reasonably deems necessary to protect itself, the public, the Premises and/or the environment against damage, contamination, injury and/or liability, including, but not limited to, the installation (and removal on or before Lease expiration or termination) of protective modifications (such as concrete encasements) and/or increasing the Security Deposit.

(b) Duty to Inform Lessor. If Lessee knows, or has reasonable cause to believe, that a Hazardous Substance has come to be located in, on, under or about the Premises, other than as previously consented to by Lessor, Lessee shall immediately give written notice of such fact to Lessor, and provide Lessor with a copy of any report, notice, claim or other documentation which it has concerning the presence of such Hazardous Substance.

(c) Lessee Remediation. Lessee shall not cause or permit any Hazardous Substance to be spilled or released in, on, under, or about the Premises (including through the plumbing or sanitary sewer system) and shall promptly, at Lessee's expense, comply with all Applicable Requirements and take all investigatory and/or remedial action reasonably recommended, whether or not formally ordered or required, for the cleanup of any contamination of, and for the maintenance, security and/or monitoring of the Premises or neighboring properties, that was caused or materially contributed to by Lessee, or pertaining to or involving any Hazardous Substance brought onto the Premises during the term of this Lease, by or for Lessee, or any third party.

(d) Lessee Indemnification. Lessee shall indemnify, defend and hold Lessor, its agents, employees, lenders and ground lessor, if any, harmless from and against any and all loss of rents and/or damages, liabilities, judgments, claims, expenses, penalties, and attorneys' and consultants' fees arising out of or involving any Hazardous Substance brought onto the Premises by or for Lessee, or any third party (provided, however, that Lessee shall have no liability under this Lease with respect to underground migration of any Hazardous Substance under the Premises from adjacent properties not caused or contributed to by Lessee). Lessee's obligations shall include, but not be limited to, the effects of any contamination or injury to person, property or the environment created or suffered by Lessee, and the cost of investigation, removal, remediation, restoration and/or abatement, and shall survive the expiration or termination of this Lease. **No termination, cancellation or release agreement entered into by Lessor and Lessee shall release Lessee from its obligations under this Lease with respect to Hazardous Substances, unless specifically so agreed by Lessor in writing at the time of such agreement.**

(e) Lessor Indemnification. Lessor and its successors and assigns shall indemnify, defend, reimburse and hold Lessee, its employees and lenders, harmless from and against any and all environmental damages, including the cost of remediation, which result from Hazardous Substances which existed on the Premises prior to Lessee's occupancy or which are caused by the gross negligence or willful misconduct of Lessor, its agents or employees. Lessor's obligations, as and when required by the Applicable Requirements, shall include, but not be limited to, the cost of investigation, removal, remediation, restoration and/or abatement, and shall survive the expiration or termination of this Lease.

(f) Investigations and Remediations. Lessor shall retain the responsibility and pay for any investigations or remediation measures required by governmental entities having jurisdiction with respect to the existence of Hazardous Substances on the Premises prior to Lessee's occupancy, unless such remediation measure is required as a result of Lessee's use (including "Alterations", as defined in paragraph 7.3(a) below) of the Premises, in which event Lessee shall be responsible for such payment. Lessee shall cooperate fully in any such activities at the request of Lessor, including allowing Lessor and Lessor's agents to have reasonable access to the Premises at reasonable times in order to carry out Lessor's investigative and remedial responsibilities.

(g) Lessor Termination Option. If a Hazardous Substance Condition (see Paragraph 9.1(e)) occurs during the term of this Lease, unless Lessee is legally responsible therefor (in which case Lessee shall make the investigation and remediation thereof required by the Applicable Requirements and this Lease shall continue in full force and effect, but subject to Lessor's rights under Paragraph 6.2(d) and Paragraph 13), Lessor

INITIALS INITIALS

©2001 - AIR COMMERCIAL REAL ESTATE ASSOCIATION

Powered by BoardOnTrack

may, at Lessor's option, either (i) investigate and remediate such Hazardous Substance Condition, if required, as soon as reasonably possible at Lessor's expense, in which event this Lease shall continue in full force and effect, or (ii) if the estimated cost to remediate such condition exceeds 12 times the then monthly Base Rent or $100,000, whichever is greater, give written notice to Lessee, within 30 days after receipt by Lessor of knowledge of the occurrence of such Hazardous Substance Condition, of Lessor's desire to terminate this Lease as of the date 60 days following the date of such notice. In the event Lessor elects to give a termination notice, Lessee may, within 10 days thereafter, give written notice to Lessor of Lessee's commitment to pay the amount by which the cost of the remediation of such Hazardous Substance Condition exceeds an amount equal to 12 times the then monthly Base Rent or $100,000, whichever is greater. Lessee shall provide Lessor with said funds or satisfactory assurance thereof within 30 days following such commitment. In such event, this Lease shall continue in full force and effect, and Lessor shall proceed to make such remediation as soon as reasonably possible after the required funds are available. If Lessee does not give such notice and provide the required funds or assurance thereof within the time provided, this Lease shall terminate as of the date specified in Lessor's notice of termination.

6.3 **Lessee's Compliance with Applicable Requirements.** Except as otherwise provided in this Lease, Lessee shall, at Lessee's sole expense, fully, diligently and in a timely manner, materially comply with all Applicable Requirements, the requirements of any applicable fire insurance underwriter or rating bureau, and the recommendations of Lessor's engineers and/or consultants which relate in any manner to the such Requirements, without regard to whether such Requirements are now in effect or become effective after the Start Date. Lessee shall, within 10 days after receipt of Lessor's written request, provide Lessor with copies of all permits and other documents, and other information evidencing Lessee's compliance with any Applicable Requirements specified by Lessor, and shall immediately upon receipt, notify Lessor in writing (with copies of any documents involved) of any threatened or actual claim, notice, citation, warning, complaint or report pertaining to or involving the failure of Lessee or the Premises to comply with any Applicable Requirements. Likewise, Lessee shall immediately give written notice to Lessor of: (i) any water damage to the Premises and any suspected seepage, pooling, dampness or other condition conducive to the production of mold; or (ii) any mustiness or other odors that might indicate the presence of mold in the Premises.

6.4 **Inspection; Compliance.** Lessor and Lessor's **"Lender"** (as defined in Paragraph 30) and consultants shall have the right to enter into Premises at any time, in the case of an emergency, and otherwise at reasonable times after reasonable notice, for the purpose of inspecting the condition of the Premises and for verifying compliance by Lessee with this Lease. The cost of any such inspections shall be paid by Lessor, unless a violation of Applicable Requirements, or a Hazardous Substance Condition (see paragraph 9.1) is found to exist or be imminent, or the inspection is requested or ordered by a governmental authority. In such case, Lessee shall upon request reimburse Lessor for the cost of such inspection, so long as such inspection is reasonably related to the violation or contamination. In addition, Lessee shall provide copies of all relevant material safety data sheets (**MSDS**) to Lessor within 10 days of the receipt of a written request therefor.

7. **Maintenance; Repairs; Utility Installations; Trade Fixtures and Alterations.**

7.1 **Lessee's Obligations.**

(a) **In General.** Subject to the provisions of Paragraph 2.2 (Condition), 2.3 (Compliance), 6.3 (Lessee's Compliance with Applicable Requirements), 7.2 (Lessor's Obligations), 9 (Damage or Destruction), and 14 (Condemnation), Lessee shall, at Lessee's sole expense, keep the Premises, Utility Installations (intended for Lessee's exclusive use, no matter where located), and Alterations in good order, condition and repair (whether or not the portion of the Premises requiring repairs, or the means of repairing the same, are reasonably or readily accessible to Lessee, and whether or not the need for such repairs occurs as a result of Lessee's use, any prior use, the elements or the age of such portion of the Premises), including, but not limited to, all equipment or facilities, such as plumbing, HVAC equipment, electrical, lighting facilities, boilers, pressure vessels, fire protection system, fixtures, walls (interior and exterior), ceilings, floors, windows, doors, plate glass, skylights, landscaping, driveways, parking lots, fences, retaining walls, signs, sidewalks and parkways located in, on, or adjacent to the Premises. Lessee is also responsible for keeping the roof and roof drainage clean and free of debris. Lessor shall keep the surface and structural elements of the roof, foundations, and bearing walls in good repair (see paragraph 7.2). Lessee, in keeping the Premises in good order, condition and repair, shall exercise and perform good maintenance practices, specifically including the procurement and maintenance of the service contracts required by Paragraph 7.1(b) below. Lessee's obligations shall include restorations, replacements or renewals when necessary to keep the Premises and all improvements thereon or a part thereof in good order, condition and state of repair. Lessee shall, during the term of this Lease, keep the exterior appearance of the Building in a first-class condition (including, e.g. graffiti removal) consistent with the exterior appearance of other similar facilities of comparable age and size in the vicinity, including, when necessary, the exterior repainting of the Building.

(b) **Service Contracts.** Lessee shall, at Lessee's sole expense, procure and maintain contracts, with copies to Lessor, in customary form and substance for, and with contractors specializing and experienced in the maintenance of the following equipment and improvements, if any, if and when installed on the Premises: (i) HVAC equipment, (ii) boiler, and pressure vessels, (iii) fire extinguishing systems, including fire alarm and/or smoke detection, (iv) landscaping and irrigation systems, and (v) clarifiers. However, Lessor reserves the right, upon notice to Lessee, to procure and maintain any or all of such service contracts, and Lessee shall reimburse Lessor, upon demand, for the cost thereof.

(c) **Failure to Perform.** If Lessee fails to perform Lessee's obligations under this Paragraph 7.1, Lessor may enter upon the Premises after 10 days' prior written notice to Lessee (except in the case of an emergency, in which case no notice shall be required), perform such obligations on Lessee's behalf, and put the Premises in good order, condition and repair, and Lessee shall promptly pay to Lessor a sum equal to 115% of the cost thereof.

(d) **Replacement.** Subject to Lessee's indemnification of Lessor as set forth in Paragraph 8.7 below, and without relieving Lessee of liability resulting from Lessee's failure to exercise and perform good maintenance practices, if an item described in Paragraph 7.1(b) cannot be repaired other than at a cost which is in excess of 50% of the cost of replacing such item, then such item shall be replaced by Lessor, and the cost thereof shall be prorated between the Parties and Lessee shall only be obligated to pay, each month during the remainder of the term of this Lease, on the date on which Base Rent is due, an amount equal to the product of multiplying the cost of such replacement by a fraction, the numerator of which is one, and the denominator of which is 144 (ie. 1/144th of the cost per month). Lessee shall pay interest on the unamortized balance but may prepay its obligation at any time.

7.2 **Lessor's Obligations.** Subject to the provisions of Paragraphs 2.2 (Condition), 2.3 (Compliance), 9 (Damage or Destruction) and 14 (Condemnation), it is intended by the Parties hereto that Lessor have no obligation, in any manner whatsoever, to repair and maintain the Premises, or the equipment therein, all of which obligations are intended to be that of the Lessee, except for the surface and structural elements of the roof, foundations and bearing walls, the repair of which shall be the responsibility of Lessor upon receipt of written notice that such a repair is necessary. It is the intention of the Parties that the terms of this Lease govern the respective obligations of the Parties as to maintenance and repair of the Premises, and they expressly waive the benefit of any statute now or hereafter in effect to the extent it is inconsistent with the terms of this Lease.

7.3 **Utility Installations; Trade Fixtures; Alterations.**

(a) **Definitions.** The term **"Utility Installations"** refers to all floor and window coverings, air and/or vacuum lines, power panels, electrical distribution, security and fire protection systems, communication cabling, lighting fixtures, HVAC equipment, plumbing, and fencing in or on the Premises. The term **"Trade Fixtures"** shall mean Lessee's machinery and equipment that can be removed without doing material damage to the Premises. The term **"Alterations"** shall mean any modification of the improvements, other than Utility Installations or Trade Fixtures, whether by addition or deletion. **"Lessee Owned Alterations and/or Utility Installations"** are defined as Alterations and/or Utility Installations made by Lessee that are not yet owned by Lessor pursuant to Paragraph 7.4(a).

(b) **Consent.** Lessee shall not make any Alterations or Utility Installations to the Premises without Lessor's prior written consent. Lessee may, however, make non-structural Alterations or Utility Installations to the interior of the Premises (excluding the roof) without such consent but upon notice to Lessor, as long as they are not visible from the outside, do not involve puncturing, relocating or removing the roof or any existing walls, will not affect the electrical, plumbing, HVAC, and/or life safety systems, and the cumulative cost thereof during this Lease as extended does not exceed a sum equal to 3 month's Base Rent in the aggregate or a sum equal to one month's Base Rent in any one year. Notwithstanding the foregoing, Lessee shall not make or permit any roof penetrations and/or install anything on the roof without the prior written approval of Lessor. Lessor may, as a precondition to granting such approval, require Lessee to utilize a contractor chosen and/or approved by Lessor. Any Alterations or Utility Installations that Lessee shall desire to make and which require the consent of the Lessor shall be presented to Lessor in written form with detailed plans. Consent shall be deemed conditioned upon Lessee's: (i) acquiring all applicable governmental permits, (ii) furnishing Lessor with copies of both the permits and the plans and specifications prior to commencement of the work, and (iii) compliance with all conditions of said permits and other Applicable Requirements in a prompt and expeditious manner. Any Alterations or Utility Installations shall be performed in a workmanlike manner with good and sufficient materials. Lessee shall promptly upon completion furnish Lessor with as-built plans and specifications. For work which costs an amount in excess of one month's Base Rent, Lessor may condition its consent upon Lessee providing a lien and completion bond in an amount equal to 150% of the estimated cost of such Alteration or Utility Installation and/or upon Lessee's posting an additional Security Deposit with Lessor.

(c) **Liens; Bonds.** Lessee shall pay, when due, all claims for labor or materials furnished or alleged to have been furnished to or for Lessee at or for use on the Premises, which claims are or may be secured by any mechanic's or materialmen's lien against the Premises or any interest therein. Lessee shall give Lessor not less than 10 days notice prior to the commencement of any work in, on or about the Premises, and Lessor shall have the right to post notices of non-responsibility. If Lessee shall contest the validity of any such lien, claim or demand, then Lessee shall, at its sole expense defend and protect itself, Lessor and the Premises against the same and shall pay and satisfy any such adverse judgment that may be rendered thereon before the enforcement thereof. If Lessor shall require, Lessee shall furnish a surety bond in an amount equal to 150% of the amount of such contested lien, claim or demand, indemnifying Lessor against liability for the same. If Lessor elects to participate in any such action,

©2001 - AIR COMMERCIAL REAL ESTATE ASSOCIATION

Lessee shall pay Lessor's attorneys' fees and costs.

7.4 **Ownership; Removal; Surrender; and Restoration.**

(a) **Ownership.** Subject to Lessor's right to require removal or elect ownership as hereinafter provided, all Alterations and Utility Installations made by Lessee shall be the property of Lessee, but considered a part of the Premises. Lessor may, at any time, elect in writing to be the owner of all or any specified part of the Lessee Owned Alterations and Utility Installations. Unless otherwise instructed per paragraph 7.4(b) hereof, all Lessee Owned Alterations and Utility Installations shall, at the expiration or termination of this Lease, become the property of Lessor and be surrendered by Lessee with the Premises.

(b) **Removal.** By delivery to Lessee of written notice from Lessor not earlier than 90 and not later than 30 days prior to the end of the term of this Lease, Lessor may require that any or all Lessee Owned Alterations or Utility Installations be removed by the expiration or termination of this Lease. Lessor may require the removal at any time of all or any part of any Lessee Owned Alterations or Utility Installations made without the required consent.

(c) **Surrender; Restoration.** Lessee shall surrender the Premises by the Expiration Date or any earlier termination date, with all of the improvements, parts and surfaces thereof broom clean and free of debris, and in good operating order, condition and state of repair, ordinary wear and tear excepted. "Ordinary wear and tear" shall not include any damage or deterioration that would have been prevented by good maintenance practice. Notwithstanding the foregoing, if this Lease is for 12 months or less, then Lessee shall surrender the Premises in the same condition as delivered to Lessee on the Start Date with NO allowance for ordinary wear and tear. Lessee shall repair any damage occasioned by the installation, maintenance or removal of Trade Fixtures, Lessee owned Alterations and/or Utility Installations, furnishings, and equipment as well as the removal of any storage tank installed by or for Lessee. Lessee shall completely remove from the Premises any and all Hazardous Substances brought onto the Premises by or for Lessee, or any third party (except Hazardous Substances which were deposited via underground migration from areas outside of the Premises) even if such removal would require Lessee to perform or pay for work that exceeds statutory requirements. Trade Fixtures shall remain the property of Lessee and shall be removed by Lessee. Any personal property of Lessee not removed on or before the Expiration Date or any earlier termination date shall be deemed to have been abandoned by Lessee and may be disposed of or retained by Lessor as Lessor may desire. The failure by Lessee to timely vacate the Premises pursuant to this Paragraph 7.4(c) without the express written consent of Lessor shall constitute a holdover under the provisions of Paragraph 26 below.

8. **Insurance; Indemnity.**

8.1 **Payment of Premium Increases.**

(a) Lessee shall pay to Lessor any insurance cost increase ("**Insurance Cost Increase**") occurring during the term of this Lease. Insurance Cost Increase is defined as any increase in the actual cost of the insurance required under Paragraph 8.2(b), 8.3(a) and 8.3(b) ("**Required Insurance**"), over and above the Base Premium as hereinafter defined calculated on an annual basis. Insurance Cost Increase shall include but not be limited to increases resulting from the nature of Lessee's occupancy, any act or omission of Lessee, requirements of the holder of mortgage or deed of trust covering the Premises, increased valuation of the Premises and/or a premium rate increase. The parties are encouraged to fill in the Base Premium in paragraph 1.8 with a reasonable premium for the Required Insurance based on the Agreed Use of the Premises. If the parties fail to insert a dollar amount in Paragraph 1.8, then the Base Premium shall be the lowest annual premium reasonably obtainable for the Required Insurance as of the commencement of the Original Term for the Agreed Use of the Premises. In no event, however, shall Lessee be responsible for any portion of the increase in the premium cost attributable to liability insurance carried by Lessor under Paragraph 8.2(b) in excess of $2,000,000 per occurrence.

(b) Lessee shall pay any such Insurance Cost Increase to Lessor within 30 days after receipt by Lessee of a copy of the premium statement or other reasonable evidence of the amount due. If the insurance policies maintained hereunder cover other property besides the Premises, Lessor shall also deliver to Lessee a statement of the amount of such Insurance Cost Increase attributable only to the Premises showing in reasonable detail the manner in which such amount was computed. Premiums for policy periods commencing prior to, or extending beyond the term of this Lease, shall be prorated to correspond to the term of this Lease.

8.2 **Liability Insurance.**

(a) **Carried by Lessee.** Lessee shall obtain and keep in force a Commercial General Liability policy of insurance protecting Lessee and Lessor as an additional insured against claims for bodily injury, personal injury and property damage based upon or arising out of the ownership, use, occupancy or maintenance of the Premises and all areas appurtenant thereto. Such insurance shall be on an occurrence basis providing single limit coverage in an amount not less than $1,000,000 per occurrence with an annual aggregate of not less than $2,000,000. Lessee shall add Lessor as an additional insured by means of an endorsement at least as broad as the Insurance Service Organization's "Additional Insured-Managers or Lessors of Premises" Endorsement. The policy shall not contain any intra-insured exclusions as between insured persons or organizations, but shall include coverage for liability assumed under this Lease as an "**insured contract**" for the performance of Lessee's indemnity obligations under this Lease. The limits of said insurance shall not, however, limit the liability of Lessee nor relieve Lessee of any obligation hereunder. Lessee shall provide an endorsement on its liability policy(ies) which provides that its insurance shall be primary to and not contributory with any similar insurance carried by Lessor, whose insurance shall be considered excess insurance only.

(b) **Carried by Lessor.** Lessor shall maintain liability insurance as described in Paragraph 8.2(a), in addition to, and not in lieu of, the insurance required to be maintained by Lessee. Lessee shall not be named as an additional insured therein.

8.3 **Property Insurance - Building, Improvements and Rental Value.**

(a) **Building and Improvements.** The Insuring Party shall obtain and keep in force a policy or policies in the name of Lessor, with loss payable to Lessor, any ground-lessor, and to any Lender insuring loss or damage to the Premises. The amount of such insurance shall be equal to the full insurable replacement cost of the Premises, as the same shall exist from time to time, or the amount required by any Lender, but in no event more than the commercially reasonable and available insurable value thereof. Lessee Owned Alterations and Utility Installations, Trade Fixtures, and Lessee's personal property shall be insured by Lessee not by Lessor. If the coverage is available and commercially appropriate, such policy or policies shall insure against all risks of direct physical loss or damage (except the perils of flood and/or earthquake unless required by a Lender or included in the Base Premium), including coverage for debris removal and the enforcement of any Applicable Requirements requiring the upgrading, demolition, reconstruction or replacement of any portion of the Premises as the result of a covered loss. Said policy or policies shall also contain an agreed valuation provision in lieu of any coinsurance clause, waiver of subrogation, and inflation guard protection causing an increase in the annual property insurance coverage amount by a factor of not less than the adjusted U.S. Department of Labor Consumer Price Index for All Urban Consumers for the city nearest to where the Premises are located. If such insurance coverage has a deductible clause, the deductible amount shall not exceed $5,000 per occurrence, and Lessee shall be liable for such deductible amount in the event of an Insured Loss.

(b) **Rental Value.** The Insuring Party shall obtain and keep in force a policy or policies in the name of Lessor with loss payable to Lessor and any Lender, insuring the loss of the full Rent for one year with an extended period of indemnity for an additional 180 days ("Rental Value insurance"). Said insurance shall contain an agreed valuation provision in lieu of any coinsurance clause, and the amount of coverage shall be adjusted annually to reflect the projected Rent otherwise payable by Lessee, for the next 12 month period. Lessee shall be liable for any deductible amount in the event of such loss.

(c) **Adjacent Premises.** If the Premises are part of a larger building, or of a group of buildings owned by Lessor which are adjacent to the Premises, the Lessee shall pay for any increase in the premiums for the property insurance of such building or buildings if said increase is caused by Lessee's acts, omissions, use or occupancy of the Premises.

8.4 **Lessee's Property; Business Interruption Insurance; Worker's Compensation Insurance.**

(a) **Property Damage.** Lessee shall obtain and maintain insurance coverage on all of Lessee's personal property, Trade Fixtures, and Lessee Owned Alterations and Utility Installations. Such insurance shall be full replacement cost coverage with a deductible of not to exceed $1,000 per occurrence. The proceeds from any such insurance shall be used by Lessee for the replacement of personal property, Trade Fixtures and Lessee Owned Alterations and Utility Installations. Lessee shall provide Lessor with written evidence that such insurance is in force.

(b) **Business Interruption.** Lessee shall obtain and maintain loss of income and extra expense insurance in amounts as will reimburse Lessee for direct or indirect loss of earnings attributable to all perils commonly insured against by prudent lessees in the business of Lessee or attributable to prevention of access to the Premises as a result of such perils.

(c) **Worker's Compensation Insurance.** Lessee shall obtain and maintain Worker's Compensation insurance in such amount as may be required by Applicable Requirements.

(d) **No Representation of Adequate Coverage.** Lessor makes no representation that the limits or forms of coverage of insurance specified herein are adequate to cover Lessee's property, business operations or obligations under this Lease.

8.5 **Insurance Policies.** Insurance required herein shall be by companies maintaining during the policy term a "General Policyholders Rating" of at least A-, VII, as set forth in the most current issue of "Best's Insurance Guide", or such other rating as may be required by a Lender. Lessee shall not do or permit to be done anything which invalidates the required insurance policies. Lessee shall, prior to the Start Date, deliver to Lessor certified copies of policies of such insurance or certificates with copies of the required endorsements evidencing the existence and amounts of the required insurance. No such policy shall be cancelable or subject to modification except after 30 days prior written notice to Lessor. Lessee shall, at least 10 days prior to the expiration of such policies, furnish Lessor with evidence of renewals or "insurance binders" evidencing renewal thereof, or Lessor may order such insurance and charge the cost thereof to Lessee, which amount shall be payable by Lessee to Lessor upon demand. Such policies shall be for a term of at least one year, or the length of the remaining term of this Lease, whichever is less. If either Party shall fail to procure

INITIALS INITIALS

©2001 - AIR COMMERCIAL REAL ESTATE ASSOCIATION

Powered by BoardOnTrack

and maintain the insurance required to be carried by it, the other Party may, but shall not be required to, procure and maintain the same.

8.6 **Waiver of Subrogation.** Without affecting any other rights or remedies, Lessee and Lessor each hereby release and relieve the other, and waive their entire right to recover damages against the other, for loss of or damage to its property arising out of or incident to the perils required to be insured against herein. The effect of such releases and waivers is not limited by the amount of insurance carried or required, or by any deductibles applicable hereto. The Parties agree to have their respective property damage insurance carriers waive any right to subrogation that such companies may have against Lessor or Lessee, as the case may be, so long as the insurance is not invalidated thereby.

8.7 **Indemnity.** Except for Lessor's gross negligence or willful misconduct, Lessee shall indemnify, protect, defend and hold harmless the Premises, Lessor and its agents, Lessor's master or ground lessor, partners and Lenders, from and against any and all claims, loss of rents and/or damages, liens, judgments, penalties, attorneys' and consultants' fees, expenses and/or liabilities arising out of, involving, or in connection with, the use and/or occupancy of the Premises by Lessee. If any action or proceeding is brought against Lessor by reason of any of the foregoing matters, Lessee shall upon notice defend the same at Lessee's expense by counsel reasonably satisfactory to Lessor and Lessor shall cooperate with Lessee in such defense. Lessor need not have first paid any such claim in order to be defended or indemnified.

8.8 **Exemption of Lessor and its Agents from Liability.** Notwithstanding the negligence or breach of this Lease by Lessor or its agents, neither Lessor nor its agents shall be liable under any circumstances for: (i) injury or damage to the person or goods, wares, merchandise or other property of Lessee, Lessee's employees, contractors, invitees, customers, or any other person in or about the Premises, whether such damage or injury is caused by or results from fire, steam, electricity, gas, water or rain, indoor air quality, the presence of mold or from the breakage, leakage, obstruction or other defects of pipes, fire sprinklers, wires, appliances, plumbing, HVAC or lighting fixtures, or from any other cause, whether the said injury or damage results from conditions arising upon the Premises or upon other portions of the building of which the Premises are a part, or from other sources or places, (ii) any damages arising from any act or neglect of any other tenant of Lessor or from the failure of Lessor or its agents to enforce the provisions of any other lease in the Project, or (iii) injury to Lessee's business or for any loss of income or profit therefrom. Instead, it is intended that Lessee's sole recourse in the event of such damages or injury be to file a claim on the insurance policy(ies) that Lessee is required to maintain pursuant to the provisions of paragraph 8.

8.9 **Failure to Provide Insurance.** Lessee acknowledges that any failure on its part to obtain or maintain the insurance required herein will expose Lessor to risks and potentially cause Lessor to incur costs not contemplated by this Lease, the extent of which will be extremely difficult to ascertain. Accordingly, for any month or portion thereof that Lessee does not maintain the required insurance and/or does not provide Lessor with the required binders or certificates evidencing the existence of the required insurance, the Base Rent shall be automatically increased, without any requirement for notice to Lessee, by an amount equal to 10% of the then existing Base Rent or $100, whichever is greater. The parties agree that such increase in Base Rent represents fair and reasonable compensation for the additional risk/ costs that Lessor will incur by reason of Lessee's failure to maintain the required insurance. Such increase in Base Rent shall in no event constitute a waiver of Lessee's Default or Breach with respect to the failure to maintain such insurance, prevent the exercise of any of the other rights and remedies granted hereunder, nor relieve Lessee of its obligation to maintain the insurance specified in this Lease.

9. **Damage or Destruction.**

9.1 **Definitions.**

(a) **"Premises Partial Damage"** shall mean damage or destruction to the Improvements on the Premises, other than Lessee Owned Alterations and Utility Installations, which can reasonably be repaired in 6 months or less from the date of the damage or destruction. Lessor shall notify Lessee in writing within 30 days from the date of the damage or destruction as to whether or not the damage is Partial or Total. Notwithstanding the foregoing, Premises Partial Damage shall not include damage to windows, doors, and/or other similar items which Lessee has the responsibility to repair or replace pursuant to the provisions of Paragraph 7.1.

(b) **"Premises Total Destruction"** shall mean damage or destruction to the Premises, other than Lessee Owned Alterations and Utility Installations and Trade Fixtures, which cannot reasonably be repaired in 6 months or less from the date of the damage or destruction. Lessor shall notify Lessee in writing within 30 days from the date of the damage or destruction as to whether or not the damage is Partial or Total.

(c) **"Insured Loss"** shall mean damage or destruction to improvements on the Premises, other than Lessee Owned Alterations and Utility Installations and Trade Fixtures, which was caused by an event required to be covered by the insurance described in Paragraph 8.3(a), irrespective of any deductible amounts or coverage limits involved.

(d) **"Replacement Cost"** shall mean the cost to repair or rebuild the improvements owned by Lessor at the time of the occurrence to their condition existing immediately prior thereto, including demolition, debris removal and upgrading required by the operation of Applicable Requirements, and without deduction for depreciation.

(e) **"Hazardous Substance Condition"** shall mean the occurrence or discovery of a condition involving the presence of, or a contamination by, a Hazardous Substance, in, on, or under the Premises which requires restoration.

9.2 **Partial Damage - Insured Loss.** If a Premises Partial Damage that is an Insured Loss occurs, then Lessor shall, at Lessor's expense, repair such damage (but not Lessee's Trade Fixtures or Lessee Owned Alterations and Utility Installations) as soon as reasonably possible and this Lease shall continue in full force and effect; provided, however, that Lessee shall, at Lessor's election, make the repair of any damage or destruction the total cost to repair of which is $10,000 or less, and, in such event, Lessor shall make any applicable insurance proceeds available to Lessee on a reasonable basis for that purpose. Notwithstanding the foregoing, if the required insurance was not in force or the insurance proceeds are not sufficient to effect such repair, the Insuring Party shall promptly contribute the shortage in proceeds (except as to the deductible which is Lessee's responsibility) as and when required to complete said repairs. In the event, however, such shortage was due to the fact that, by reason of the unique nature of the Improvements, full replacement cost insurance coverage was not commercially reasonable and available, Lessor shall have no obligation to pay for the shortage in insurance proceeds or to fully restore the unique aspects of the Premises unless Lessee provides Lessor with the funds to cover same, or adequate assurance thereof, within 10 days following receipt of written notice of such shortage and request therefor. If Lessor receives said funds or adequate assurance thereof within said 10 day period, the party responsible for making the repairs shall complete them as soon as reasonably possible and this Lease shall remain in full force and effect. If such funds or assurance are not received, Lessor may nevertheless elect by written notice to Lessee within 10 days thereafter to: (i) make such restoration and repair as is commercially reasonable with Lessor paying any shortage in proceeds, in which case this Lease shall remain in full force and effect, or (ii) have this Lease terminate 30 days thereafter. Lessee shall not be entitled to reimbursement of any funds contributed by Lessee to repair any such damage or destruction. Premises Partial Damage due to flood or earthquake shall be subject to Paragraph 9.3, notwithstanding that there may be some insurance coverage, but the net proceeds of any such insurance shall be made available for the repairs if made by either Party.

9.3 **Partial Damage - Uninsured Loss.** If a Premises Partial Damage that is not an Insured Loss occurs, unless caused by a negligent or willful act of Lessee (in which event Lessee shall make the repairs at Lessee's expense), Lessor may either: (i) repair such damage as soon as reasonably possible at Lessor's expense, in which event this Lease shall continue in full force and effect, or (ii) terminate this Lease by giving written notice to Lessee within 30 days after receipt by Lessor of knowledge of the occurrence of such damage. Such termination shall be effective 60 days following the date of such notice. In the event Lessor elects to terminate this Lease, Lessee shall have the right within 10 days after receipt of the termination notice to give written notice to Lessor of Lessee's commitment to pay for the repair of such damage without reimbursement from Lessor. Lessee shall provide Lessor with said funds or satisfactory assurance thereof within 30 days after making such commitment. In such event this Lease shall continue in full force and effect, and Lessor shall proceed to make such repairs as soon as reasonably possible after the required funds are available. If Lessee does not make the required commitment, this Lease shall terminate as of the date specified in the termination notice.

9.4 **Total Destruction.** Notwithstanding any other provision hereof, if a Premises Total Destruction occurs, this Lease shall terminate 60 days following such Destruction. If the damage or destruction was caused by the gross negligence or willful misconduct of Lessee, Lessor shall have the right to recover Lessor's damages from Lessee, except as provided in Paragraph 8.6.

9.5 **Damage Near End of Term.** If at any time during the last 6 months of this Lease there is damage for which the cost to repair exceeds one month's Base Rent, whether or not an Insured Loss, Lessor may terminate this Lease effective 60 days following the date of occurrence of such damage by giving a written termination notice to Lessee within 30 days after the date of occurrence of such damage. Notwithstanding the foregoing, if Lessee at that time has an exercisable option to extend this Lease or to purchase the Premises, then Lessee may preserve this Lease by, (a) exercising such option and (b) providing Lessor with any shortage in insurance proceeds (or adequate assurance thereof) needed to make the repairs on or before the earlier of (i) the date which is 10 days after Lessee's receipt of Lessor's written notice purporting to terminate this Lease, or (ii) the day prior to the date upon which such option expires. If Lessee duly exercises such option during such period and provides Lessor with funds (or adequate assurance thereof) to cover any shortage in insurance proceeds, Lessor shall, at Lessor's commercially reasonable expense, repair such damage as soon as reasonably possible and this Lease shall continue in full force and effect. If Lessee fails to exercise such option and provide such funds or assurance during such period, then this Lease shall terminate on the date specified in the termination notice and Lessee's option shall be extinguished.

9.6 **Abatement of Rent; Lessee's Remedies.**

(a) **Abatement.** In the event of Premises Partial Damage or Premises Total Destruction or a Hazardous Substance Condition for which Lessee is not responsible under this Lease, the Rent payable by Lessee for the period required for the repair, remediation or restoration of such damage shall be abated in proportion to the degree to which Lessee's use of the Premises is impaired, but not to exceed the proceeds received from

the Rental Value Insurance. All other obligations of Lessee hereunder shall be performed by Lessee, and Lessor shall have no liability for any such damage, destruction, remediation, repair or restoration except as provided herein.

(b) **Remedies.** If Lessor is obligated to repair or restore the Premises and does not commence, in a substantial and meaningful way, such repair or restoration within 90 days after such obligation shall accrue, Lessee may, at any time prior to the commencement of such repair or restoration, give written notice to Lessor and to any Lenders of which Lessee has actual notice, of Lessee's election to terminate this Lease on a date not less than 60 days following the giving of such notice. If Lessee gives such notice and such repair or restoration is not commenced within 30 days thereafter, this Lease shall terminate as of the date specified in said notice. If the repair or restoration is commenced within such 30 days, this Lease shall continue in full force and effect. **"Commence"** shall mean either the unconditional authorization of the preparation of the required plans, or the beginning of the actual work on the Premises, whichever first occurs.

9.7 **Termination; Advance Payments.** Upon termination of this Lease pursuant to Paragraph 6.2(g) or Paragraph 9, an equitable adjustment shall be made concerning advance Base Rent and any other advance payments made by Lessee to Lessor. Lessor shall, in addition, return to Lessee so much of Lessee's Security Deposit as has not been, or is not then required to be, used by Lessor.

10. **Real Property Taxes.**

10.1 **Definition.** As used herein, the term **"Real Property Taxes"** shall include any form of assessment; real estate, general, special, ordinary or extraordinary, or rental levy or tax (other than inheritance, personal income or estate taxes); improvement bond; and/or license fee imposed upon or levied against any legal or equitable interest of Lessor in the Premises or the Project, Lessor's right to other income therefrom, and/or Lessor's business of leasing, by any authority having the direct or indirect power to tax and where the funds are generated with reference to the Building address and where the proceeds so generated are to be applied by the city, county or other local taxing authority of a jurisdiction within which the Premises are located. Real Property Taxes shall also include any tax, fee, levy, assessment or charge, or any increase therein: (i) imposed by reason of events occurring during the term of this Lease, including but not limited to, a change in the ownership of the Premises, and (ii) levied or assessed on machinery or equipment provided by Lessor to Lessee pursuant to this Lease.

10.2

(a) **Payment of Taxes.** Lessor shall pay the Real Property Taxes applicable to the Premises provided, however, that Lessee shall pay to Lessor the amount, if any, by which Real Property Taxes applicable to the Premises increase over the fiscal tax year during which the Commencement Date Occurs ("Tax Increase"). Payment of any such Tax Increase shall be made by Lessee to Lessor within 30 days after receipt of Lessor's written statement setting forth the amount due and computation thereof. If any such taxes shall cover any period of time prior to or after the expiration or termination of this Lease, Lessee's share of such taxes shall be prorated to cover only that portion of the tax bill applicable to the period that this Lease is in effect. In the event Lessee incurs a late charge on any Rent payment, Lessor may estimate the current Real Property Taxes, and require that the Tax Increase be paid in advance to Lessor by Lessee monthly in advance with the payment of the Base Rent. Such monthly payment shall be an amount equal to the amount of the estimated installment of the Tax Increase divided by the number of months remaining before the month in which said installment becomes delinquent. When the actual amount of the applicable Tax Increase is known, the amount of such equal monthly advance payments shall be adjusted as required to provide the funds needed to pay the applicable Tax Increase. If the amount collected by Lessor is insufficient to pay the Tax Increase when due, Lessee shall pay Lessor, upon demand, such additional sums as are necessary to pay such obligations. Advance payments may be intermingled with other moneys of Lessor and shall not bear interest. In the event of a Breach by Lessee in the performance of its obligations under this Lease, then any such advance payments may be treated by Lessor as an additional Security Deposit.

(b) **Additional Improvements.** Notwithstanding anything to the contrary in this Paragraph 10.2, Lessee shall pay to Lessor upon demand therefor the entirety of any increase in Real Property Taxes assessed by reason of Alterations or Utility Installations placed upon the Premises by Lessee or at Lessee's request or by reason of any alterations or improvements to the Premises made by Lessor subsequent to the execution of this Lease by the Parties.

10.3 **Joint Assessment.** If the Premises are not separately assessed, Lessee's liability shall be an equitable proportion of the Tax Increase for all of the land and improvements included within the tax parcel assessed, such proportion to be conclusively determined by Lessor from the respective valuations assigned in the assessor's work sheets or such other information as may be reasonably available.

10.4 **Personal Property Taxes.** Lessee shall pay, prior to delinquency, all taxes assessed against and levied upon Lessee Owned Alterations, Utility Installations, Trade Fixtures, furnishings, equipment and all personal property of Lessee. When possible, Lessee shall cause its Lessee Owned Alterations and Utility Installations, Trade Fixtures, furnishings, equipment and all other personal property to be assessed and billed separately from the real property of Lessor. If any of Lessee's said property shall be assessed with Lessor's real property, Lessee shall pay Lessor the taxes attributable to Lessee's property within 10 days after receipt of a written statement setting forth the taxes applicable to Lessee's property.

11. **Utilities and Services.** Lessee shall pay for all water, gas, heat, light, power, telephone, trash disposal and other utilities and services supplied to the Premises, together with any taxes thereon. If any such services are not separately metered or billed to Lessee, Lessee shall pay a reasonable proportion, to be determined by Lessor, of all charges jointly metered or billed. There shall be no abatement of rent and Lessor shall not be liable in any respect whatsoever for the inadequacy, stoppage, interruption or discontinuance of any utility or service due to riot, strike, labor dispute, breakdown, accident, repair or other cause beyond Lessor's reasonable control or in cooperation with governmental request or directions.

12. **Assignment and Subletting.**

12.1 **Lessor's Consent Required.**

(a) Lessee shall not voluntarily or by operation of law assign, transfer, mortgage or encumber (collectively, **"assign or assignment"**) or sublet all or any part of Lessee's interest in this Lease or in the Premises without Lessor's prior written consent.

(b) Unless Lessee is a corporation and its stock is publicly traded on a national stock exchange, a change in the control of Lessee shall constitute an assignment requiring consent. The transfer, on a cumulative basis, of 25% or more of the voting control of Lessee shall constitute a change in control for this purpose.

(c) The involvement of Lessee or its assets in any transaction, or series of transactions (by way of merger, sale, acquisition, financing, transfer, leveraged buy-out or otherwise), whether or not a formal assignment or hypothecation of this Lease or Lessee's assets occurs, which results or will result in a reduction of the Net Worth of Lessee by an amount greater than 25% of such Net Worth as it was represented at the time of the execution of this Lease or at the time of the most recent assignment to which Lessor has consented, or as it exists immediately prior to said transaction or transactions constituting such reduction, whichever was or is greater, shall be considered an assignment of this Lease to which Lessor may withhold its consent. **"Net Worth of Lessee"** shall mean the net worth of Lessee (excluding any guarantors) established under generally accepted accounting principles.

(d) An assignment or subletting without consent shall, at Lessor's option, be a Default curable after notice per Paragraph 13.1(c), or a noncurable Breach without the necessity of any notice and grace period. If Lessor elects to treat such unapproved assignment or subletting as a noncurable Breach, Lessor may either: (i) terminate this Lease, or (ii) upon 30 days written notice, increase the monthly Base Rent to 110% of the Base Rent then in effect. Further, in the event of such Breach and rental adjustment, (i) the purchase price of any option to purchase the Premises held by Lessee shall be subject to similar adjustment to 110% of the price previously in effect, and (ii) all fixed and non-fixed rental adjustments scheduled during the remainder of the Lease term shall be increased to 110% of the scheduled adjusted rent.

(e) Lessee's remedy for any breach of Paragraph 12.1 by Lessor shall be limited to compensatory damages and/or injunctive relief.

(f) Lessor may reasonably withhold consent to a proposed assignment or subletting if Lessee is in Default at the time consent is requested.

(g) Notwithstanding the foregoing, allowing a de minimis portion of the Premises, ie. 20 square feet or less, to be used by a third party vendor in connection with the installation of a vending machine or payphone shall not constitute a subletting.

12.2 **Terms and Conditions Applicable to Assignment and Subletting.**

(a) Regardless of Lessor's consent, no assignment or subletting shall: (i) be effective without the express written assumption by such assignee or sublessee of the obligations of Lessee under this Lease, (ii) release Lessee of any obligations hereunder, or (iii) alter the primary liability of Lessee for the payment of Rent or for the performance of any other obligations to be performed by Lessee.

(b) Lessor may accept Rent or performance of Lessee's obligations from any person other than Lessee pending approval or disapproval of an assignment. Neither a delay in the approval or disapproval of such assignment nor the acceptance of Rent or performance shall constitute a waiver or estoppel of Lessor's right to exercise its remedies for Lessee's Default or Breach.

(c) Lessor's consent to any assignment or subletting shall not constitute a consent to any subsequent assignment or subletting.

(d) In the event of any Default or Breach by Lessee, Lessor may proceed directly against Lessee, any Guarantors or anyone else responsible for the performance of Lessee's obligations under this Lease, including any assignee or sublessee, without first exhausting Lessor's remedies against any other person or entity responsible therefor to Lessor, or any security held by Lessor.

(e) Each request for consent to an assignment or subletting shall be in writing, accompanied by information relevant to Lessor's determination as to the financial and operational responsibility and appropriateness of the proposed assignee or sublessee, including but not limited to the intended use and/or required modification of the Premises, if any, together with a fee of $500 as consideration for Lessor's considering and processing said request. Lessee agrees to provide Lessor with such other or additional information and/or documentation as may be reasonably requested. (See also Paragraph 36)

(f) Any assignee of, or sublessee under, this Lease shall, by reason of accepting such assignment, entering into such sublease, or

entering into possession of the Premises or any portion thereof, be deemed to have assumed and agreed to conform and comply with each and every term, covenant, condition and obligation herein to be observed or performed by Lessee during the term of said assignment or sublease, other than such obligations as are contrary to or inconsistent with provisions of an assignment or sublease to which Lessor has specifically consented to in writing.

(g) Lessor's consent to any assignment or subletting shall not transfer to the assignee or sublessee any Option granted to the original Lessee by this Lease unless such transfer is specifically consented to by Lessor in writing. (See Paragraph 39.2)

12.3 **Additional Terms and Conditions Applicable to Subletting.** The following terms and conditions shall apply to any subletting by Lessee of all or any part of the Premises and shall be deemed included in all subleases under this Lease whether or not expressly incorporated therein:

(a) Lessee hereby assigns and transfers to Lessor all of Lessee's interest in all Rent payable on any sublease, and Lessor may collect such Rent and apply same toward Lessee's obligations under this Lease; provided, however, that until a Breach shall occur in the performance of Lessee's obligations, Lessee may collect said Rent. In the event that the amount collected by Lessor exceeds Lessee's then outstanding obligations any such excess shall be refunded to Lessee. Lessor shall not, by reason of the foregoing or any assignment of such sublease, nor by reason of the collection of Rent, be deemed liable to the sublessee for any failure of Lessee to perform and comply with any of Lessee's obligations to such sublessee. Lessee hereby irrevocably authorizes and directs any such sublessee, upon receipt of a written notice from Lessor stating that a Breach exists in the performance of Lessee's obligations under this Lease, to pay to Lessor all Rent due and to become due under the sublease. Sublessee shall rely upon any such notice from Lessor and shall pay all Rents to Lessor without any obligation or right to inquire as to whether such Breach exists, notwithstanding any claim from Lessee to the contrary.

(b) In the event of a Breach by Lessee, Lessor may, at its option, require sublessee to attorn to Lessor, in which event Lessor shall undertake the obligations of the sublessor under such sublease from the time of the exercise of said option to the expiration of such sublease; provided, however, Lessor shall not be liable for any prepaid rents or security deposit paid by such sublessee to such sublessor or for any prior Defaults or Breaches of such sublessor.

(c) Any matter requiring the consent of the sublessor under a sublease shall also require the consent of Lessor.

(d) No sublessee shall further assign or sublet all or any part of the Premises without Lessor's prior written consent.

(e) Lessor shall deliver a copy of any notice of Default or Breach by Lessee to the sublessee, who shall have the right to cure the Default of Lessee within the grace period, if any, specified in such notice. The sublessee shall have a right of reimbursement and offset from and against Lessee for any such Defaults cured by the sublessee.

13. **Default; Breach; Remedies.**

13.1 **Default; Breach.** A **"Default"** is defined as a failure by the Lessee to comply with or perform any of the terms, covenants, conditions or Rules and Regulations under this Lease. A **"Breach"** is defined as the occurrence of one or more of the following Defaults, and the failure of Lessee to cure such Default within any applicable grace period:

(a) The abandonment of the Premises; or the vacating of the Premises without providing a commercially reasonable level of security, or where the coverage of the property insurance described in Paragraph 8.3 is jeopardized as a result thereof, or without providing reasonable assurances to minimize potential vandalism.

(b) The failure of Lessee to make any payment of Rent or any Security Deposit required to be made by Lessee hereunder, whether to Lessor or to a third party, when due, to provide reasonable evidence of insurance or surety bond, or to fulfill any obligation under this Lease which endangers or threatens life or property, where such failure continues for a period of 3 business days following written notice to Lessee. THE ACCEPTANCE BY LESSOR OF A PARTIAL PAYMENT OF RENT OR SECURITY DEPOSIT SHALL NOT CONSTITUTE A WAIVER OF ANY OF LESSOR'S RIGHTS, INCLUDING LESSOR'S RIGHT TO RECOVER POSSESSION OF THE PREMISES.

(c) The failure of Lessee to allow Lessor and/or its agents access to the Premises or the commission of waste, act or acts constituting public or private nuisance, and/or an illegal activity on the Premises by Lessee, where such actions continue for a period of 3 business days following written notice to Lessee.

(d) The failure by Lessee to provide (i) reasonable written evidence of compliance with Applicable Requirements, (ii) the service contracts, (iii) the rescission of an unauthorized assignment or subletting, (iv) an Estoppel Certificate or financial statements, (v) a requested subordination, (vi) evidence concerning any guaranty and/or Guarantor, (vii) any document requested under Paragraph 42, (viii) material safety data sheets (MSDS), or (ix) any other documentation or information which Lessor may reasonably require of Lessee under the terms of this Lease, where any such failure continues for a period of 10 days following written notice to Lessee.

(e) A Default by Lessee as to the terms, covenants, conditions or provisions of this Lease, or of the rules adopted under Paragraph 40 hereof, other than those described in subparagraphs 13.1(a), (b), (c) or (d), above, where such Default continues for a period of 30 days after written notice; provided, however, that if the nature of Lessee's Default is such that more than 30 days are reasonably required for its cure, then it shall not be deemed to be a Breach if Lessee commences such cure within said 30 day period and thereafter diligently prosecutes such cure to completion.

(f) The occurrence of any of the following events: (i) the making of any general arrangement or assignment for the benefit of creditors; (ii) becoming a **"debtor"** as defined in 11 U.S.C. §101 or any successor statute thereto (unless, in the case of a petition filed against Lessee, the same is dismissed within 60 days); (iii) the appointment of a trustee or receiver to take possession of substantially all of Lessee's assets located at the Premises or of Lessee's interest in this Lease, where possession is not restored to Lessee within 30 days; or (iv) the attachment, execution or other judicial seizure of substantially all of Lessee's assets located at the Premises or of Lessee's interest in this Lease, where such seizure is not discharged within 30 days; provided, however, in the event that any provision of this subparagraph (e) is contrary to any applicable law, such provision shall be of no force or effect, and not affect the validity of the remaining provisions.

(g) The discovery that any financial statement of Lessee or of any Guarantor given to Lessor was materially false.

(h) If the performance of Lessee's obligations under this Lease is guaranteed: (i) the death of a Guarantor, (ii) the termination of a Guarantor's liability with respect to this Lease other than in accordance with the terms of such guaranty, (iii) a Guarantor's becoming insolvent or the subject of a bankruptcy filing, (iv) a Guarantor's refusal to honor the guaranty, or (v) a Guarantor's breach of its guaranty obligation on an anticipatory basis, and Lessee's failure, within 60 days following written notice of any such event, to provide written alternative assurance or security, which, when coupled with the then existing resources of Lessee, equals or exceeds the combined financial resources of Lessee and the Guarantors that existed at the time of execution of this Lease.

13.2 **Remedies.** If Lessee fails to perform any of its affirmative duties or obligations, within 10 days after written notice (or in case of an emergency, without notice), Lessor may, at its option, perform such duty or obligation on Lessee's behalf, including but not limited to the obtaining of reasonably required bonds, insurance policies, or governmental licenses, permits or approvals. Lessee shall pay to Lessor an amount equal to 115% of the costs and expenses incurred by Lessor in such performance upon receipt of an invoice therefor. In the event of a Breach, Lessor may, with or without further notice or demand, and without limiting Lessor in the exercise of any right or remedy which Lessor may have by reason of such Breach:

(a) Terminate Lessee's right to possession of the Premises by any lawful means, in which case this Lease shall terminate and Lessee shall immediately surrender possession to Lessor. In such event Lessor shall be entitled to recover from Lessee: (i) the unpaid Rent which had been earned at the time of termination; (ii) the worth at the time of award of the amount by which the unpaid rent which would have been earned after termination until the time of award exceeds the amount of such rental loss that the Lessee proves could have been reasonably avoided; (iii) the worth at the time of award of the amount by which the unpaid rent for the balance of the term after the time of award exceeds the amount of such rental loss that the Lessee proves could be reasonably avoided; and (iv) any other amount necessary to compensate Lessor for all the detriment proximately caused by the Lessee's failure to perform its obligations under this Lease or which in the ordinary course of things would be likely to result therefrom, including but not limited to the cost of recovering possession of the Premises, expenses of relotting, including necessary renovation and alteration of the Premises, reasonable attorneys' fees, and that portion of any leasing commission paid by Lessor in connection with this Lease applicable to the unexpired term of this Lease. The worth at the time of award of the amount referred to in provision (iii) of the immediately preceding sentence shall be computed by discounting such amount at the discount rate of the Federal Reserve Bank of the District within which the Premises are located at the time of award plus one percent. Efforts by Lessor to mitigate damages caused by Lessee's Breach of this Lease shall not waive Lessor's right to recover damages under Paragraph 12. If termination of this Lease is obtained through the provisional remedy of unlawful detainer, Lessor shall have the right to recover in such proceeding any unpaid Rent and damages as are recoverable therein, or Lessor may reserve the right to recover all or any part thereof in a separate suit. If a notice and grace period required under Paragraph 13.1 was not previously given, a notice to pay rent or quit, or to perform or quit given to Lessee under the unlawful detainer statute shall also constitute the notice required by Paragraph 13.1. In such case, the applicable grace period required by Paragraph 13.1 and the unlawful detainer statute shall run concurrently, and the failure of Lessee to cure the Default within the greater of the two such grace periods shall constitute both an unlawful detainer and a Breach of this Lease entitling Lessor to the remedies provided for in this Lease and/or by said statute.

(b) Continue the Lease and Lessee's right to possession and recover the Rent as it becomes due, in which event Lessee may sublet or assign, subject only to reasonable limitations. Acts of maintenance, efforts to relet, and/or the appointment of a receiver to protect the Lessor's interests, shall not constitute a termination of the Lessee's right to possession.

(c) Pursue any other remedy now or hereafter available under the laws or judicial decisions of the state wherein the Premises are located. The expiration or termination of this Lease and/or the termination of Lessee's right to possession shall not relieve Lessee from liability under any indemnity provisions of this Lease as to matters occurring or accruing during the term hereof or by reason of Lessee's occupancy of the Premises.

13.3 **Inducement Recapture.** Any agreement for free or abated rent or other charges, or for the giving or paying by Lessor to or for

Powered by BoardOnTrack

Lessee of any cash or other bonus, inducement or consideration for Lessee's entering into this Lease, all of which concessions are hereinafter referred to as **"Inducement Provisions,"** shall be deemed conditioned upon Lessee's full and faithful performance of all of the terms, covenants and conditions of this Lease. Upon Breach of this Lease by Lessee, any such Inducement Provision shall automatically be deemed deleted from this Lease and of no further force or effect, and any rent, other charge, bonus, inducement or consideration theretofore abated, given or paid by Lessor under such an inducement Provision shall be immediately due and payable by Lessee to Lessor, notwithstanding any subsequent cure of said Breach by Lessee. The acceptance by Lessor of rent or the cure of the Breach which initiated the operation of this paragraph shall not be deemed a waiver by Lessor of the provisions of this paragraph unless specifically so stated in writing by Lessor at the time of such acceptance.

13.4 **Late Charges.** Lessee hereby acknowledges that late payment by Lessee of Rent will cause Lessor to incur costs not contemplated by this Lease, the exact amount of which will be extremely difficult to ascertain. Such costs include, but are not limited to, processing and accounting charges, and late charges which may be imposed upon Lessor by any Lender. Accordingly, if any Rent shall not be received by Lessor within 5 days after such amount shall be due, then, without any requirement for notice to Lessee, Lessee shall immediately pay to Lessor a one-time late charge equal to 10% of each such overdue amount or $100, whichever is greater. The Parties hereby agree that such late charge represents a fair and reasonable estimate of the costs Lessor will incur by reason of such late payment. Acceptance of such late charge by Lessor shall in no event constitute a waiver of Lessee's Default or Breach with respect to such overdue amount, nor prevent the exercise of any of the other rights and remedies granted hereunder. In the event that a late charge is payable hereunder, whether or not collected, for 3 consecutive installments of Base Rent, then notwithstanding any provision of this Lease to the contrary, Base Rent shall, at Lessor's option, become due and payable quarterly in advance.

13.5 **Interest.** Any monetary payment due Lessor hereunder, other than late charges, not received by Lessor, when due as to scheduled payments (such as Base Rent) or within 30 days following the date on which it was due for non-scheduled payment, shall bear interest from the date when due, as to scheduled payments, or the 31st day after it was due as to non-scheduled payments. The interest (**"Interest"**) charged shall be computed at the rate of 10% per annum but shall not exceed the maximum rate allowed by law. Interest is payable in addition to the potential late charge provided for in Paragraph 13.4.

13.6 **Breach by Lessor.**

(a) **Notice of Breach.** Lessor shall not be deemed in breach of this Lease unless Lessor fails within a reasonable time to perform an obligation required to be performed by Lessor. For purposes of this Paragraph, a reasonable time shall in no event be less than 30 days after receipt by Lessor, and any Lender whose name and address shall have been furnished Lessee in writing for such purpose, of written notice specifying wherein such obligation of Lessor has not been performed; provided, however, that if the nature of Lessor's obligation is such that more than 30 days are reasonably required for its performance, then Lessor shall not be in breach if performance is commenced within such 30 day period and thereafter diligently pursued to completion.

(b) **Performance by Lessee on Behalf of Lessor.** In the event that neither Lessor nor Lender cures said breach within 30 days after receipt of said notice, or if having commenced said cure they do not diligently pursue it to completion, then Lessee may elect to cure said breach at Lessee's expense and offset from Rent the actual and reasonable cost to perform such cure, provided however, that such offset shall not exceed an amount equal to the greater of one month's Base Rent or the Security Deposit, reserving Lessee's right to seek reimbursement from Lessor for any such expense in excess of such offset. Lessee shall document the cost of said cure and supply said documentation to Lessor.

14. **Condemnation.** If the Premises or any portion thereof are taken under the power of eminent domain or sold under the threat of the exercise of said power (collectively **"Condemnation"**), this Lease shall terminate as to the part taken as of the date the condemning authority takes title or possession, whichever first occurs. If more than 10% of the Building, or more than 25% of that portion of the Premises not occupied by any building, is taken by Condemnation, Lessee may, at Lessee's option, to be exercised in writing within 10 days after Lessor shall have given Lessee written notice of such taking (or in the absence of such notice, within 10 days after the condemning authority shall have taken possession) terminate this Lease as of the date the condemning authority takes such possession. If Lessee does not terminate this Lease in accordance with the foregoing, this Lease shall remain in full force and effect as to the portion of the Premises remaining, except that the Base Rent shall be reduced in proportion to the reduction in utility of the Premises caused by such Condemnation. Condemnation awards and/or payments shall be the property of Lessor, whether such award shall be made as compensation for diminution in value of the leasehold, the value of the part taken, or for severance damages; provided, however, that Lessee shall be entitled to any compensation paid by the condemnor for Lessee's relocation expenses, loss of business goodwill and/or Trade Fixtures, without regard to whether or not this Lease is terminated pursuant to the provisions of this Paragraph. All Alterations and Utility Installations made to the Premises by Lessee, for purposes of Condemnation only, shall be considered the property of the Lessee and Lessee shall be entitled to any and all compensation which is payable therefor. In the event that this Lease is not terminated by reason of the Condemnation, Lessor shall repair any damage to the Premises caused by such Condemnation.

15. **Brokerage Fees.**

15.1 **Additional Commission.** If a separate brokerage fee agreement is attached then in addition to the payments owed pursuant to Paragraph 1.9 above, and unless Lessor and the Brokers otherwise agree in writing, Lessor agrees that: (a) if Lessee exercises any Option, (b) if Lessee or anyone affiliated with Lessee acquires any rights to the Premises or other premises owned by Lessor and located within the same Project, if any, within which the Premises is located, (c) if Lessee remains in possession of the Premises, with the consent of Lessor, after the expiration of this Lease, or (d) if Base Rent is increased, whether by agreement or operation of an escalation clause herein, then, Lessor shall pay Brokers a fee in accordance with the schedule attached to such brokerage fee agreement.

15.2 **Assumption of Obligations.** Any buyer or transferee of Lessor's interest in this Lease shall be deemed to have assumed Lessor's obligation hereunder. Brokers shall be third party beneficiaries of the provisions of Paragraphs 1.9, 15, 22 and 31. If Lessor fails to pay to Brokers any amounts due as and for brokerage fees pertaining to this Lease when due, then such amounts shall accrue Interest. In addition, if Lessor fails to pay any amounts to Lessee's Broker when due, Lessee's Broker may send written notice to Lessor and Lessee of such failure and if Lessor fails to pay such amounts within 10 days after said notice, Lessee shall pay said monies to its Broker and offset such amounts against Rent. In addition, Lessee's Broker shall be deemed to be a third party beneficiary of any commission agreement entered into by and/or between Lessor and Lessor's Broker for the limited purpose of collecting any brokerage fee owed.

15.3 **Representations and Indemnities of Broker Relationships.** Lessee and Lessor each represent and warrant to the other that it has had no dealings with any person, firm, broker or finder (other than the Brokers, if any) in connection with this Lease, and that no one other than said named Brokers is entitled to any commission or finder's fee in connection herewith. Lessee and Lessor do each hereby agree to indemnify, protect, defend and hold the other harmless from and against liability for compensation or charges which may be claimed by any such unnamed broker, finder or other similar party by reason of any dealings or actions of the Indemnifying Party, including any costs, expenses, attorneys' fees reasonably incurred with respect thereto.

16. **Estoppel Certificates.**

(a) Each Party (as **"Responding Party"**) shall within 10 days after written notice from the other Party (the **"Requesting Party"**) execute, acknowledge and deliver to the Requesting Party a statement in writing in form similar to the then most current **"Estoppel Certificate"** form published by the AIR Commercial Real Estate Association, plus such additional information, confirmation and/or statements as may be reasonably requested by the Requesting Party.

(b) If the Responding Party shall fail to execute or deliver the Estoppel Certificate within such 10 day period, the Requesting Party may execute an Estoppel Certificate stating that: (i) the Lease is in full force and effect without modification except as may be represented by the Requesting Party, (ii) there are no uncured defaults in the Requesting Party's performance, and (iii) if Lessor is the Requesting Party, not more than one month's rent has been paid in advance. Prospective purchasers and encumbrancers may rely upon the Requesting Party's Estoppel Certificate, and the Responding Party shall be estopped from denying the truth of the facts contained in said Certificate.

(c) If Lessor desires to finance, refinance, or sell the Premises, or any part thereof, Lessee and all Guarantors shall within 10 days after written notice from Lessor deliver to any potential lender or purchaser designated by Lessor such financial statements as may be reasonably required by such lender or purchaser, including but not limited to Lessee's financial statements for the past 3 years. All such financial statements shall be received by Lessor and such lender or purchaser in confidence and shall be used only for the purposes herein set forth.

17. **Definition of Lessor.** The term **"Lessor"** as used herein shall mean the owner or owners at the time in question of the fee title to the Premises, or, if this is a sublease, of the Lessee's interest in the prior lease. In the event of a transfer of Lessor's title or interest in the Premises or this Lease, Lessor shall deliver to the transferee or assignee (in cash or by credit) any unused Security Deposit held by Lessor. Upon such transfer or assignment and delivery of the Security Deposit, as aforesaid, the prior Lessor shall be relieved of all liability with respect to the obligations and/or covenants under this Lease thereafter to be performed by the Lessor. Subject to the foregoing, the obligations and/or covenants in this Lease to be performed by the Lessor shall be binding only upon the Lessor as hereinabove defined.

18. **Severability.** The invalidity of any provision of this Lease, as determined by a court of competent jurisdiction, shall in no way affect the validity of any other provision hereof.

19. **Days.** Unless otherwise specifically indicated to the contrary, the word "days" as used in this Lease shall mean and refer to calendar days.

20. **Limitation on Liability.** The obligations of Lessor under this Lease shall not constitute personal obligations of Lessor or its partners, members, directors, officers or shareholders, and Lessee shall look to the Premises, and to no other assets of Lessor, for the satisfaction of any liability of Lessor with respect to this Lease, and shall not seek recourse against Lessor's partners, members, directors, officers or shareholders, or any of their personal assets for such satisfaction.

21. **Time of Essence.** Time is of the essence with respect to the performance of all obligations to be performed or observed by the Parties under this Lease.

22. **No Prior or Other Agreements; Broker Disclaimer.** This Lease contains all agreements between the Parties with respect to any matter mentioned herein, and no other prior or contemporaneous agreement or understanding shall be effective. Lessor and Lessee each represents and warrants to the Brokers that it has made, and is relying solely upon, its own investigation as to the nature, quality, character and financial responsibility of the other Party to this Lease and as to the use, nature, quality and character of the Premises. Brokers have no responsibility with respect thereto or with respect to any default or breach hereof by either Party.

23. **Notices.**

23.1 **Notice Requirements.** All notices required or permitted by this Lease or applicable law shall be in writing and may be delivered in person (by hand or by courier) or may be sent by regular, certified or registered mail or U.S. Postal Service Express Mail, with postage prepaid, or by facsimile transmission, and shall be deemed sufficiently given if served in a manner specified in this Paragraph 23. The addresses noted adjacent to a Party's signature on this Lease shall be that Party's address for delivery or mailing of notices. Either Party may by written notice to the other specify a different address for notice, except that upon Lessee's taking possession of the Premises, the Premises shall constitute Lessee's address for notice. A copy of all notices to Lessor shall be concurrently transmitted to such party or parties at such addresses as Lessor may from time to time hereafter designate in writing.

23.2 **Date of Notice.** Any notice sent by registered or certified mail, return receipt requested, shall be deemed given on the date of delivery shown on the receipt card, or if no delivery date is shown, the postmark thereon. If sent by regular mail the notice shall be deemed given 72 hours after the same is addressed as required herein and mailed with postage prepaid. Notices delivered by United States Express Mail or overnight courier that guarantees next day delivery shall be deemed given 24 hours after delivery of the same to the Postal Service or courier. Notices transmitted by facsimile transmission or similar means shall be deemed delivered upon telephone confirmation of receipt (confirmation report from fax machine is sufficient), provided a copy is also delivered via delivery or mail. If notice is received on a Saturday, Sunday or legal holiday, it shall be deemed received on the next business day.

24. **Waivers.**

(a) No waiver by Lessor of the Default or Breach of any term, covenant or condition hereof by Lessee, shall be deemed a waiver of any other term, covenant or condition hereof, or of any subsequent Default or Breach by Lessee of the same or of any other term, covenant or condition hereof. Lessor's consent to, or approval of, any act shall not be deemed to render unnecessary the obtaining of Lessor's consent to, or approval of, any subsequent or similar act by Lessee, or be construed as the basis of an estoppel to enforce the provision or provisions of this Lease requiring such consent.

(b) The acceptance of Rent by Lessor shall not be a waiver of any Default or Breach by Lessee. Any payment by Lessee may be accepted by Lessor on account of moneys or damages due Lessor, notwithstanding any qualifying statements or conditions made by Lessee in connection therewith, which such statements and/or conditions shall be of no force or effect whatsoever unless specifically agreed to in writing by Lessor at or before the time of deposit of such payment.

(c) THE PARTIES AGREE THAT THE TERMS OF THIS LEASE SHALL GOVERN WITH REGARD TO ALL MATTERS RELATED THERETO AND HEREBY WAIVE THE PROVISIONS OF ANY PRESENT OR FUTURE STATUTE TO THE EXTENT THAT SUCH STATUTE IS INCONSISTENT WITH THIS LEASE.

25. **Disclosures Regarding The Nature of a Real Estate Agency Relationship.**

(a) When entering into a discussion with a real estate agent regarding a real estate transaction, a Lessor or Lessee should from the outset understand what type of agency relationship or representation it has with the agent or agents in the transaction. Lessor and Lessee acknowledge being advised by the Brokers in this transaction, as follows:

(i) Lessor's Agent. A Lessor's agent under a listing agreement with the Lessor acts as the agent for the Lessor only. A Lessor's agent or subagent has the following affirmative obligations: To the Lessor: A fiduciary duty of utmost care, integrity, honesty, and loyalty in dealings with the Lessor. To the Lessee and the Lessor: a. Diligent exercise of reasonable skills and care in performance of the agent's duties. b. A duty of honest and fair dealing and good faith. c. A duty to disclose all facts known to the agent materially affecting the value or desirability of the property that are not known to, or within the diligent attention and observation of, the Parties. An agent is not obligated to reveal to either Party any confidential information obtained from the other Party which does not involve the affirmative duties set forth above.

(ii) Lessee's Agent. An agent can agree to act as agent for the Lessee only. In these situations, the agent is not the Lessor's agent, even if by agreement the agent may receive compensation for services rendered, either in full or in part from the Lessor. An agent acting only for a Lessee has the following affirmative obligations. To the Lessee: A fiduciary duty of utmost care, integrity, honesty, and loyalty in dealings with the Lessee. To the Lessee and the Lessor: a. Diligent exercise of reasonable skills and care in performance of the agent's duties. b. A duty of honest and fair dealing and good faith. c. A duty to disclose all facts known to the agent materially affecting the value or desirability of the property that are not known to, or within the diligent attention and observation of, the Parties. An agent is not obligated to reveal to either Party any confidential information obtained from the other Party which does not involve the affirmative duties set forth above.

(iii) Agent Representing Both Lessor and Lessee. A real estate agent, either acting directly or through one or more associate licenses, can legally be the agent of both the Lessor and the Lessee in a transaction, but only with the knowledge and consent of both the Lessor and the Lessee. In a dual agency situation, the agent has the following affirmative obligations to both the Lessor and the Lessee: a. A fiduciary duty of utmost care, integrity, honesty and loyalty in the dealings with either Lessor or the Lessee. b. Other duties to the Lessor and the Lessee as stated above in subparagraphs (i) or (ii). In representing both Lessor and Lessee, the agent may not without the express permission of the respective Party, disclose to the other Party that the Lessor will accept rent in an amount less than that indicated in the listing or that the Lessee is willing to pay a higher rent than that offered. The above duties of the agent in a real estate transaction do not relieve a Lessor or Lessee from the responsibility to protect their own interests. Lessor and Lessee should carefully read all agreements to assure that they adequately express their understanding of the transaction. A real estate agent is a person qualified to advise about real estate. If legal or tax advice is desired, consult a competent professional.

(b) Brokers have no responsibility with respect to any default or breach hereof by either Party. The Parties agree that no lawsuit or other legal proceeding involving any breach of duty, error or omission relating to this Lease may be brought against Broker more than one year after the Start Date and that the liability (including court costs and attorneys' fees), of any Broker with respect to any such lawsuit and/or legal proceeding shall not exceed the fee received by such Broker pursuant to this Lease; provided, however, that the foregoing limitation on each Broker's liability shall not be applicable to any gross negligence or willful misconduct of such Broker.

(c) Lessor and Lessee agree to identify to Brokers as "Confidential" any communication or information given Brokers that is considered by such Party to be confidential.

26. **No Right To Holdover.** Lessee has no right to retain possession of the Premises or any part thereof beyond the expiration or termination of this Lease. In the event that Lessee holds over, then the Base Rent shall be increased to 150% of the Base Rent applicable immediately preceding the expiration or termination. Nothing contained herein shall be construed as consent by Lessor to any holding over by Lessee.

27. **Cumulative Remedies.** No remedy or election hereunder shall be deemed exclusive but shall, wherever possible, be cumulative with all other remedies at law or in equity.

28. **Covenants and Conditions; Construction of Agreement.** All provisions of this Lease to be observed or performed by Lessee are both covenants and conditions. In construing this Lease, all headings and titles are for the convenience of the Parties only and shall not be considered a part of this Lease. Whenever required by the context, the singular shall include the plural and vice versa. This Lease shall not be construed as if prepared by one of the Parties, but rather according to its fair meaning as a whole, as if both Parties had prepared it.

29. **Binding Effect; Choice of Law.** This Lease shall be binding upon the Parties, their personal representatives, successors and assigns and be governed by the laws of the State in which the Premises are located. Any litigation between the Parties hereto concerning this Lease shall be initiated in the county in which the Premises are located.

30. **Subordination; Attornment; Non-Disturbance.**

30.1 **Subordination.** This Lease and any Option granted hereby shall be subject and subordinate to any ground lease, mortgage, deed of trust, or other hypothecation or security device (collectively, **"Security Device"**), now or hereafter placed upon the Premises, to any and all advances made on the security thereof, and to all renewals, modifications, and extensions thereof. Lessee agrees that the holders of any such Security Devices (in this Lease together referred to as **"Lender"**) shall have no liability or obligation to perform any of the obligations of Lessor under this Lease. Any Lender may elect to have this Lease and/or any Option granted hereby superior to the lien of its Security Device by giving written notice thereof to Lessee, whereupon this Lease and such Options shall be deemed prior to such Security Device, notwithstanding the relative dates of the documentation or recordation thereof.

30.2 **Attornment.** In the event that Lessor transfers title to the Premises, or the Premises are acquired by another upon the foreclosure or termination of a Security Devise to which this Lease is subordinated (i) Lessee shall, subject to the non-disturbance provisions of Paragraph 30.3, attorn to such new owner, and upon request, enter into a new lease, containing all of the terms and provisions of this Lease, with such new owner for the remainder of the term hereof, or, at the election of the new owner, this Lease will automatically become a new lease between Lessee and such new

INITIALS INITIALS

©2001 - AIR COMMERCIAL REAL ESTATE ASSOCIATION FORM STG-14-3/10E

Powered by BoardOnTrack

owner, and (ii) Lessor shall thereafter be relieved of any further obligations hereunder and such new owner shall assume all of Lessor's obligations, except that such new owner shall not: (a) be liable for any act or omission of any prior lessor or with respect to events occurring prior to acquisition of ownership; (b) be subject to any offsets or defenses which Lessee might have against any prior lessor, (c) be bound by prepayment of more than one month's rent, or (d) be liable for the return of any security deposit paid to any prior lessor which was not paid or credited to such new owner.

30.3 **Non-Disturbance.** With respect to Security Devices entered into by Lessor after the execution of this Lease, Lessee's subordination of this Lease shall be subject to receiving a commercially reasonable non-disturbance agreement (a **"Non-Disturbance Agreement"**) from the Lender which Non-Disturbance Agreement provides that Lessee's possession of the Premises, and this Lease, including any options to extend the term hereof, will not be disturbed so long as Lessee is not in Breach hereof and attorns to the record owner of the Premises. Further, within 60 days after the execution of this Lease, Lessor shall, if requested by Lessee, use its commercially reasonable efforts to obtain a Non-Disturbance Agreement from the holder of any pre-existing Security Device which is secured by the Premises. In the event that Lessor is unable to provide the Non-Disturbance Agreement within said 60 days, then Lessee may, at Lessee's option, directly contact Lender and attempt to negotiate for the execution and delivery of a Non-Disturbance Agreement.

30.4 **Self-Executing.** The agreements contained in this Paragraph 30 shall be effective without the execution of any further documents; provided, however, that, upon written request from Lessor or a Lender in connection with a sale, financing or refinancing of the Premises, Lessee and Lessor shall execute such further writings as may be reasonably required to separately document any subordination, attornment and/or Non-Disturbance Agreement provided for herein.

31. **Attorneys' Fees.** If any Party or Broker brings an action or proceeding involving the Premises whether founded in tort, contract or equity, or to declare rights hereunder, the Prevailing Party (as hereafter defined) in any such proceeding, action, or appeal thereon, shall be entitled to reasonable attorneys' fees. Such fees may be awarded in the same suit or recovered in a separate suit, whether or not such action or proceeding is pursued to decision or judgment. The term, **"Prevailing Party"** shall include, without limitation, a Party or Broker who substantially obtains or defeats the relief sought, as the case may be, whether by compromise, settlement, judgment, or the abandonment by the other Party or Broker of its claim or defense. The attorneys' fees award shall not be computed in accordance with any court fee schedule, but shall be such as to fully reimburse all attorneys' fees reasonably incurred. In addition, Lessor shall be entitled to attorneys' fees, costs and expenses incurred in the preparation and service of notices of Default and consultations in connection therewith, whether or not a legal action is subsequently commenced in connection with such Default or resulting Breach ($200 is a reasonable minimum per occurrence for such services and consultation).

32. **Lessor's Access; Showing Premises; Repairs.** Lessor and Lessor's agents shall have the right to enter the Premises at any time, in the case of an emergency, and otherwise at reasonable times after reasonable prior notice for the purpose of showing the same to prospective purchasers, lenders, or tenants, and making such alterations, repairs, improvements or additions to the Premises as Lessor may deem necessary or desirable and the erecting, using and maintaining of utilities, services, pipes and conduits through the Premises and/or other premises as long as there is no material adverse effect to Lessee's use of the Premises. All such activities shall be without abatement of rent or liability to Lessee.

33. **Auctions.** Lessee shall not conduct, nor permit to be conducted, any auction upon the Premises without Lessor's prior written consent. Lessor shall not be obligated to exercise any standard of reasonableness in determining whether to permit an auction.

34. **Signs.** Lessor may place on the Premises ordinary "For Sale" signs at any time and ordinary "For Lease" signs during the last 6 months of the term hereof. Except for ordinary "for sublease" signs, Lessee shall not place any sign upon the Premises without Lessor's prior written consent. All signs must comply with all Applicable Requirements.

35. **Termination; Merger.** Unless specifically stated otherwise in writing by Lessor, the voluntary or other surrender of this Lease by Lessee, the mutual termination or cancellation hereof, or a termination hereof by Lessor for Breach by Lessee, shall automatically terminate any sublease or lesser estate in the Premises; provided, however, that Lessor may elect to continue any one or all existing subtenancies. Lessor's failure within 10 days following any such event to elect to the contrary by written notice to the holder of any such lesser interest, shall constitute Lessor's election to have such event constitute the termination of such interest.

36. **Consents.** Except as otherwise provided herein, wherever in this Lease the consent of a Party is required to an act by or for the other Party, such consent shall not be unreasonably withheld or delayed. Lessor's actual reasonable costs and expenses (including but not limited to architects', attorneys', engineers' and other consultants' fees) incurred in the consideration of, or response to, a request by Lessee for any Lessor consent, including but not limited to consents to an assignment, a subletting or the presence or use of a Hazardous Substance, shall be paid by Lessee upon receipt of an invoice and supporting documentation therefor. Lessor's consent to any act, assignment or subletting shall not constitute an acknowledgment that no Default or Breach by Lessee of this Lease exists, nor shall such consent be deemed a waiver of any then existing Default or Breach, except as may be otherwise specifically stated in writing by Lessor at the time of such consent. The failure to specify herein any particular condition to Lessor's consent shall not preclude the imposition by Lessor at the time of consent of such further or other conditions as are then reasonable with reference to the particular matter for which consent is being given. In the event that either Party disagrees with any determination made by the other hereunder and reasonably requests the reasons for such determination, the determining party shall furnish its reasons in writing and in reasonable detail within 10 business days following such request.

37. **Guarantor.**

37.1 **Execution.** The Guarantors, if any, shall each execute a guaranty in the form most recently published by the AIR Commercial Real Estate Association.

37.2 **Default.** It shall constitute a Default of the Lessee if any Guarantor fails or refuses, upon request to provide: (a) evidence of the execution of the guaranty, including the authority of the party signing on Guarantor's behalf to obligate Guarantor, and in the case of a corporate Guarantor, a certified copy of a resolution of its board of directors authorizing the making of such guaranty, (b) current financial statements, (c) an Estoppel Certificate, or (d) written confirmation that the guaranty is still in effect.

38. **Quiet Possession.** Subject to payment by Lessee of the Rent and performance of all of the covenants, conditions and provisions on Lessee's part to be observed and performed under this Lease, Lessee shall have quiet possession and quiet enjoyment of the Premises during the term hereof.

39. **Options.** If Lessee is granted an Option, as defined below, then the following provisions shall apply:

39.1 **Definition. "Option"** shall mean: (a) the right to extend or reduce the term of or renew this Lease or to extend or reduce the term of or renew any lease that Lessee has on other property of Lessor; (b) the right of first refusal or first offer to lease either the Premises or other property of Lessor; (c) the right to purchase, the right of first offer to purchase or the right of first refusal to purchase the Premises or other property of Lessor.

39.2 **Options Personal To Original Lessee.** Any Option granted to Lessee in this Lease is personal to the original Lessee, and cannot be assigned or exercised by anyone other than said original Lessee and only while the original Lessee is in full possession of the Premises and, if requested by Lessor, with Lessee certifying that Lessee has no intention of thereafter assigning or subletting.

39.3 **Multiple Options.** In the event that Lessee has any multiple Options to extend or renew this Lease, a later Option cannot be exercised unless the prior Options have been validly exercised.

39.4 **Effect of Default on Options.**

(a) Lessee shall have no right to exercise an Option: (i) during the period commencing with the giving of any notice of Default and continuing until said Default is cured, (ii) during the period of time any Rent is unpaid (without regard to whether notice thereof is given Lessee), (iii) during the time Lessee is in Breach of this Lease, or (iv) in the event that Lessee has been given 3 or more notices of separate Default, whether or not the Defaults are cured, during the 12 month period immediately preceding the exercise of the Option.

(b) The period of time within which an Option may be exercised shall not be extended or enlarged by reason of Lessee's inability to exercise an Option because of the provisions of Paragraph 39.4(a).

(c) An Option shall terminate and be of no further force or effect, notwithstanding Lessee's due and timely exercise of the Option, if, after such exercise and prior to the commencement of the extended term or completion of the purchase, (i) Lessee fails to pay Rent for a period of 30 days after such Rent becomes due (without any necessity of Lessor to give notice thereof), or (ii) if Lessee commits a Breach of this Lease.

40. **Multiple Buildings.** If the Premises are a part of a group of buildings controlled by Lessor, Lessee agrees that it will abide by and conform to all reasonable rules and regulations which Lessor may make from time to time for the management, safety, and care of said properties, including the care and cleanliness of the grounds and including the parking, loading and unloading of vehicles, and to cause its employees, suppliers, shippers, customers, contractors and invitees to so abide and conform. Lessee also agrees to pay its fair share of common expenses incurred in connection with such rules and regulations.

41. **Security Measures.** Lessee hereby acknowledges that the Rent payable to Lessor hereunder does not include the cost of guard service or other security measures, and that Lessor shall have no obligation whatsoever to provide same. Lessee assumes all responsibility for the protection of the Premises, Lessee, its agents and invitees and their property from the acts of third parties.

42. **Reservations.** Lessor reserves to itself the right, from time to time, to grant, without the consent or joinder of Lessee, such easements, rights and dedications that Lessor deems necessary, and to cause the recordation of parcel maps and restrictions, so long as such easements, rights, dedications, maps and restrictions do not unreasonably interfere with the use of the Premises by Lessee. Lessee agrees to sign any documents reasonably requested by Lessor to effectuate any such easement rights, dedication, map or restrictions.

43. **Performance Under Protest.** If at any time a dispute shall arise as to any amount or sum of money to be paid by one Party to the other under the provisions hereof, the Party against whom the obligation to pay the money is asserted shall have the right to make payment "under protest"

INITIALS

INITIALS

©2001 - AIR COMMERCIAL REAL ESTATE ASSOCIATION

Powered by BoardOnTrack

and such payment shall not be regarded as a voluntary payment and there shall survive the right on the part of said Party to institute suit for recovery of such sum. If it shall be adjudged that there was no legal obligation on the part of said Party to pay such sum or any part thereof, said Party shall be entitled to recover such sum or so much thereof as it was not legally required to pay. A Party who does not initiate suit for the recovery of sums paid "under protest" within 6 months shall be deemed to have waived its right to protest such payment.

44. **Authority; Multiple Parties; Execution.**
(a) If either Party hereto is a corporation, trust, limited liability company, partnership, or similar entity, each individual executing this Lease on behalf of such entity represents and warrants that he or she is duly authorized to execute and deliver this Lease on its behalf. Each Party shall, within 30 days after request, deliver to the other Party satisfactory evidence of such authority.
(b) If this Lease is executed by more than one person or entity as "Lessee", each such person or entity shall be jointly and severally liable hereunder. It is agreed that any one of the named Lessees shall be empowered to execute any amendment to this Lease, or other document ancillary thereto and bind all of the named Lessees, and Lessor may rely on the same as if all of the named Lessees had executed such document.
(c) This Lease may be executed by the Parties in counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same instrument.

45. **Conflict.** Any conflict between the printed provisions of this Lease and typewritten or handwritten provisions shall be controlled by the typewritten or handwritten provisions.

46. **Offer.** Preparation of this Lease by either Party or their agent and submission of same to the other Party shall not be deemed an offer to lease to the other Party. This Lease is not intended to be binding until executed and delivered by all Parties hereto.

47. **Amendments.** This Lease may be modified only in writing, signed by the Parties in interest at the time of the modification. As long as they do not materially change Lessee's obligations hereunder, Lessee agrees to make such reasonable non-monetary modifications to this Lease as may be reasonably required by a Lender in connection with the obtaining of normal financing or refinancing of the Premises.

48. **Waiver of Jury Trial.** **THE PARTIES HEREBY WAIVE THEIR RESPECTIVE RIGHTS TO TRIAL BY JURY IN ANY ACTION OR PROCEEDING INVOLVING THE PROPERTY OR ARISING OUT OF THIS AGREEMENT.**

49. **Arbitration of Disputes.** An Addendum requiring the Arbitration of disputes between the Parties and/or Brokers arising out of this Lease ☐ is ☐ is not attached to this Lease.

50. **Americans with Disabilities Act.** Since compliance with the Americans with Disabilities Act (ADA) is dependent upon Lessee's specific use of the Premises, Lessor makes no warranty or representation as to whether or not the Premises comply with ADA or any similar legislation. In the event that Lessee's use of the Premises requires modifications or additions to the Premises in order to be in ADA compliance, Lessee agrees to make any such necessary modifications and/or additions at Lessee's expense.

LESSOR AND LESSEE HAVE CAREFULLY READ AND REVIEWED THIS LEASE AND EACH TERM AND PROVISION CONTAINED HEREIN, AND BY THE EXECUTION OF THIS LEASE SHOW THEIR INFORMED AND VOLUNTARY CONSENT THERETO. THE PARTIES HEREBY AGREE THAT, AT THE TIME THIS LEASE IS EXECUTED, THE TERMS OF THIS LEASE ARE COMMERCIALLY REASONABLE AND EFFECTUATE THE INTENT AND PURPOSE OF LESSOR AND LESSEE WITH RESPECT TO THE PREMISES.

ATTENTION: NO REPRESENTATION OR RECOMMENDATION IS MADE BY THE AIR COMMERCIAL REAL ESTATE ASSOCIATION OR BY ANY BROKER AS TO THE LEGAL SUFFICIENCY, LEGAL EFFECT, OR TAX CONSEQUENCES OF THIS LEASE OR THE TRANSACTION TO WHICH IT RELATES. THE PARTIES ARE URGED TO:

1. SEEK ADVICE OF COUNSEL AS TO THE LEGAL AND TAX CONSEQUENCES OF THIS LEASE.

2. RETAIN APPROPRIATE CONSULTANTS TO REVIEW AND INVESTIGATE THE CONDITION OF THE PREMISES. SAID INVESTIGATION SHOULD INCLUDE BUT NOT BE LIMITED TO: THE POSSIBLE PRESENCE OF HAZARDOUS SUBSTANCES, THE ZONING OF THE PREMISES, THE STRUCTURAL INTEGRITY, THE CONDITION OF THE ROOF AND OPERATING SYSTEMS, AND THE SUITABILITY OF THE PREMISES FOR LESSEE'S INTENDED USE.

WARNING: IF THE PREMISES IS LOCATED IN A STATE OTHER THAN CALIFORNIA, CERTAIN PROVISIONS OF THE LEASE MAY NEED TO BE REVISED TO COMPLY WITH THE LAWS OF THE STATE IN WHICH THE PREMISES IS LOCATED.

The parties hereto have executed this Lease at the place and on the dates specified above their respective signatures.

Executed at: First Lutheran Church	Executed at: Magnolia Public Schools Center-(offices
On: 12/21/14	On: Dec 10th, 2014
By **LESSOR:**	By **LESSEE:**
First Lutheran Church of Northridge	Magnolia Science Academy-7
By:	By:
Name Printed: Diane Clarke	Name Printed: SULEIMAN BAHLECI
Title: Council President	Title: CEO
By:	By: Irina Grangey-Millard
Name Printed:	Name Printed: Principal Irina Grangey-Millard
Title:	Title: Principal
Address:	Address:
Telephone: (___)	Telephone: 818) 221-5328
Facsimile: (___)	Facsimile: (___)
Federal ID No.	Federal ID No.

INITIALS INITIALS

©2001 - AIR COMMERCIAL REAL ESTATE ASSOCIATION

FORM STG-14-3/10E

BROKER:	BROKER:
katlaina klein- School Brokerage	Kismet Investment Properties Inc.
Att: katalina klein	Att: Sam Kilic
Title: broker	Title: Broker
Address:	Address:
Telephone:(___)	Telephone:(___)
Facsimile:(___)	Facsimile:(___)
Federal ID No.	Federal ID No.
Broker/Agent DRE License #: 01373652	Broker/Agent DRE License #: 01819341

NOTICE: These forms are often modified to meet changing requirements of law and industry needs. Always write or call to make sure you are utilizing the most current form: AIR Commercial Real Estate Association, 800 W 6th Street, Suite 800, Los Angeles, CA 90017. Telephone No. (213) 687-8777. Fax No.: (213) 687-8616.

© Copyright 2001 - By AIR Commercial Real Estate Association. All rights reserved.
No part of these works may be reproduced in any form without permission in writing.

Lease Provisions

GENERAL OCCUPANCY AND USE

Tenant shall be responsible for obtaining any and all use and business licenses and other permits, consents and designations required for the operation of the Premises for Tenant's contemplated use as a public school. Tenant shall not use the property or operate its business or conduct its affairs in any manner that shall place the conditional use permits or consents that exist on and to the property in jeopardy of restriction or revocation and Tenant shall fully indemnify Landlord from any liability arising from Tenant's use. Tenant's failure to maintain the required licenses, permits, consents or other operating approvals shall not relieve Tenant of Tenant's obligation to make the payments required under this Lease.

It is understood and agreed that Landlord owns and operates the property primarily as a Church within the guidelines of the Greater Lutheran Church community (ELCA) and has historically operated a Parochial school within these guidelines and will only consider a tenancy herein that will operate within the same guidelines, notwithstanding any requirement for religious instruction. It is further understood and agreed that Landlord has obtained a Conditional Use Permit allowing the conversion and operation of a prior Parochial school as a Public school and that Landlord does not operate a Public school. Landlord and Tenant hereby acknowledge and agree that Landlord has provided Tenant with the relevant governing and operating documents that relate to the use of the Property and appropriate conditions imposed therein and such documents are attached to this lease as an Exhibit and are incorporated herein by this reference. Tenant hereby acknowledges the actual receipt of such guidelines and that Tenant has reviewed such documents and fully understands the restrictive conditions imposed on the use of the Property by such guidelines. Tenant confirms that any violation of Landlords governing or operating documents shall constitute a material breach of this Lease agreement and that Landlord would not have entered into this Lease Agreement without Tenant's agreement to abide by such governing and operating documents. Tenant hereby covenants and agrees to operate the Public school within the parameters of Landlord's operating guidelines and will not conduct itself in any manner that would be considered a violation of the stated guidelines or that could be reasonably interpreted to be an offense to the Greater Lutheran Church community.

Tenant shall, at Tenant's own cost and expense, comply with all conditional use permits, statutes, ordinances, regulations, and requirements of all governmental entities, federal, state, county or municipality, including those requiring additional fees, capital improvements to the Premises or Improvements, relating to any use and occupancy of the Premises (and specifically not limited to any particular use or occupancy by Tenant), whether those conditional use permits, statutes, ordinances, regulations, and requirements are now in force or are subsequently enacted. Tenant acknowledges that the Conditional Use Permit obtained by Landlord for the operation of

5.8

the Property as a Public school imposes a continued monitoring condition and requires an additional petition and approval by the local Planning Commission of the actual Public School operator, and attendant fees and charges therein. If any license, permit, or other governmental authorization is required for the lawful use or occupancy of the Premises or any portion of the Premises, the Tenant shall procure and maintain it, at Tenant's sole cost and expense, throughout the term of this lease. The judgment of any regulatory body or court of competent jurisdiction, or the admission by Tenant in a proceeding brought against Tenant by any government entity that Tenant has violated any such conditional use permits, statute, ordinance, regulation, or requirement shall constitute grounds for a claim for damages or breach of the lease agreement herein by Landlord against Tenant.

INDEMNITY AND INSURANCE

Indemnity Agreement. Tenant shall indemnify and hold Landlord and the property of Landlord, including the Premises and Improvements now or hereafter on the Premises, free and harmless from any and all liability, claims, loss, damages, or expenses resulting from Tenant's occupation and use of the Premises, specifically including, without limitation any liability claim, loss, damage or expense arising by reason of:

The injury, impairment, loss or other harm suffered by reason of Tenant's failure to maintain its business and operations in a manner that is required by any and all Conditional Use Permits, Governing or Operating guidelines or restrictive covenants of the Landlord;

The death or injury of any person, including Tenant or any person who is an employee or agent of Tenant, or the damage to or destruction of any property, including property owned by Tenant or by any person who is an employee or agent of Tenant, from any cause whatever while any person or property is in or on the Premises or in any way connected with the Premises or with any of the Improvements or personal property on the Premises;

The death or injury of any person, including any person who is an employee or agent of Tenant, or the damage to or destruction of any property, including property owned by Tenant or any person who is an employee or agent of Tenant, caused or allegedly caused by either (1) the condition of the Premises or some building or improvement on the Premises, or (2) some act or omission on the Premises of Tenant, an agent thereof, or any person in, on, or about the Premises.

Any work performed on the Premises or materials furnished to the Premises by or at the request of Tenant or any person or entity acting for or on behalf of Tenant; or

DL

5.B.

Tenant's failure to perform any provision of this lease or to comply with any requirement of law or any requirement imposed on Tenant or the Premises by any duly authorized governmental agency or political subdivision.

DEFAULT AND REMEDIES

Continuation of Lease in Effect. Should Tenant breach this lease and abandon the Premises prior to the natural expiration of the term of this lease, Landlord may continue this lease in effect by not terminating Tenant's right to possession of the Premises, in which event Landlord shall be entitled to enforce all Landlord's rights and remedies under this lease, including the right to recover the rent specified in this lease as it becomes due under this lease.

Termination and Unlawful Detainer. In the event of a tenant default under this lease, Landlord may terminate this lease by written notice to Tenant and:

Bring an action to recover from Tenant:

The worth at the time of award of the unpaid rent that had been earned at the time of termination of the lease;

The worth at the time of award of the amount by which the unpaid rent that would have been earned after termination of the lease until the time of award exceeds the amount of rental loss that Tenant proves could have been reasonably avoided;

The worth at the time of award of the amount by which the unpaid rent for the balance of the term after the time of award exceeds the amount of rental loss that Tenant proves could be reasonably avoided, and

Any other amount necessary to compensate Landlord for all detriment proximately caused by Tenant's failure to perform Tenant's obligations under this lease; and

Bring an action, in addition to or in lieu of the action described in this Section, to reenter and regain possession of the Premises in the manner provided by the laws of unlawful detainer of the State of California then in effect.

Breach and Default by Tenant. Should Tenant fail to perform any covenant, condition, or agreement contained in this lease and the default not be cured within thirty (30) days after written notice of the default is served on Tenant by Landlord, then Tenant shall be in default under this lease. In addition to Tenant's failure to perform any covenant, condition, or agreement contained in this lease within the cure period permitted by this Section, the following shall constitute a default by Tenant under this lease:

DL

5.8

The appointment of a receiver to take possession of the Premises or Improvements, or of Tenant's interest in, to, and under this lease, the leasehold estate or of Tenant's operations on the Premises for any reason, including, without limitation, assignment for benefit of creditors or voluntary or involuntary bankruptcy proceedings, when not released within sixty (60) days;

An assignment by Tenant for the benefit of creditors; or the voluntary filing by Tenant or the involuntary filing against Tenant of a petition, other court action, or suit under any law for the purpose of (1) adjudicating Tenant a bankrupt, (2) extending time for payment, (3) satisfaction of Tenant's liabilities, or (4) reorganization, dissolution, or arrangement on account of, or to prevent, bankruptcy or insolvency: provided, however, that in the case of an involuntary proceeding, if all consequent orders, adjudications, custodies, and supervisions are dismissed, vacated, or otherwise permanently stayed or terminated within ninety (90) days after the filing or other initial event, then Tenant shall not be in default under this Section.

The subjection of any right or interest of Tenant to or under this lease to attachment, execution, or other levy, or to seizure under legal process when the claim against Tenant is not released within ninety (90) days.

Cumulative Remedies. The remedies given to Landlord in this Agreement shall not be exclusive but shall be cumulative with and in addition to all remedies now or hereafter allowed by law and elsewhere provided in this lease.

Waiver of Breach. The waiver by Landlord of any breach by tenant of any of the provisions of this lease shall not constitute a continuing waiver or a waiver of any subsequent breach by Tenant of either the same or a different provision of this lease.

Surrender of Premises. On expiration or earlier termination of this lease, Tenant shall surrender the Premises and all Improvements in or on the Premises to Landlord in as good, safe, and clean condition as practicable, reasonable wear and tear excepted.

First Lutheran Church, Northridge:

By:

Date: 12/2/11

Magnolia Education & Research Foundation:

By:

Date: 12/20/2011

5.B.

Coversheet

Approval of the Updated 2026-27 Home Office Compensation and Salary Bands for Home Office Employees

Section: VII. Action Items
Item: R. Approval of the Updated 2026-27 Home Office Compensation and Salary Bands for Home Office Employees
Purpose: Vote
Submitted by:
Related Material:
VII.R - Approval of the Updated 2026-27 Home Office Compensation and Salary Bands for Home O ffice Employees_FINAL.pdf

Agenda Item:	VII.R - Action Item
Date:	June 17, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Fiorella Del Carpio, Chief People Officer
RE:	Approval of the Updated 2026-27 Home Office Compensation and Salary Bands for Home Office Employees

Action Proposed:

Staff recommends the approval of the updated 2026-27 Home Office compensation and salary bands for Home Office employees effective July 1, 2026.

Background:

Magnolia has identified the need for a dedicated leadership role to oversee networkwide strategy for student enrollment, recruitment, family engagement, communications, community partnerships, and retention.

The Managing Director of Enrollment and Community Engagement will support Magnolia schools by building systems, data routines, and cross-functional partnerships to help schools meet enrollment goals in a thoughtful, student-centered, and sustainable way.

Analysis:

This position addresses a key organizational need connected to enrollment, family engagement, ADA, staffing, budget, facilities, and long-term growth. The role is intended to strengthen networkwide support for schools by ensuring enrollment and engagement work is ongoing, strategic, and aligned across the organization.

The position falls within Magnolia's Managing Director position type. The proposed salary reflects Magnolia's current fiscal stabilization efforts and available budget resources. While Magnolia has completed job leveling and compensation work in partnership with EdFuel, the updated salary bands and titles have not yet been formally implemented.

Magnolia anticipates rolling out the updated home office leveling framework, including revised titles and salary bands, during the 2027-28 school year. As part of that implementation, this position will be reviewed alongside other home office roles to ensure alignment with the organization's job leveling framework, internal equity considerations, and market-based compensation philosophy.

CHART 1	
Position type	**Band group**
CEO	A
C-Level, Executive Positions, General Counsel, Deputy Superintendent	B

Managing Director Positions	C
Director, Controller, Senior Level Positions	D
Administrators, Managers, Analysts, Coordinators, Assistant Directors	E
Clerks, Assistants	F
Hourly (Non-exempt)	G

CHART 2		**Tier number**				
		MIN		**AVERAGE**		**MAX**
Positions Type	**Band group & #of Employees**	**1**	**2**	**3**	**4**	**5**
CEO	**A**	**MPS BOARD OF DIRECTORS' DISCRETION**				
C-Level, Executive Positions, General Counsel, Deputy Superintendent	**B**	$135,000-$152,550	$152,550-$170,100	$170,100-$187,650	$187,650-$205,200	$205,200-$231,876
Managing Director	**C**	$118,250-$130,599	$130,600-$142,949	$142,950-$155,299	$155,300-$167,649	$167,650-$180,000
Director/Controller Senior Level Positions	**D**	$95,000-$107,350	$107,350-$119,700	$119,700-$132,050	$132,050-$144,400	$144,400-$170,000
Administrators, Managers, Analysts, Coordinators, Assistant Directors	**E**	$75,000-$84,750	$84,750-$95,768	$95,768-$108,218	$108,218-$122,286	$122,286-$146,840
Clerks/ Assistants	**F**	$62,400-$70,512	$70,512-$79,679	$79,679-$90,038	$90,038-$101,743	$101,743-$114,970
Hourly/Office	**G**	Minimum Wage-$25.00	$25.00-$30.00	$30.00-$35.00	$35.00-$40.00	$40.00-$45.00

Budget Implications:

The proposed addition of the Managing Director position has an estimated annual fiscal impact of $195,000 to $221,000, consisting of a salary range of $150,000–$170,000 plus approximately 30% for employee benefits and related payroll costs.

Exhibits: Managing Director of Enrollment and Community Engagement position job description

Revision History:

Revision	Date	Description of changes	Requested By
0	**09/10/15**	Initial Release	Terri Boatman, HR Director
1	**05/07/19**	Revised the 2015 band by introducing bands and tiers with no job title limitations. Revised min and max salary bands.	Suat Acar,COO
2	**06/24/2021**	Converted dollar limits to ranges for each tier. Added director of state and federal programs to Band Group C & facility project manager to Band Group D. This proposed band changes the tier dollar range calculations for hourly employees. The tier 1 starts with minimum wage of the FY and increases with fixed $5.00 per hour increments.	Suat Acar,COO
3	**05/23/2024**	Added General Counsel, Deputy Superintendent, and analyst positions. Removed job title samples on chart 1. Expanded the maximum salary tier for band C and D	Fiorella Del Carpio
4	**04/10/2025**	No changes on the salary band. 1.66% percent increase to all home office employees for the 2025-26 school year. Expanded the maximum salary tier for band C	Fiorella Del Carpio

5	**05/21/2026**	No changes on the salary band. No salary increase for all home office staff.	Fiorella Del Carpio
6	**06/17/2026**	Addition of the Managing Director position to the salary band.	Fiorella Del Carpio

Managing Director of Enrollment and Community Engagement

Position Type: Full-Time, Exempt, 12 Month
Reports To: Deputy Superintendent

ROLE SUMMARY

The Managing Director of Enrollment and Community Engagement leads Magnolia Public Schools' networkwide strategy for student enrollment, recruitment, family engagement, communications, community partnerships, and retention. This role builds the systems, data routines, and cross-functional partnerships needed to help every Magnolia school meet enrollment goals in a thoughtful, student-centered, and sustainable way.

Rooted in Magnolia's commitment to Excellence, Innovation, and Connection, this role ensures enrollment and engagement work is ongoing, strategic, and connected to school quality, family experience, community trust, ADA, staffing, budget, facilities, and long-term growth. Through strong planning and disciplined execution, the Managing Director helps expand access to Magnolia's high-quality, college-preparatory STEAM education for students and families across our communities.

Key Responsibilities

Lead Networkwide Enrollment Strategy

- Develop and lead Magnolia's annual and multi-year student enrollment strategy.
- Establish enrollment goals, recruitment priorities, timelines, and progress-monitoring routines for schools and regions.
- Lead the enrollment projection process in partnership with Finance, Data, School Office, and school leadership teams, ensuring projections are timely, school-specific, grade-level specific, and aligned with ADA, staffing, budget, facility, and growth assumptions.
- Align enrollment strategy with school growth plans, ADA projections, staffing, budget, facility capacity, and community demand.
- Identify enrollment risks and opportunities early and recommend timely interventions.
- Support differentiated strategies for established schools, under-enrolled schools, new schools, expansion grades, and key transition points.

Strengthen School-Level Planning and Execution

- Define and maintain a clear school-level enrollment operating model that clarifies roles and responsibilities for principals, assistant principals, office managers, enrollment staff, community school staff, communications staff, and Home Office teams in recruitment, application management, registration, re-enrollment, withdrawal tracking, no-show tracking, and data accuracy.

- Partner with principals, assistant principals, office managers, operations staff, community school teams, and school-based recruitment leads to implement school-specific enrollment action plans.
- Clarify expectations for outreach, family follow-up, application conversion, registration completion, and retention.
- Provide coaching, tools, dashboards, and implementation support to strengthen school-level execution.
- Facilitate regular enrollment progress-monitoring meetings with school and Home Office leaders.
- Support corrective action planning when schools are not on track to meet enrollment milestones.

Use Data to Drive Enrollment Decisions

- Develop and maintain dashboards that track inquiries, applications, offers, acceptances, registrations, attendance trends, retention, waitlists, and projected enrollment.
- Monitor enrollment performance by school, grade level, region, subgroup, recruitment source, and enrollment stage.
- Establish enrollment risk thresholds, escalation protocols, and intervention routines for schools or expansion sites that are off track against enrollment, registration, ADA, staffing, budget, or facility assumptions.
- Use enrollment data to guide recruitment investments, staffing decisions, outreach priorities, and intervention strategies.
- Strengthen enrollment systems, including CRM tools, student information systems, family communication platforms, dashboards, and reporting workflows.

Lead Enrollment Marketing, Communications, and Community Engagement

- Set enrollment campaign priorities, audiences, goals, timelines, and performance measures, while partnering with communications staff on messaging, design, media, digital execution, and brand consistency.
- Lead the organization-wide enrollment marketing and communications strategy so recruitment efforts are aligned, on-brand, and connected to Magnolia's mission, school priorities, and community needs.
- Partner with school sites to develop school-specific marketing plans, value propositions, and outreach strategies that reflect each school community while maintaining networkwide brand consistency.
- Supervise assigned communications, marketing, community engagement, and community schools staff/functions connected to enrollment, family connection, school growth, and student persistence.
- Ensure Magnolia's messaging clearly communicates our STEAM program, college-preparatory model, whole-child approach, safe school environments, and family-centered culture.
- Support recruitment campaigns, digital content, collateral, family-facing materials, community partnerships, feeder relationships, school tours, open houses, and other outreach efforts.
- Use campaign data, audience insights, enrollment priorities, and family feedback to adjust messaging, outreach strategy, marketing investments, and community engagement priorities.

Support Retention and Student Persistence

- Lead networkwide retention strategy in partnership with school leaders and Home Office teams.
- Analyze withdrawal trends, attendance patterns, family feedback, school climate data, and transition-grade patterns to identify retention risks.
- Support targeted retention plans for vulnerable grades, transition years, and schools experiencing enrollment instability.
- Use family feedback, exit data, inquiry trends, and application drop-off points to improve the enrollment experience.
- Help schools strengthen the transition from recruitment to enrollment to first-day attendance and long-term student persistence.

Lead Cross-Functional Collaboration and Capacity Building

- Serve as the central coordinator for enrollment and engagement work across school sites and Home Office departments.
- Partner with Finance, Operations, Facilities, Academics, Student Services, Communications, Community Schools, Data, and School Office teams to align enrollment work with organizational priorities.
- Supervise assigned staff and provide dotted-line guidance to school-based team members responsible for enrollment, outreach, communication, and engagement.
- Build the capacity of school and Home Office teams through training, playbooks, calendars, dashboards, and coaching routines.
- Promote a culture of urgency, ownership, service, data accuracy, responsiveness, and continuous improvement.

Core Competencies

- *Commitment to Excellence:* Leads enrollment strategy with high expectations, strong systems, and clear accountability for school and networkwide results.
- *Commitment to Innovation:* Uses data, technology, family feedback, and creative outreach strategies to strengthen enrollment, retention, and family access.
- *Commitment to Connection:* Builds trust and alignment with schools, families, community partners, and Home Office teams so enrollment work is responsive, coordinated, and student-centered.
- *Strategic and Operational Leadership:* Owns the vision, strategy, systems, and execution for enrollment across the network, connecting enrollment goals to ADA, staffing, budget, facilities, school growth, and long-term sustainability.
- *People and Cross-Functional Leadership:* Leads, develops, and influences staff, school-based teams, and cross-functional partners through clear expectations, coaching, shared accountability, and disciplined follow-through.

Qualifications

- Bachelor's degree required.
- Master's degree preferred in education, public administration, business, marketing, communications, nonprofit management, data analytics, organizational leadership, or a related field.
- Minimum of 7 years of progressively responsible experience in education, enrollment

management, student recruitment, school operations, community engagement, marketing, data-driven project management, or organizational leadership.
- Demonstrated success leading enrollment growth, recruitment campaigns, family engagement initiatives, school-based growth strategies, or networkwide operational initiatives.
- Strong data analysis skills and ability to use enrollment data to drive decisions, progress monitoring, and intervention.
- Experience managing cross-functional projects involving school leaders, operations, finance, communications, data, school office teams, and executive leadership.
- Experience using CRM, enrollment, student information, dashboard, or family communication platforms preferred.
- Experience supporting new school launches, expansion planning, under-enrolled school improvement, or enrollment turnaround strategies preferred.
- Supervisory or team leadership experience preferred.
- California public charter school experience preferred.
- Commitment to educational equity, family access, community engagement, and Magnolia Public Schools' mission.

About Magnolia Public Schools

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to deliver a high-quality, college-preparatory STEAM educational experience in an environment that cultivates respect for self and others. Magnolia prepares students to become scientific thinkers, creative problem-solvers, effective communicators, and socially responsible contributors to a peaceful and inclusive global community.

Why Join Magnolia

Magnolia offers competitive benefits, retirement participation, generous time off, professional growth opportunities, and the opportunity to contribute to mission-driven work that directly supports students, families, schools, and communities.

Work Environment

This role requires regular travel to Magnolia school sites, community events, recruitment activities, and regional meetings. The role may require occasional evening and weekend participation in school fairs, family meetings, open houses, registration events, and community outreach activities. The Managing Director works in both office and school-site environments and must be able to manage competing deadlines during peak enrollment, lottery, registration, budget planning, school launch, and community engagement periods.

Equal Opportunity Statement

Magnolia Public Schools is an equal opportunity employer and is committed to building a diverse, inclusive, and welcoming workplace.